

Annual Report 2024

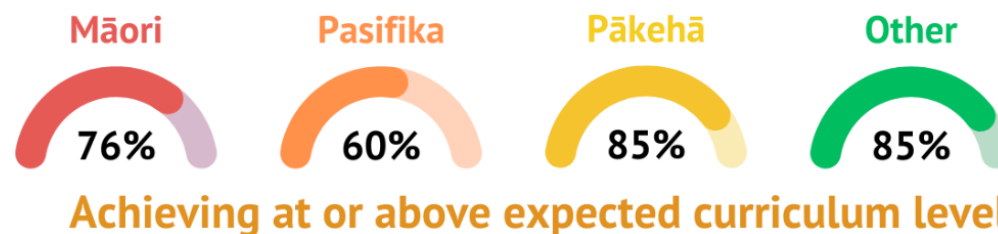
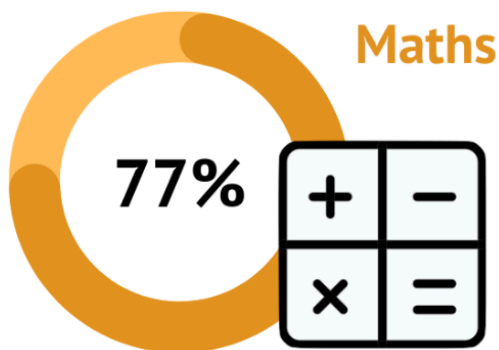
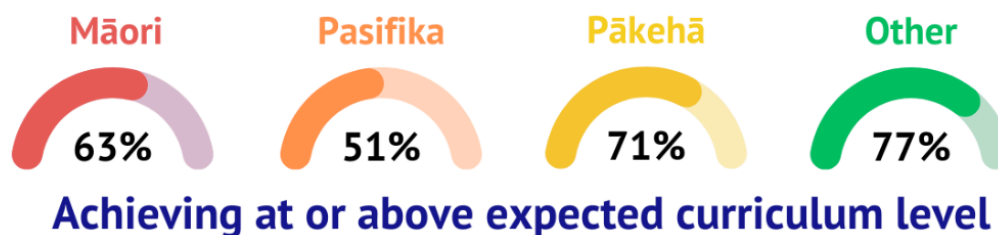
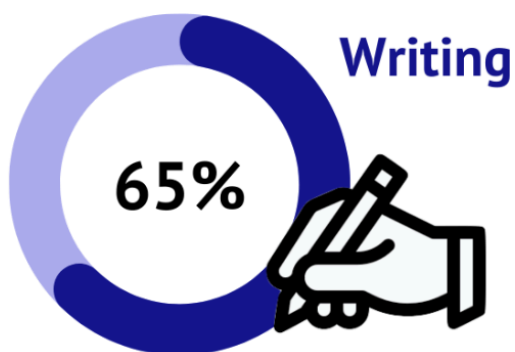
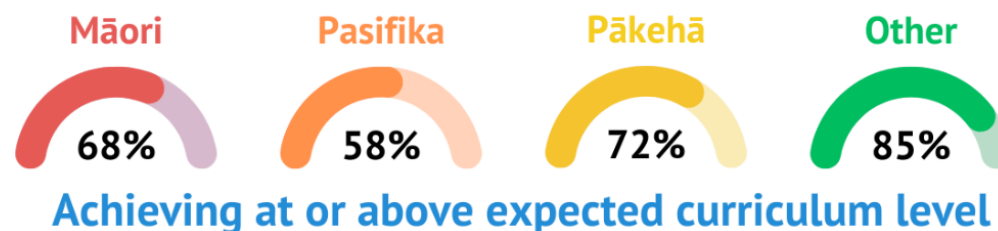
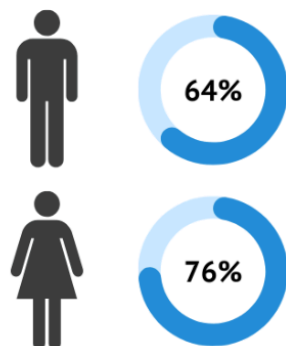
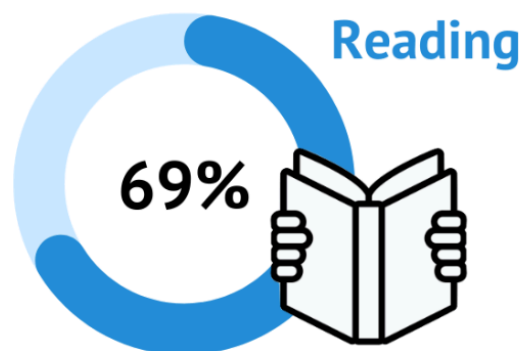


Titahi Bay
SCHOOL



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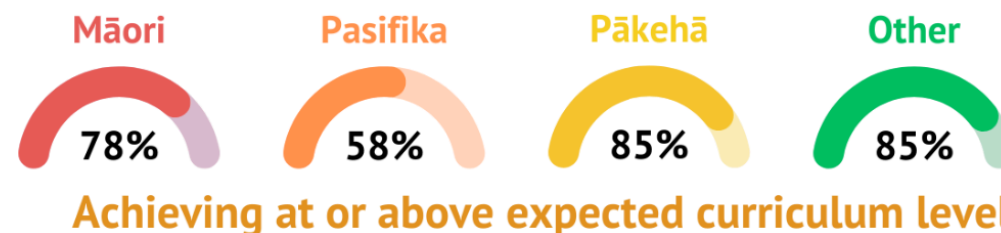
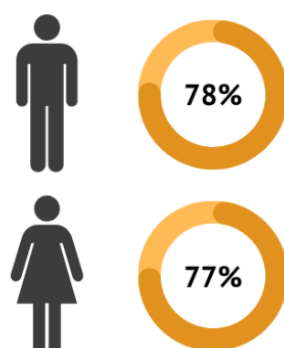
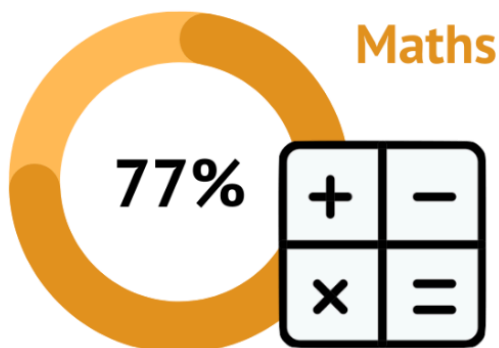
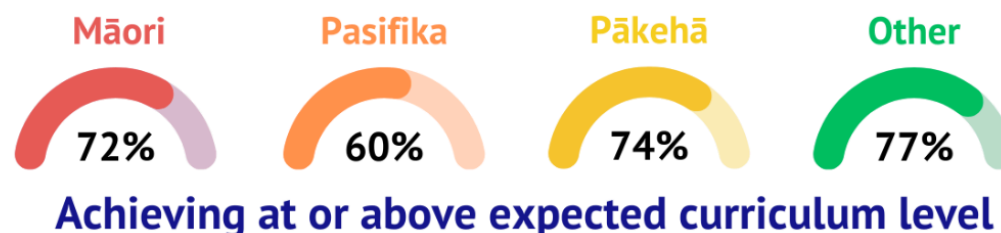
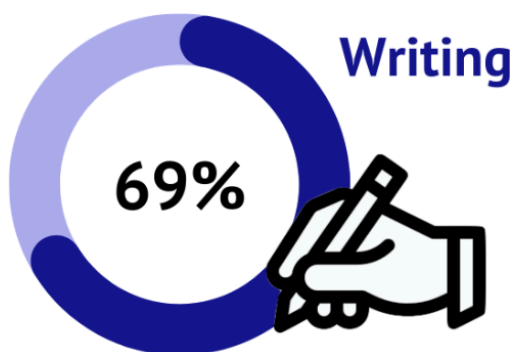
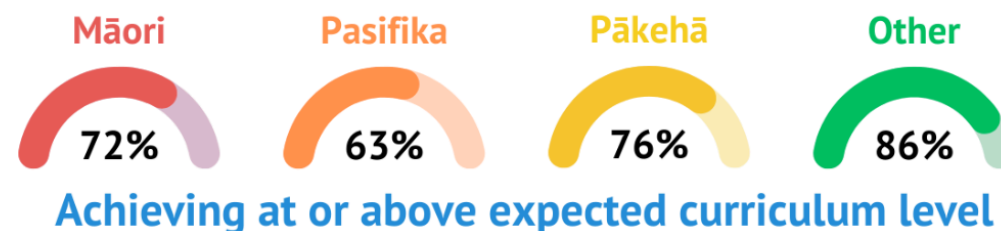
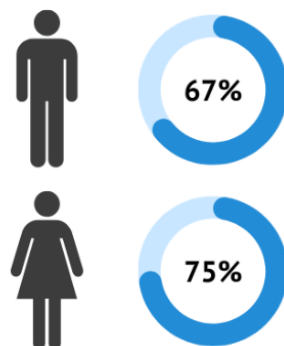
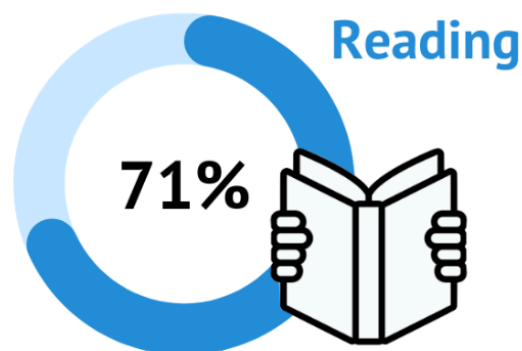
2024 Mid-Year Data





Titahi Bay
SCHOOL

2024 End of Year Data



READING TERM 2 - STUDENTS WORKING TOWARDS

Ethnicity	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%
Māori	3	14	10	42	7	33	17	57	4	20	3	11	45	32
Pasifika	2	18	3	33	2	20	10	71	5	63	6	40	28	42
NZE	0	0	6	29	8	44	13	57	5	23	6	20	38	28
Kura Total	6	11	17	34	15	35	39	58	14	27	14	20	105	30.5

