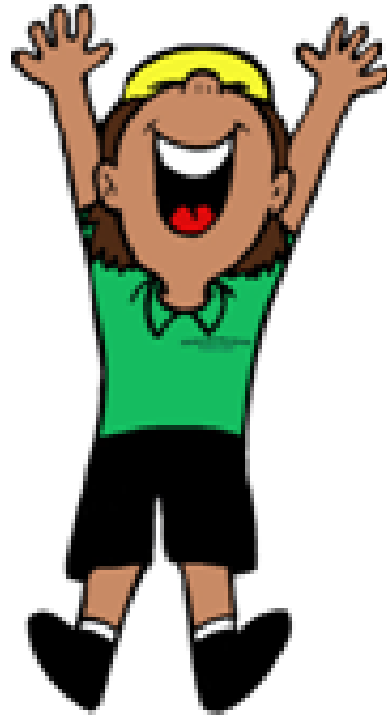




Horohoro School

Kia Kaha, Kia Manawanui



**HOROHORO SCHOOL
2021 ANNUAL REPORT AND
ANALYSIS OF VARIANCE**

Presented to the Horohoro School Board of
Trustees, school community and
the Ministry of Education
November 30th 2021

2021 HIGHLIGHTS

Maketu Whole School Trip was a great success

ERO and School Partnership with Greg Stuart

Principal working with Carmel Hoetawa from Evaluation Associates – Leadership advisor (PLG)

Principal and teachers to continue working alongside Dr Wendy Moore – Evaluation