WRITING TERM 2 - STUDENTS WORKING TOWARDS

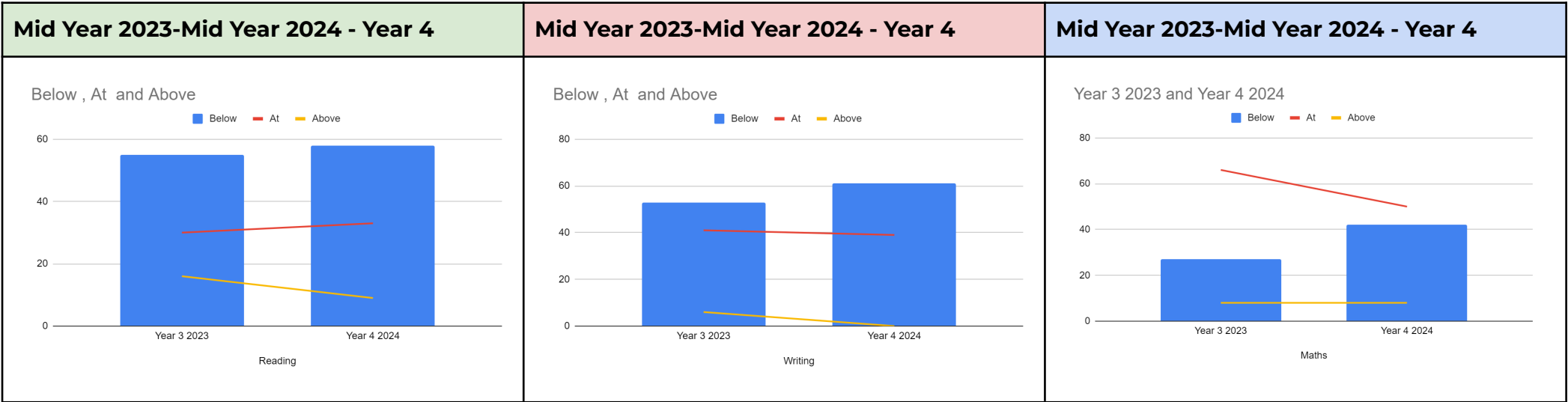
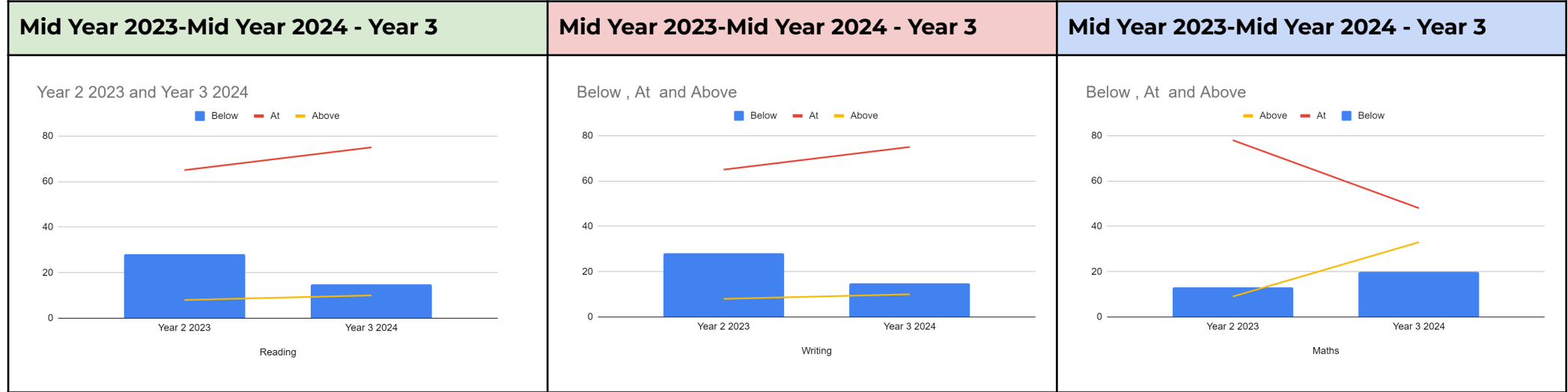
Ethnicity	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%
Māori	3	14	9	38	4	19	20	67	9	45	9	33	54	37
Pasifika	3	27	3	33	1	10	10	71	6	75	10	67	33	49
NZE	0	0	7	33	2	11	14	61	7	32	10	33	40	29
Kura Total	7	13	17	34	6	14	42	63	22	43	27	38	121	35

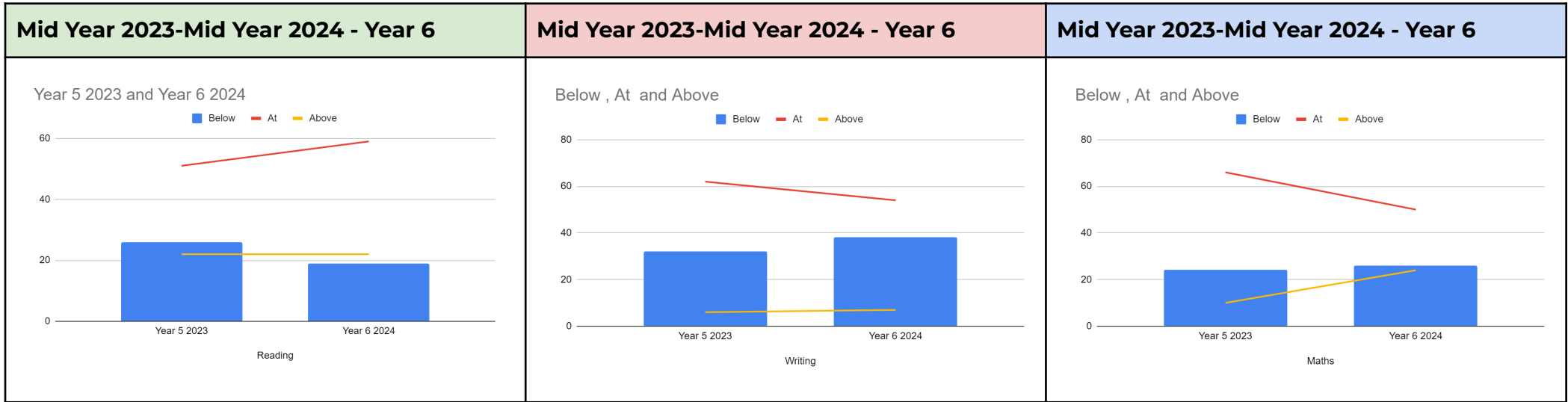
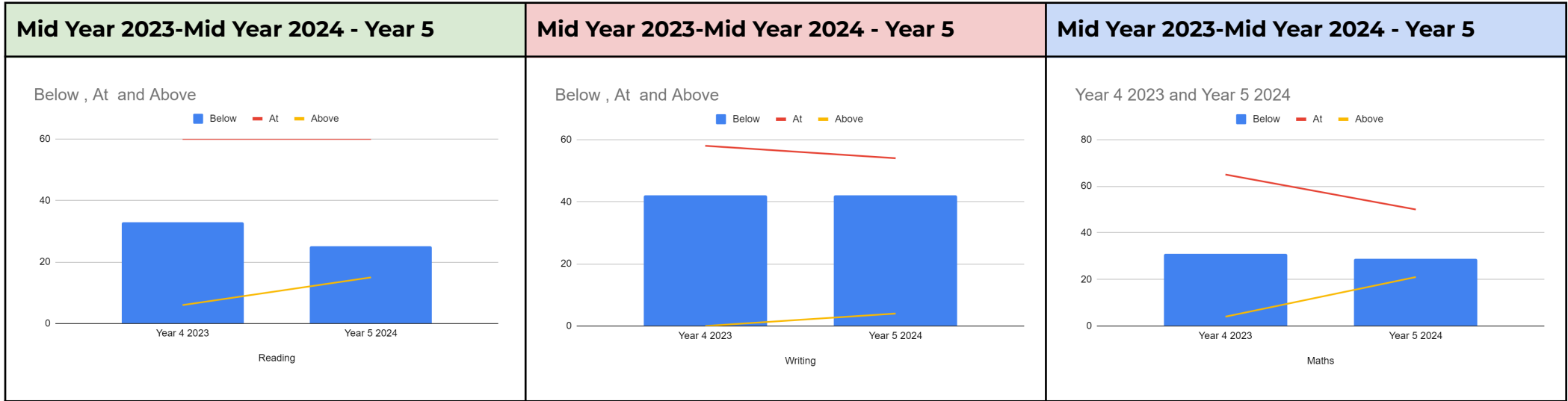
MATHS TERM 2 - STUDENTS WORKING TOWARDS

Ethnicity	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%
Māori	1	4	5	21	5	24	11	37	5	25	8	30	35	24
Pasifika	0	0	3	33	2	20	9	64	4	50	9	60	27	40
NZE	0	0	1	5	3	17	5	22	6	27	5	17	20	15
Kura Total	2	4	6	12	8	19	27	40	15	29	20	28	78	22.6

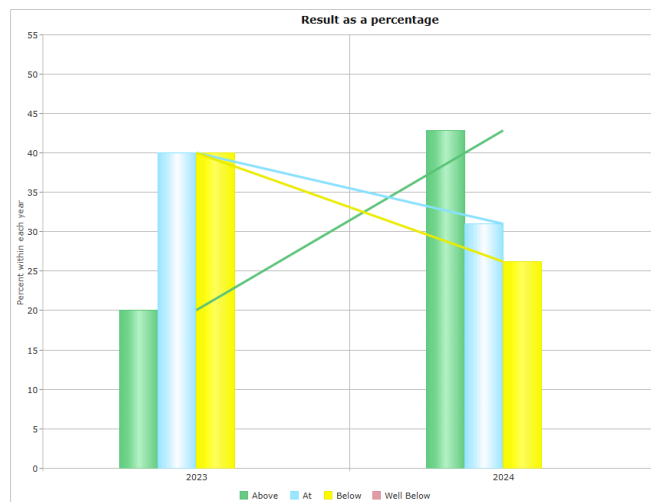
ANALYSIS STATEMENTS - MID YEAR 2024

- ★ We aim to see a decrease in the big blue blocks each year, representing the 'below' category. Conversely, we want the yellow line, which indicates the 'above' category, to rise, showing an increase in students performing above the expected level. Ideally, the red line, representing students 'at' the expected level, will also rise. However, we should be aware that it might decrease as some students move into the 'above' category.
- ★ Year 2-3 reading and writing exemplify the achievement progress we aim to see. Year 2-3 Maths shows a significant increase in the 'above' category, which is excellent. However, there's also an increase in students 'working towards' the expected level, which can occur when learners struggle to maintain consistency in curriculum level 2 Maths.
- ★ Our year 3-4 data represents the current year 4 tamariki, who we have identified as an anomaly compared to the average. This is a low-performing group with multiple barriers that hinder expected progress.
- ★ Year 4-5 data across all three areas shows the desired patterns, with a decrease in the 'below' numbers and an increase in students moving into the 'above' category. For our year 5-6 cohort, Maths and Reading are progressing well.
- ★ As we know, writing is a foundational skill that requires the most attention. It's important to note that we believe the year 4 cohort is an anomaly. Excluding them, our 'at or above' numbers are 77% in Maths, 72% in Writing, and 82% in Reading.

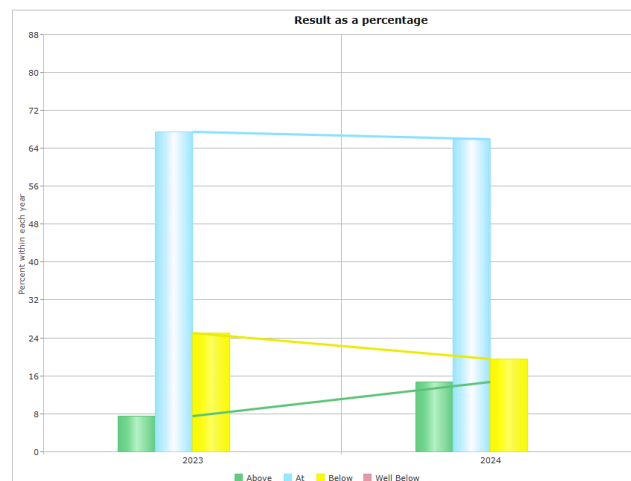




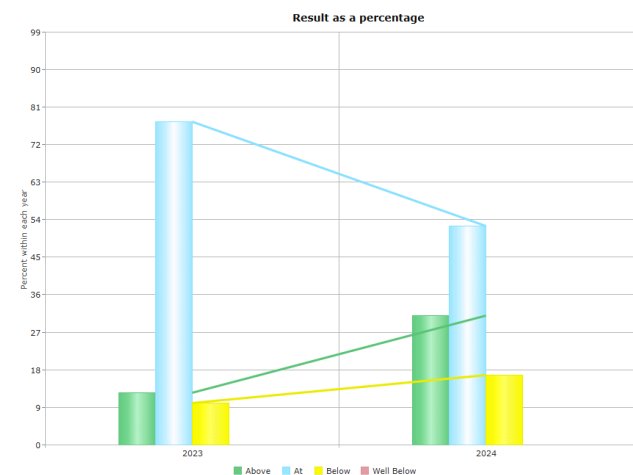
End Year 2023-End Year 2024 - Year 3



End Year 2023-End Year 2024 - Year 3

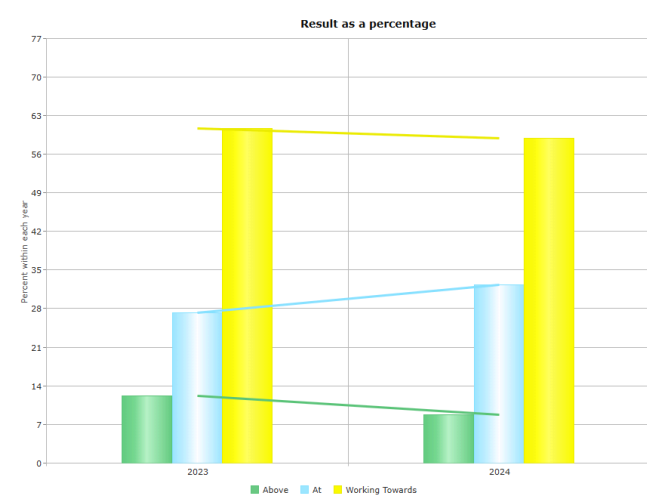


End Year 2023-End Year 2024 - Year 3

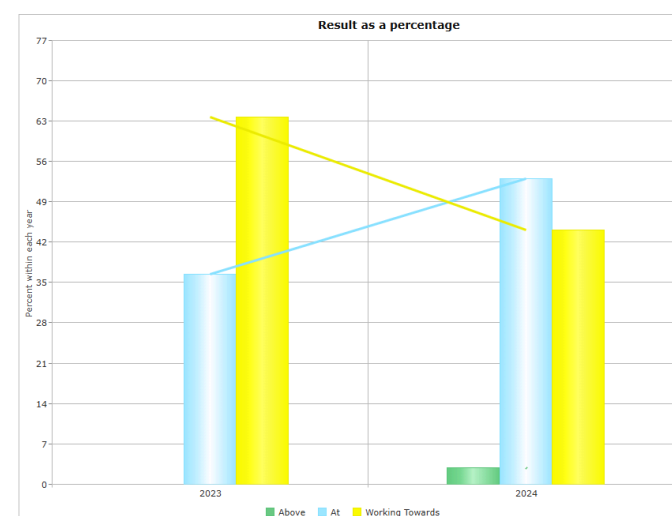


- ➔ Mathematics: From 2023 to 2024, the percentage of Year 3 students performing "Above" expectations in mathematics increased, while those "At" expectations significantly declined. This suggests a polarisation in achievement, with more students moving to higher levels which is great.
- ➔ Reading: Reading results show a notable decline in the percentage of students performing "At" expectations between 2023 and 2024, while there was a slight increase in students performing "Above." This highlights a need to focus on supporting students currently in the mid-range. This remains a focus on our annual plan and Tanya King will be working full time with intervention in literacy.
- ➔ Writing: In writing, the percentage of students performing "Above" expectations rose from 2023 to 2024, while those "Working Towards" decreased slightly. However, the majority of students remain "At" expectations, indicating a steady but gradual improvement overall.

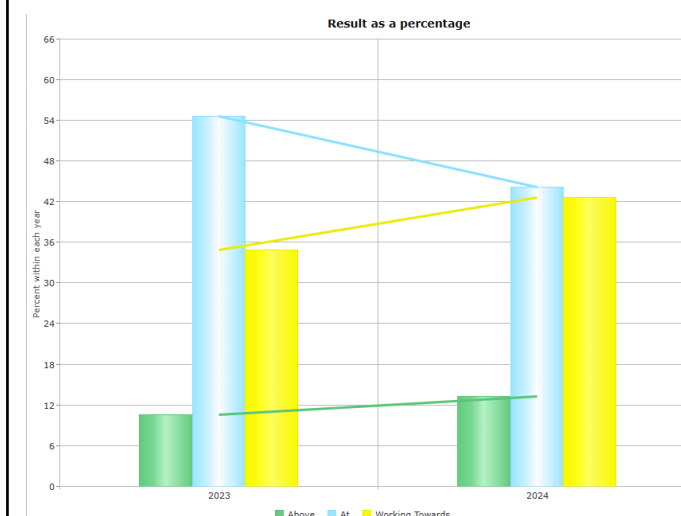
End Year 2023-End Year 2024 - Year 4



End Year 2023-End Year 2024 - Year 4

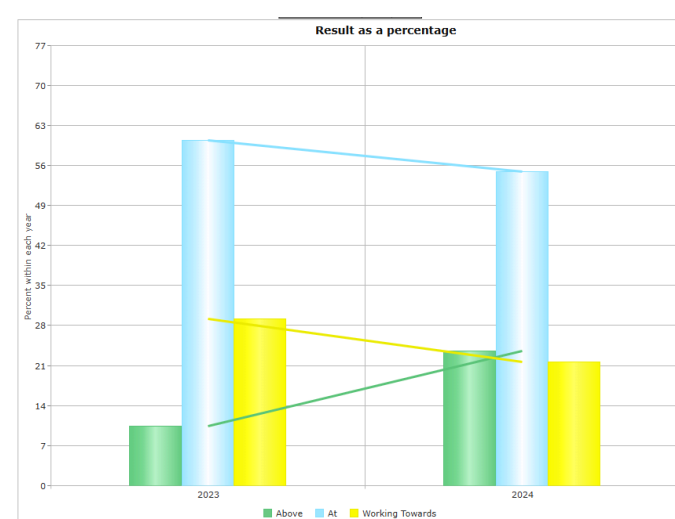


End Year 2023-End Year 2024 - Year 4

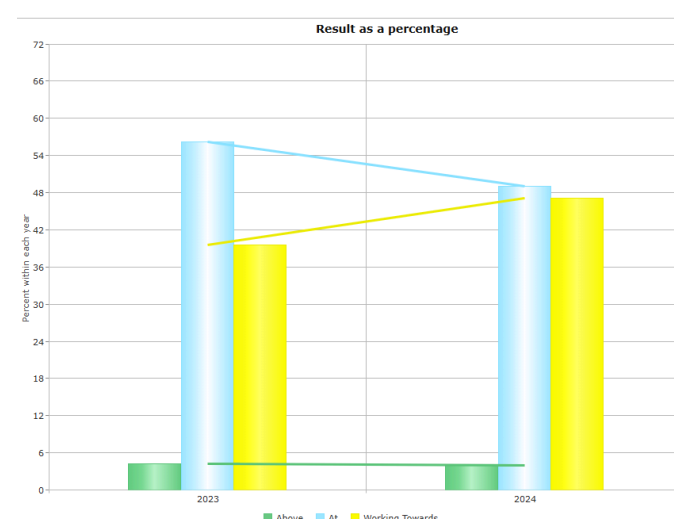


- ➔ **Mathematics Progress:** From 2023 to 2024, the proportion of students performing "Above" expectations in mathematics remained consistently low, with a slight improvement. However, the percentage of students "At" expectations decreased, while those "Working Towards" increased, indicating a need for targeted interventions. This group of tamariki have a very high percentage of learning needs and this data is not a surprise.
- ➔ **Reading Trends:** In reading, there was a marked increase in the percentage of students performing "Above" expectations from 2023 to 2024. However, the proportion of students "Working Towards" remained relatively high, suggesting that while high achievers are advancing, support for those struggling needs enhancement.
- ➔ **Writing Patterns:** Writing results show a significant decline in the proportion of students performing "At" expectations from 2023 to 2024, accompanied by an increase in those "Above" and "Working Towards" expectations. This indicates a polarisation in achievement levels, requiring strategies to elevate those who are falling behind while continuing to challenge higher-performing students.

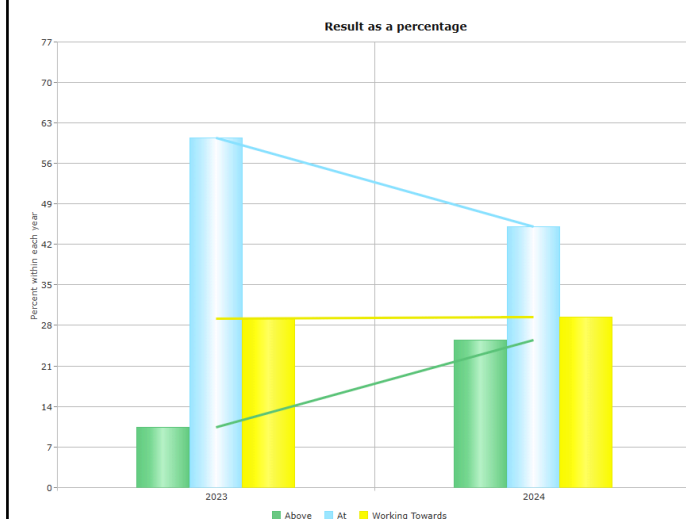
End Year 2023-End Year 2024 - Year 5



End Year 2023-End Year 2024 - Year 5

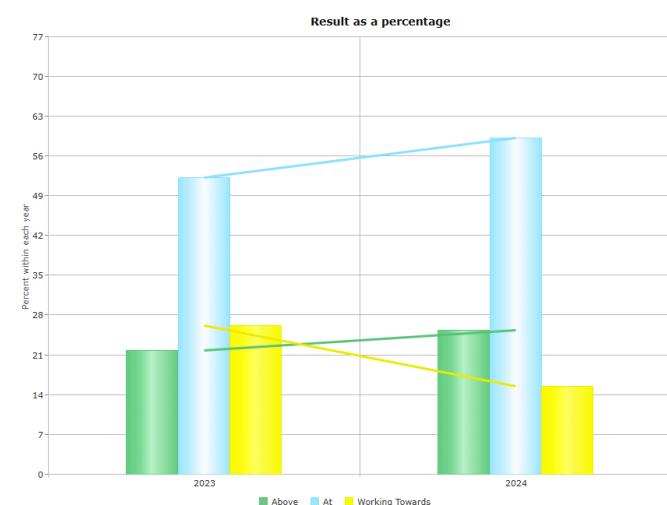


End Year 2023-End Year 2024 - Year 5

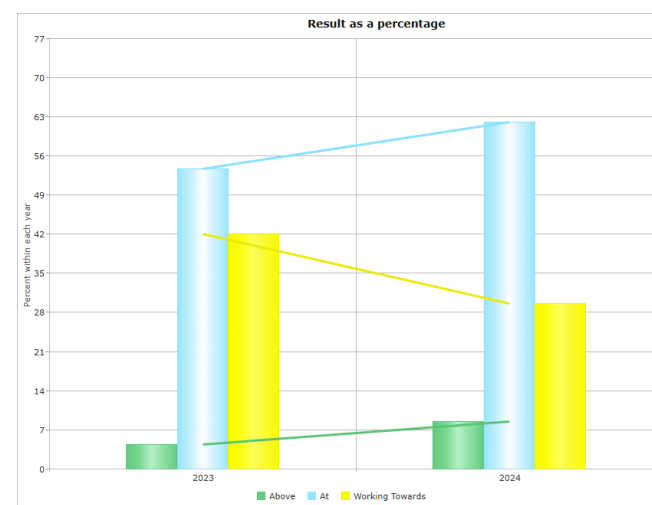


- ➔ Mathematics: Between 2023 and 2024, there was a noticeable increase in the proportion of Year 5 students achieving "Above" expectations in mathematics. However, there was a corresponding decline in students performing "At" expectations, while those "Working Towards" remained relatively stable.
- ➔ Reading: The Year 5 reading results show a positive trend with a slight increase in the percentage of students performing "At" expectations from 2023 to 2024. At the same time, there was a decrease in the percentage of students "Working Towards" expectations, indicating an improvement in overall literacy.
- ➔ Writing: In writing, Year 5 students showed an increase in the proportion achieving "Above" expectations, while the percentage of students "At" expectations slightly declined. The percentage of students "Working Towards" remained steady, highlighting areas where additional support may still be needed.

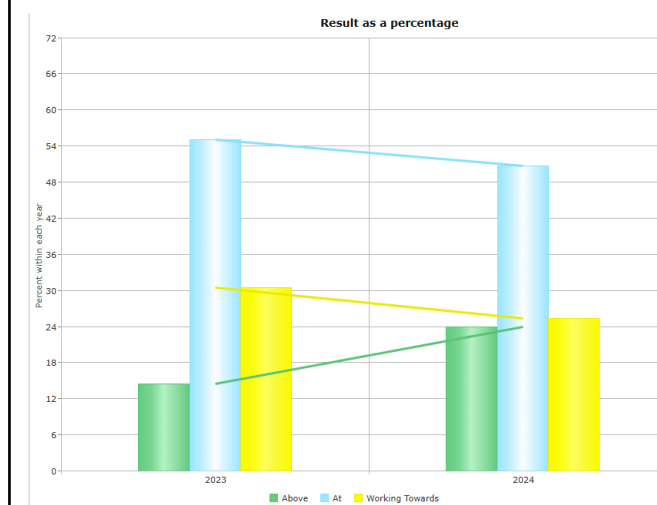
End Year 2023-End Year 2024 - Year 6



End Year 2023-End Year 2024 - Year 6



End Year 2023-End Year 2024 - Year 6



- ➔ Mathematics: Between 2023 and 2024, there was an increase in the proportion of students achieving "Above" expectations in mathematics, while those performing "Working Towards" decreased. The percentage "At" expectations remained stable, reflecting steady improvement at higher achievement levels.
- ➔ Reading: Reading results for Year 6 students show a significant rise in the percentage of students performing "At" expectations in 2024, accompanied by a decrease in those "Working Towards." This indicates progress in lifting lower-performing students closer to the standard.
- ➔ Writing: In writing, there was an encouraging growth in students performing "Above" expectations from 2023 to 2024. However, the percentage of those "Working Towards" remains significant, highlighting a continued need for targeted support for struggling writers.

READING TERM 4 - STUDENTS WORKING TOWARDS

Ethnicity	Yr 0	%	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%
Māori	1	6	5	21	12	48	5	24	19	63	3	15	2	7	47	28
Pasifika	0	0	3	27	4	40	1	10	9	64	5	63	5	33	27	37
NZE	0	0	3	17	6	29	6	35	13	57	3	14	4	13	35	24
Kura Total	1	3	14	25	21	40	11	26	40	59	11	22	11	15	109	29

WRITING TERM 4 - STUDENTS WORKING TOWARDS

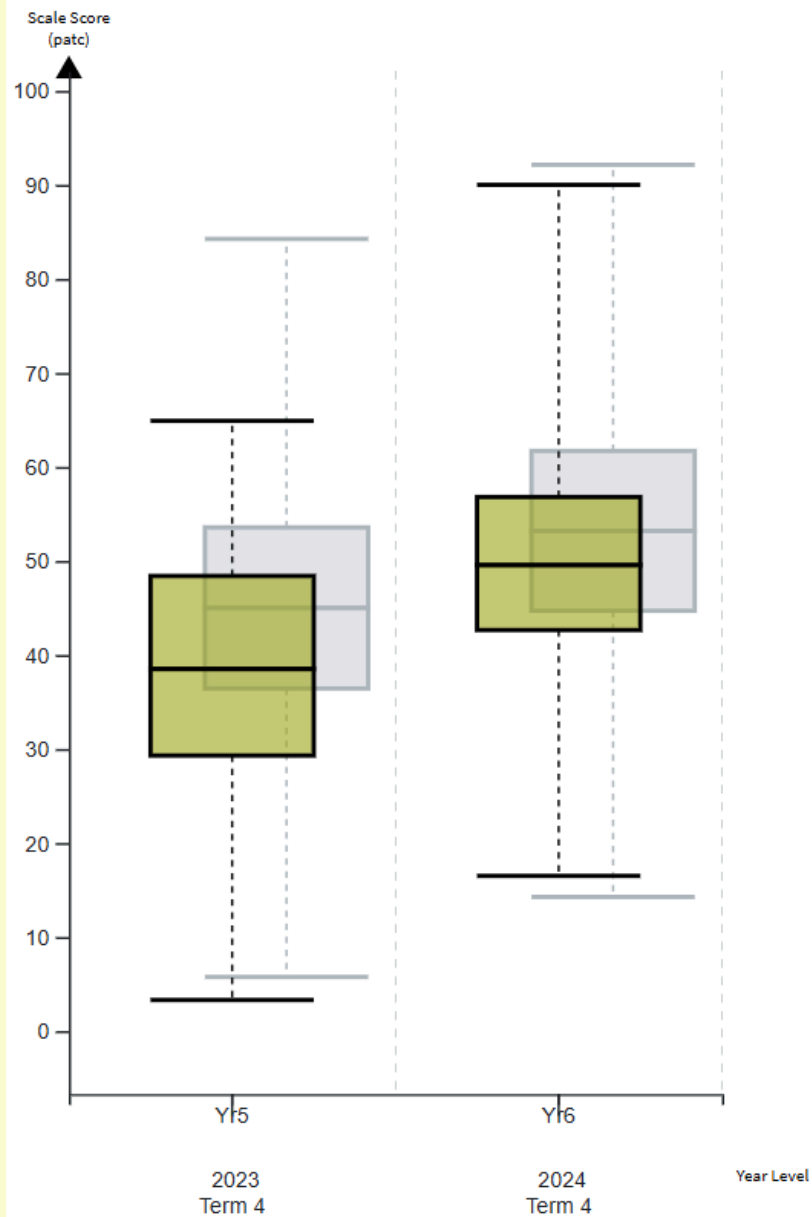
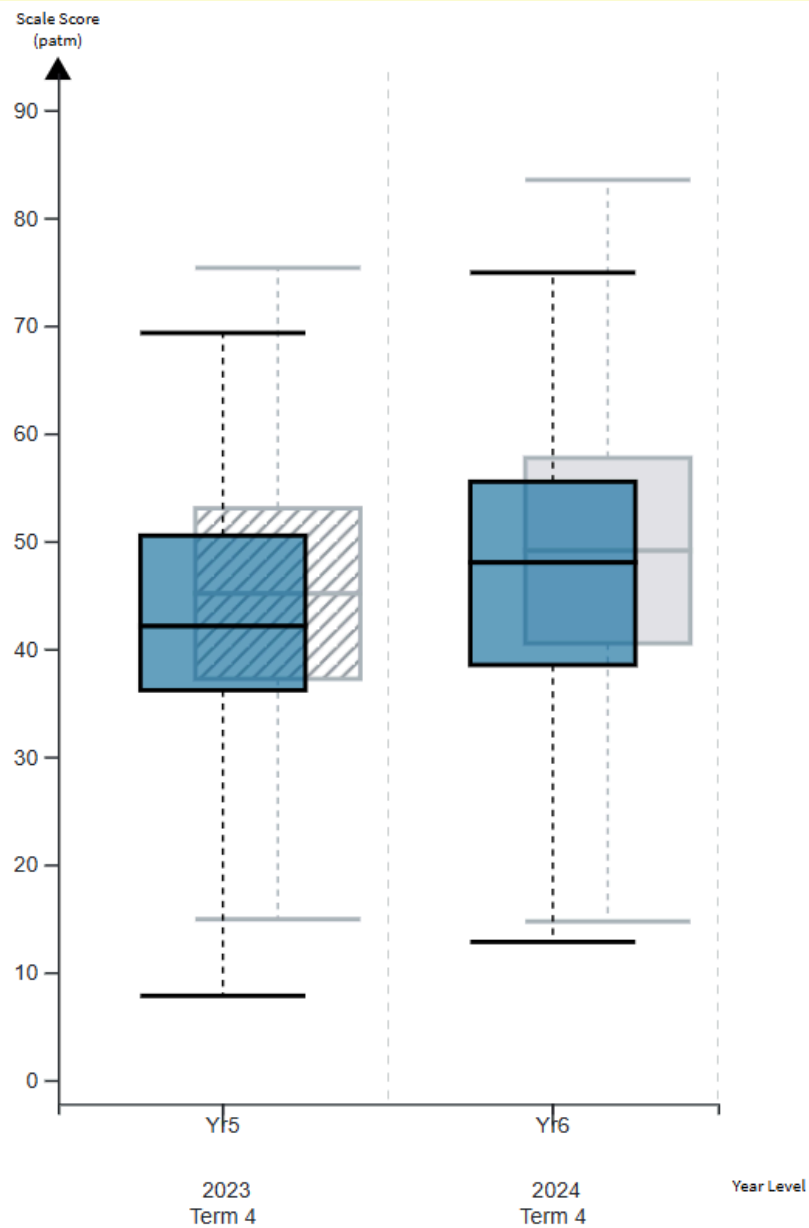
Ethnicity	Yr 0	%	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%
Māori	1	6	7	29	9	36	4	19	11	37	9	45	5	19	46	28
Pasifika	0	0	2	18	3	30	1	10	8	57	6	75	9	60	29	40
NZE	0	0	2	11	7	33	3	19	10	43	8	36	8	27	38	26
Total	1	3	12	22	19	36	8	20	30	44	24	47	21	30	115	31

MATHS TERM 4 - STUDENTS WORKING TOWARDS

Ethnicity	Yr 0	%	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%
Māori	0	0	4	17	7	28	5	24	11	37	5	25	5	19	37	22
Pasifika	1	25	1	9	4	40	3	30	8	57	4	50	9	60	30	42
NZE	0	0	0	0	2	10	2	12	7	30	6	27	5	17	22	15
Total	1	3	5	9	11	21	7	17	29	43	15	29	18	25	86	23

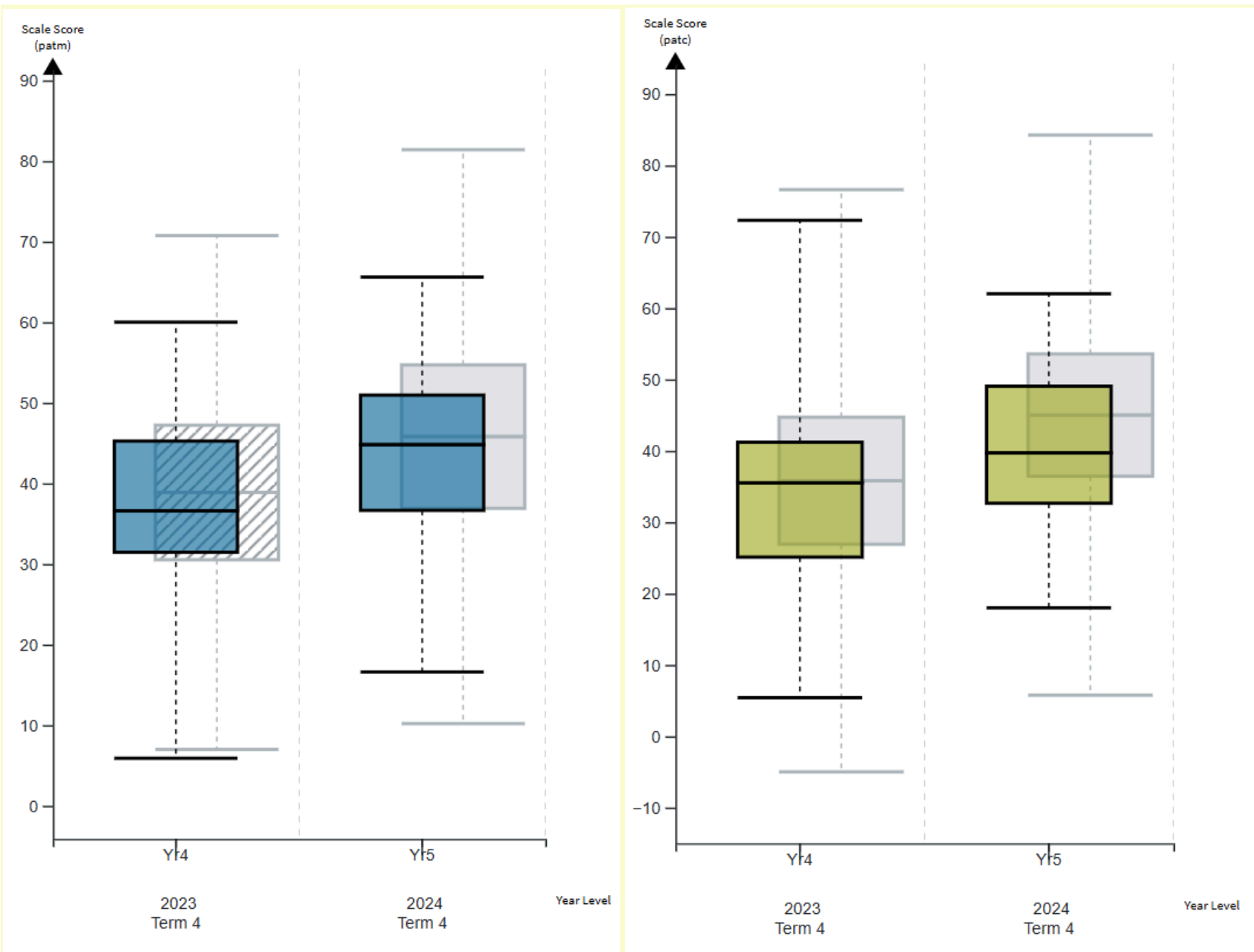
PAT MATHS - YEAR 6 (PROGRESS OVER TIME FROM 2023)

PAT READING - YEAR 6 (PROGRESS OVER TIME FROM 2023)



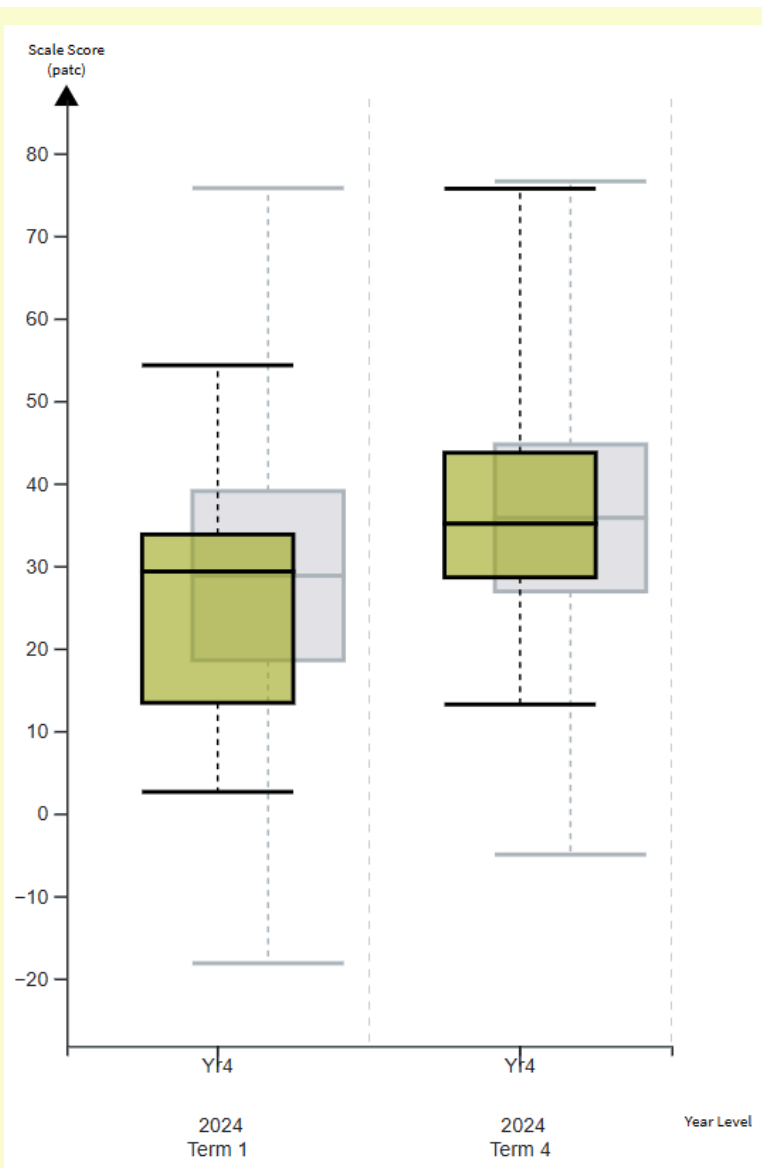
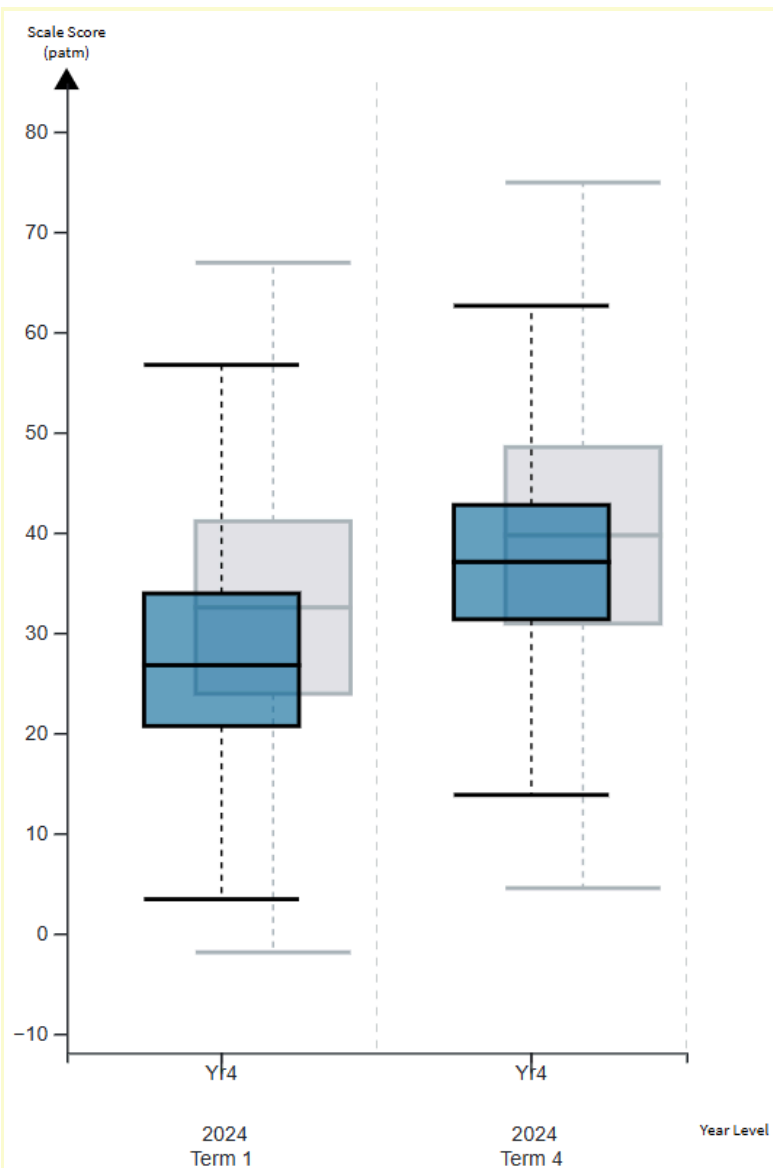
PAT MATHS - YEAR 5 (PROGRESS OVER TIME FROM 2023)

PAT READING - YEAR 5 (PROGRESS OVER TIME FROM 2023)



PAT MATHS - YEAR 4 (PROGRESS OVER TIME FROM TERM 1)

PAT READING - YEAR 4 (PROGRESS OVER TIME FROM TERM 1)



FINAL ANALYSIS STATEMENTS

- ★ **Māori Writing Achievement** saw the most significant improvement, increasing by **9 percentage points** from 63% to 72%.
- ★ **Pasifika Writing Achievement** also experienced a substantial gain, improving by **9 percentage points** from 51% to 60%.
- ★ **Pasifika Reading Achievement** showed strong progress, rising by **5 percentage points** from 58% to 63%.
- ★ **Māori Reading Achievement** increased by **4 percentage points**, moving from 68% to 72%.
- ★ **Pākehā Reading Achievement** improved by **4 percentage points**, rising from 72% to 76%.
- ★ **Overall Writing Achievement** increased by **4 percentage points**, moving from 65% to 69%, reflecting significant progress across all groups.
- ★ **Māori Maths Achievement** improved by **2 percentage points**, rising from 76% to 78%.
- ★ **Pākehā Writing Achievement** increased by **3 percentage points**, moving from 71% to 74%, showing steady improvement.
- ★ **Male Writing Achievement** grew by **4 percentage points**, from 52% to 56%, demonstrating encouraging progress among boys.
- ★ **Overall Reading Achievement** increased by **2 percentage points**, rising from 69% to 71%, reflecting an upward trend in literacy across the school.

NEXT STEPS FOR 2025

- ★ **Focus on Writing Achievement Across All Groups:**
Building on the significant gains in writing for Māori and Pasifika students, continue implementing targeted strategies, such as culturally responsive teaching and explicit writing instruction, to maintain momentum and close remaining achievement gaps.
- ★ **Support Pasifika Maths Achievement:**
Address the slight decline in Pasifika Maths achievement (from 60% to 58%) by introducing tailored support programs, incorporating real-world contexts, and engaging Pasifika whānau in the learning process.
- ★ **Sustain Literacy Growth:**
Capitalise on the improvements in Reading across all groups by expanding access to rich reading materials and embedding structured reading interventions with Tanya King, particularly for boys, who showed improvement but still lag behind girls.
- ★ **Strengthen Gender Equity:**
Narrow the achievement gaps between boys and girls, particularly in Writing and Reading, by incorporating strategies like inquiry-based learning, engaging texts, and mentoring programs that cater to boys' interests and learning styles.

TITAHI BAY SCHOOL LEADERSHIP TEAM - PROGRESS AGAINST ANNUAL PLAN GOALS 2024

Initiative	Key Actions	Expected Outcomes	Statement of Progress
1.1 Connect and partner with Ngāti Toa Rangatira	<p>Complete He Whakahāngai Course as a full staff through Ūpane</p> <p>Make stronger links with local kura through Kahui Ako engagement</p> <p>Link karakia and waiata with Ngāti Toa Rangatira</p> <p>Embed school Tikanga that was built in 2023</p> <p>Begin carvings for front gate that tells our story and recognises partnership with our local Iwi</p>	<p>Staff have a deeper understanding and appreciation of Ngāti Toa Tikanga which is evident in kaiako practice.</p> <p>Kahui Ako is strengthened. Kura in Titahi Bay are working collaboratively.</p> <p>Evident in kura practise</p> <p>Evident in Mihi Whakatau and in classes</p> <p>Carvings erected at the front gate. Kaimahi, whānau and hāpori understand significance</p>	<p>→ Completed He Whakahāngai Course at ŪPANE, facilitated by Nirvana Wineera</p> <p>→ Full kura learning Ngāti Toa Rangatira waiata in Kapa haka</p> <p>→ Full kura learning Ngāti Toa Rangatira rākau waiata in Kapa haka and ruma</p> <p>→ Wahine Toa unit in Ngahere and Rākau, learning about strong influential wahine in Ngati Toa.</p> <p>→ Community connection through whānau to have Patricia Grace come to talk to senior school (mihi whakatau too)</p> <p>→ Ngati Toa waiata being used in Kapa Haka and in classrooms</p> <p>→ During Kahui Ako kaiako got to experience the Ngati Toa bus tour, identifying key areas around the community that are connected to Ngati Toa.</p> <p>→ Te Reo Māori strategy developed and shared with Ngāti Toa Rangatira.</p> <p>→ Te Kiwa Nui festival</p> <p>→ Working with Matua Nathan Rei towards waharoa establishment</p> <p>→ 16 kaiako finished Level 3 Kauru o Te Reo Māori</p> <p>→ Ngā Iwi o te Motu</p> <p>→ Year 6 noho at Takapūwāhia Marae (Ngāti Toa)</p> <p>→ Toi Whakaari noho</p> <p>→ Involved iwi in Kahui Ako lead appointments</p> <p>→ Partnership with Mana College</p> <p>→ Toitū te Tiriti learning and engagement</p> <p>→ Reached out to Ngāti Toa Rangatira as a place for people on the hīkoi to stay.</p>
Where to next: <ol style="list-style-type: none"> Continue to work with the Iwi regarding the opening of our Waharoa Continue in tight communications through community focus and Kahui Ako 			
1.2 Explore the most	Visit kura in both Wellington and	Forms an action plan for 2025 and	→ Samoan Language Week celebrations in week 5

effective ways to engage with our Pasifika community to increase achievement	South Auckland that have had success with Pasifika Aiga engagement	beyond	<p>of Term 2</p> <ul style="list-style-type: none"> → Community celebrations of Samoan students → Invitation to Samoan families to attend kura for a shared chop suey lunch to see the Samoan Week Performance Group celebration → Pasifika Celebration Weeks celebrated with whānau - food and performances → Pasifika sessions with Chaedyn → Matt visited Auckland Kura with success with Pasifika students and developed a report
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Where to next:

- 1. Re-start up our Pasifika rōpū**
- 2. Talanoa with tamariki then Fanau Fono- What do fanau want?**

<p>2.1 Increase the quality of te reo Māori taught in classrooms</p>	<p>Staff professional development in Te Reo Māori Development during the year offered</p> <p>Have fortnightly phrase focuses continued to be used in class to build up capacity for our kaiako</p> <p>Professional growth cycle goal linked specifically to increasing Te Reo Māori capacity</p> <p>Employ a Te Reo focussed CRT kaiako</p>	<p>Increased staff capacity to teach Te Reo Māori in their classrooms</p> <p>Staff work together and learn alongside each other. Phrases are being used consistently around kura.</p> <p>Kaiako feel in charge of their growth plan which aligns with a professional growth cycle</p> <p>Poutama Reo evidence through Te Rōpu Hāpai</p> <p>CRT program in the senior school is running through a Te Ao Māori only lens</p>	<ul style="list-style-type: none"> → Kāuru Level 3 Te Reo Māori Language Course working at kura with a large majority of our kaiako and staff → Matua Gardner teaching teacher release time with full immersion Te Reo Māori → Kahui Ako day with te reo Māori workshops on offer → More consistent Te Reo Māori lessons being taught weekly in Ngahere. → Koru practising target reo in meetings and then rolling out in the classroom. Supported by Koru Portal. → Homework kaiako support groups for Kāuru → All kaiako doing Kāuru courses are implementing learning in classrooms. → Te Reo Māori strategy developed and shared with Ngāti Toa Rangatira. → 16 kaiako finished Level 3 Kauru o Te Reo Māori → Ngā Iwi o te Motu → Kaiako observations throughout kura. → Toitū te Tiriti learning and engagement → Reached out to Ngāti Toa Rangatira as a place for people on the hīkoi to stay.
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Where to next:

1. In house staff te reo learning programme with view to implementation in classroom
3. Development of online te reo resource to support teaching and learning of te reo at TBS
4. Development of te reo Māori assessment

2.2 Increase the number of students achieving writing expectation

Learning Support Register developed identifying all tamariki that are not achieving

Kaiako identify students in their class to achieve accelerated progress

Kaiako can demonstrate modified teacher practice that accelerates tamariki in their PGC

To raise the writing progress and achievement to 75% of students working at the expected level (2023 maths achievement level)

- Kākano and Koru spelling rotations collaboration T1, T2
- Helen Walls running hui with senior school around engaging boys in writing (Term 2 week 6)
- OTJ data collated and summarised across the school
- Cheryl Naylor's Structured Literacy Intervention Groups
- Rose (LSC) and TA's running Structured Literacy Intervention groups
- 3 teachers attending 'Application of Structured Literacy Teaching' professional learning with iDeal (3 days and 8 afternoon sessions)

Where to next:

1. Middle/senior school to attend 'Application of Structured Literacy Teaching' professional learning with iDeal
2. Review writing assessment
3. Explore the iDeal structured writing

2.3 Increase the number of students achieving reading expectation

Employed a 0.4 teacher solely focussed on junior intervention for Kākano

Learning Support Register developed identifying all tamariki that are not achieving

Kaiako identify students in their class to achieve accelerated progress

Kaiako can demonstrate modified teacher practice that accelerates tamariki in their PGC

To raise the reading progress and achievement to 75% of students working at the expected level (2023 maths achievement level)

- Consolidation of teaching of Structured Literacy (iDeal) across the school.
- Five staff attended a two day iDeal training course (three from Kākano and two from Koru).
- Ang trialling reading fluency whole class reading intervention - to share results
- Rose (LSC) and TA's running Structured Literacy Intervention groups
- 3 teachers attending 'Application of Structured Literacy Teaching' professional learning with iDeal (3 days and 8 afternoon sessions)

Where to next:

1. Middle/senior school to attend 'Application of Structured Literacy Teaching' professional learning with iDeal

2. Intervention groups 3. Review reading assessment			
3.1 Establish curriculum teams in maths, literacy and kaupapa Māori and develop clear action plans to increase achievement and engagement of key curriculum areas	<p>To raise the profile and increase the achievement and enjoyment in key curriculum areas</p> <p>Buddy observations linked to PGC carried out twice a year</p> <p>Teams reflecting and reporting back through leadership hui</p>	<p>Teachers can provide evidence of adapted learning practices as part of their PGC reflections</p> <p>Observation notes linked in individual PGC docs with a next step identified</p>	<p>→ Curriculum teams established in Term 1 for hui bi-termly</p> <p>→ Curriculum teams continuing to meet throughout the term, with action steps to take back to hubs</p> <p>→ Stalled due to government changes.</p> <p>→ 2x staff at Math Leadership PD looking at implementation of the new maths curriculum (T3 and T4)</p> <p>→ Assessment based PD related to refreshed maths curriculum.</p> <p>→ Te Rōpū Hāpai has continued throughout the year working on kaupapa Māori initiatives incl. Ngā Iwi o te Motu, Whānau engagement and consultation, Whānau kapa haka,</p> <p>→ Maths Curriculum PD on TOD</p> <p>→ Science PD to look at integration with other curriculum areas.</p>
Where to next: 1. Helping staff with implementation of refreshed curriculums - understanding the changes in the curriculum, formative assessment, reporting etc			
3.2 Develop a shared understanding of what we do here and why through a Localised Curriculum	<p>Curriculum teams having hui twice a term to explore and design</p> <p>Curriculum teams having a clear purpose for design and outcome understood collectively</p> <p>Board working on a Te Reo Māori Strategy</p>	<p>Some draft pages completed showing the core aspects of our kura</p>	<p>→ Māori strategy taken to the Board for reflection and feedback</p> <p>→ Curriculum teams met twice in term 1 to form their plan for progress in 2024</p> <p>→ A shift from this kaupapa due to the governments change of direction with curriculums</p>
Where to next: 1. Developing shared understanding of our whole history of our whenua and where we are placed in Porirua (e.g. being called Titahi)			

HONOURING TE TIRITI O WAITANGI AT TITAHİ BAY SCHOOL

As a kura in Aotearoa, we honour *Te Tiriti o Waitangi* and recognise its significance for all people of Aotearoa. In 2024, we have implemented and engaged in several kaupapa that demonstrate our commitment to *Te Tiriti o Waitangi*. These initiatives will be highlighted below.

Under the Education and Training Act 2020, school boards are required to give effect to *Te Tiriti o Waitangi*. The Act outlines that one of the primary objectives for boards is to uphold *Te Tiriti* by:

- ensuring that their plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and *te ao Māori*,
- taking all reasonable steps to provide instruction in tikanga Māori and *te reo Māori*, and
- achieving equitable outcomes for Māori students.

Participation and Partnership: *we are committed to maintaining a relationship with tangata whenua and to ensuring that tangata whenua have opportunities to engage with decision making processes at all levels.*

Participation and Partnership with mana whenua, Ngāti Toa Rangatira:

- **Ūpane PD- He Whakahāngai Course-** *All kaiako and leadership team attended the He Whakahāngai course at the beginning of the year. This course support educators to implement local curriculum through the use of iwi-specific resources. We received resources while building confidence to on-share and apply in all learning environments. This session covered ngā waiata o Ngāti Toa, Ngāti Toa history, values and tikanga.*
- **Hui with Matua Taku-** Kaupapa discussed included:
 - ◆ The establishment of a waharoa and pou at our front entrance.
 - ◆ Kōrero around the narrative and whakapapa of our kura. This was a beautiful opportunity for Matua Taku to share the kōrero behind the name “Titahi”. The meaning of this ingoa has been misunderstood in the past and we are now able to retell the correct kōrero in accordance with mana whenua.
- **Strategic Planning- Our strategic goals include:**
 - ◆ 1.1 Connect and partner with Ngāti Toa Rangatira
- **Poutama Reo**
 - ◆ As part of our Professional Growth Cycles, kaiako have been using the Poutama Reo self-review tools
 - ◆ On a leadership level- The Poutama Reo self-review tool indicated what our next steps were in governance and that saw the development of our TRM strategy.
- **Te Reo Māori Curriculum Team Developed.**
- **Te Reo Māori Strategic Plan-** This was sent to Ngāti Toa Rangatira for them to look over and send any changes that or feedback that they may have.

- **Hui with Matua Nathan Rei-** We have continued kōrero with Matua Nathan Rei, who is a master carver from Ngāti Toa Rangatira, in regards to establishing a waharoa and pou at our front gates. This is now underway and we have a draft ready to wānanga about and accept.
- **Board and Principals' Parakuihi at Te Rūnanga-** Matt, Nadia and Kaela were able to attend 4 of the Board and Principals' parakuihi down at Te Rūnanga. These were brilliant opportunities to connect with mana whenua, hear about all the different kaupapa that they have going and are planning for the future. This helps to guide us and align with what mana whenua are prioritising.
- **Year 6 Noho Marae-** This took place at Takapūwāhia marae. Our Year 6 tamariki stayed the night at Takapūwāhia, and learnt about the tikanga and kawa of this marae. Tauira from the E Tipu e Rea programme at Mana College lead rotations for our tamariki over 2 days. These were kaupapa Māori focused and included- Mau Rākau, Ki-o-rahi, tukutuku, weaving and art. They also taught our tamariki a beautiful waiata specific to Mana College and Ngāti Toa Rangatira, Akona te mahi pai.

Participation and Partnership with Whānau Māori:

- **Whānau Hui-** *Whānau were invited to come into kura, share kai together. In these hui we discussed things that were coming up and asked whānau to share their thoughts and feedback in decision making for upcoming kaupapa. Kaupapa discussed included:*
 - ◆ *Whānau Kapa Haka*
 - ◆ *Titahi Bay kura Te reo Māori strategy*
 - ◆ *Mauri Ora plans*
 - ◆ *Ngā Iwi o te Motu sessions*
 - ◆ *Building kaupapa to report to in the Te Ao Māori space*
- **Whānau Kapa Haka-** Whānau requested that we begin a whānau kapa haka rōpū in Term 1 so we held 3 sessions a term on a Thursday. Whānau have been grateful for this time and learning waiata that their tamariki are learning and hearing the kōrero behind these haka and waiata. This has been a beautiful time for our kaiako as every sessions offered whakawhanaungatanga time. We've enjoyed building these relationships in a different space.
- **Kāuru te reo Māori course-** Whānau Māori were invited to take part in the Kāuru te reo Māori course with our kaimahi. This was a beautiful kaupapa as whānau supported kaimahi through this course. It was a genuine example of whakawhanaungatanga and building relationship.

Protection- active protection of Māori interests, rights, taonga, and rangatiratanga.

The following 2024 implementations have focused on initiatives and kaupapa that will feed into the outcomes of protection of Māori interests, rights, taonga, and rangatiratanga:

- **Strategic planning- Our strategic goals include:**
 - ◆ 1.1 Connect and partner with Ngāti Toa Rangatira
 - ◆ 1.2 Increase the use of te reo Māori in classrooms
- **Te Reo Māori strategic plan implemented-** This led by our Board Chair, Kaela and was developed in partnership with whānau and kaiako. It has been sent to Ngāti Toa Rangatira for review and they have been asked to let us know if there is anything they would like us

to change.

- **Established a Pou Ārahi Māori-** This year we established a Pou Ārahi Māori. This role is held by Nadia Collins. This role is responsible for supporting decision making at leadership level and guiding any kaupapa Māori at kura. This role is a māngai sits as a māngai for tangata whenua.
- **Kāri hihiko and Waiata Rauemi-** Mātauranga shared from Ngāti Toa Rangatira around waiata and pūrākau. These were introduced school-wide with our tamariki and kaiako through kapa haka, Ngā Iwi o te Motu sessions and to our whānau through Whānau Kapa Haka.
- **Ngā Iwi o te Motu Sessions-** Matua Gardner has started piloting our Ngā Iwi o te Motu sessions, starting with our tamariki that whakapapa to Ngāti Toa Rangatira. This has seen tamariki come together, acknowledge that they have whanaunga at our kura and learn pūrākau and waiata that are specific to their whakapapa. On reaching out to other iwi, we have had beautiful, encouraging feedback, where they are grateful that we are doing this for their tamariki.
- **Toi Whakaari-** Our Toi Whakaari rōpū gathered every Friday to learn waiata and haka and the kōrero behind these waiata and haka in preparation for two events. Our first event which included 120 tamariki from kura, was the Te Kiwa Nui festival and then our annual Te Tuauru o te Kotahitanga event where kura and our hapori from the Western Cluster come together, perform, and share kai.
- **Toi Whakaari noho-** We had our first Toi Whakaari noho. This was such a beautiful experience. We were able to not only practice but also strengthen our relationships with each other. This included our Toi Whakaari kaiako, whānau, and our ākonga.
- **Kapa Haka-** Weekly kapa haka on a Thursday. Our tamariki have learnt a number of new waiata this year and the kōrero behind these waiata. We also have a few whānau members join us on a regular basis.
- **Y3 Noho-a-Kura**
- **Kāuru te reo Māori course-** Almost all of our kaiako and some of our kaimahi participated in the Kāuru te reo Māori course every Tuesday over Terms 1 & 2. This was quite a wero for some, but the ultimate outcome was obvious. Kaiako are feeling more confident to teach te reo Māori to our ākonga and the use of te reo Māori around kura has increased significantly.
 - ◆ Whānau had very positive things to say about knowing the commitment of our kaimahi to the reo:
 - *“can you please pass on the aroha from our whānau as it takes a village to change things intergenerational and they are part of this the seeds they plant and the tautoko this does for our tamariki isnt taken lightly and I often tell people how lucky I am to have my babies have gone to a kura that shows their reo and their culture is important and valued”*
 - *“I wanted to take a moment to acknowledge and praise the incredible mahi you are doing to upskill in te reo Māori and embrace te reo me ōna tikanga in our kura. It's awesome to hear you are committing to two terms of professional development next year; it blows me away. As a Māori speaking father of a kotiro in a tau iwi school, I am proud to see this effort by our kaiako. It lets me know that my daughter is growing up in an environment where our reo and tikanga are valued and nurtured. Your mahi also gives me a kick up the kumu to prioritise te reo Māori even more at home. Your commitment makes a real difference, and you're all great role models for my girl.*
Ka tō te kākano, ka puāwai te ngahere.
Kia kaha, kia māia, kia manawanui.
Ngā mihi maioha ki a koutou katoa.”
- **Te Ahu o te reo Māori and Te Wānanga o Aotearoa-** Those not attending the Kāuru course attended sought after their own learning of the reo which included Takatū's te reo Māori course over the year and reo course from Te Wānanga o Aotearoa.

→ **Kaiako investment in other Kaupapa Māori-**

- ◆ Del completed the Level 3 Tikanga course through Te Wānanga o Aotearoa. He has already begun bringing this learning back into classes at kura. Kaiako has commented on the richness of this learning for our tamariki.

→ **Investment into Māori Leadership**

- ◆ **Mentoring with Janelle Riki-Waaka-** Nadia attended 5 two hour long mentoring sessions with Janelle Riki-Waaka to support her transition into leadership as the Pou Ārahi Māori at our kura. These sessions were extremely insightful and productive. She has already started implementing strategies and ideas into kura.
- ◆ **Kura reo-** Nadia attended two Kura Reo funded by kura. One in Rotorua and one with Te Nehenehnui. Learning back home was significant and supported her to deepen her mātauranga and confidence in her learning making it easier to transfer into kura and our whānau/hapori.

→ **CRT Te reo Māori me Ōna Tikanga focus-** This year Del has been working with our Y4-6 tamariki during CRT days. The aronga/focus for these CRT days was that Del would develop sessions that solely focused on kaupapa Māori. Whether it was waiata, teaching te reo Māori, pūrākau, tikanga, these were all kaupapa included in the days. The desired outcome being that our tamariki would have more access to mātauranga Māori and support their growth as both tangata whenua and tangata tiriti.

→ **Poutama Pounamu-**

- ◆ Our kaimahi, whānau, and tamariki all engaged in the Poutama Pounamu survey which essentially highlighted areas that our kura were doing well in regards to promoting success as Māori and equity in our kura.
- ◆ We had almost 100% of our Board members attend the Te Tiriti o Waitangi workshops that focused on supporting board members in realising their obligations to Te Tiriti o Waitangi laid out within the Education and Training Act 2020.

→ **Toitū te Tiriti hīkoi-** over 60 tamariki attended with their whānau. 5 kaiako were able to attend.

→ **Te Wiki o te reo Māori Celebrations-** Our whānau hāngi that saw a full hall of whānau an kaimahi, celebrating the revitalisation and life of te reo Māori.

→ **Matariki celebrations-** Our annual Matariki Celebration parakuihi with whānau was a success, brining in many tamariki with their whānau. There were also individual hub and class inquiries dedicated to this kaupapa.

→ **Kāhui Ako-** One of our kaiako lead a kaupapa Māori driven session at our Kāhui Ako TOD. This lead to relationships forming across our Kāhui and important wānanga about how we get more te reo me ōna tikanga into our kura.

→ **Te Rōpū Hāpai-** Still humming along. Have welcomed Michaela into the rōpū and she is an amazing asset.

→ **Mihi Whakatau-** Every cohort welcomed through our Mihi Whakatau.

As a kura in Aotearoa, we honor Te Tiriti o Waitangi and recognise its significance for all people of Aotearoa. In alignment with the Education and Training Act 2020, which requires school boards to uphold Te Tiriti o Waitangi, we have implemented several initiatives that reflect local tikanga Māori, mātauranga Māori, and te ao Māori. These initiatives demonstrate our commitment to participation, partnership, and protection, ensuring equitable outcomes for Māori students and fostering strong relationships with tangata whenua.

Participation and Partnership with Mana Whenua: Ngāti Toa Rangatira

Ūpane Professional Development: He Whakahāngai Course

- All kaiako and leadership team attended this course to enhance their understanding of local curriculum through iwi-specific resources. Key topics included ngā waiata o Ngāti Toa, Ngāti Toa history, values, and tikanga.

Hui with Matua Taku

- Discussions focused on the establishment of a waharoa and pou at our kura's entrance, alongside the narrative and whakapapa of our kura name "Titahi," correcting past misunderstandings.

Strategic Planning and Poutama Reo

- Goals include connecting with Ngāti Toa Rangatira and using Poutama Reo self-review tools to develop governance and teaching strategies.
- A Te Reo Māori Strategic Plan has been sent to Ngāti Toa Rangatira for feedback.

Engagement with Matua Nathan Rei

- Collaboration on carving a waharoa and pou is underway, with a draft ready for wānanga and acceptance.

Year 6 Noho Marae

- Students stayed overnight at Takapūwāhia Marae, engaging in tikanga and kawa activities led by the E Tipu e Rea programme, including Mau Rākau, Ki-o-rahi, tukutuku, and weaving.

Board and Principals' Parakuihi at Te Rūnanga

- Regular attendance at mana whenua-led breakfasts to align kura priorities with those of Ngāti Toa.

Participation with Whānau Māori

Whānau Hui

- Whānau gathered to share kai and provide feedback on key kaupapa such as kapa haka, the Te Reo Māori strategy, and Mauri Ora plans.

Kāuru te Reo Māori Course

- Whānau and kaimahi collaborated on this course, fostering whakawhanaungatanga and building relationships while strengthening te reo Māori skills.

Ngā Iwi o te Motu Sessions

- Initiated by Matua Gardner, these sessions support tamariki to learn pūrākau and waiata connected to their iwi, creating a sense of belonging and pride.

Toi Whakaari and Kapa Haka

- Weekly kapa haka sessions and events like Te Kiwa Nui and Te Tuauru o te Kotahitanga showcased tamariki performance skills and deepened their understanding of waiata and haka.

Protection of Māori Interests, Rights, Taonga, and Rangatiratanga

Strategic Planning Goals

- Key priorities include increasing the use of te reo Māori in classrooms and partnering with Ngāti Toa Rangatira.

Te Reo Māori Strategic Plan

- Developed in collaboration with whānau and kaiako, this plan supports the revitalization and integration of te reo Māori in kura operations.

Establishment of Pou Ārahi Māori

- Nadia Collins serves as Pou Ārahi Māori, guiding kaupapa Māori and ensuring tangata whenua perspectives are embedded in leadership decisions.

Professional Development and Leadership

- Kaiako and kaimahi have engaged in Te Ahu o te Reo Māori, Te Wānanga o Aotearoa, and mentoring programs to enhance their mātauranga and teaching confidence.

Cultural Celebrations and Events

- Matariki and Te Wiki o te Reo Māori celebrations engaged the community with hāngi, waiata, and learning opportunities.

Poutama Pounamu Survey

- Surveys provided insights into the kura’s success in promoting equity and supporting tamariki Māori.

Impact and Whānau Feedback

The commitment to Te Tiriti o Waitangi has fostered positive feedback from whānau, with many expressing gratitude for the kura’s efforts to value and nurture te reo me ōna tikanga. Comments highlighted the importance of intergenerational change and the role of kura in embedding reo and culture.

Conclusion

In 2024, Titahi Bay School strengthened its commitment to Te Tiriti o Waitangi through meaningful partnerships, engagement with mana whenua, and initiatives that celebrate and protect Māori interests. These efforts have built a foundation for ongoing growth and collaboration, ensuring a future where tikanga Māori and te reo Māori thrive within our kura and community.

STATEMENT ON KIWI SPORT FUNDING

Titahi Bay School received KiwiSport Funding to support the development of sport and physical activity opportunities for our students. The funding was allocated and spent in the following ways:

- **Travel to and from various sports events:**

To ensure maximum participation in inter-school and regional sporting opportunities, the funding helped cover transport costs for students attending events such as athletics, cross country, Ki o Rahi, and basketball tournaments.

- **Water Safety Lessons for Senior Students:**

Recognising the importance of water confidence and safety, KiwiSport funding contributed towards providing specialised water safety lessons for our senior students at local facilities.

- **PPSSA School Contributions:**

A portion of the funding supported our annual contributions to the Porirua Primary Schools Sports Association (PPSSA), which enables our students to participate in a range of organised sports events and tournaments throughout the year.

This allocation of KiwiSport funding has allowed Titahi Bay School to remove barriers to participation, enhance student experiences in sport and physical activity, and build skills that align with our school's focus on wellbeing and hauora.

EQUAL EMPLOYMENT OPPORTUNITIES

Statement of Compliance with Employment Policy For the year ended 31 December 2024, the Titahi Bay School Board:

- Has developed and implemented personnel policies within clear policy and procedural frameworks, ensuring fair and respectful treatment of all staff across every aspect of their employment.
- Has reviewed its compliance with all relevant personnel policies and procedures and can confirm that all requirements have been met and best practices have been identified and adopted.
- Is a good employer and complies fully with the terms and conditions outlined in the employment agreements of all staff employed by the Board.
- Ensures that all employees and applicants for employment are treated equitably and respectfully, based on their skills, qualifications, and abilities—free from bias, discrimination, or prejudice.
- Fully meets all obligations under Equal Employment Opportunities (EEO) requirements.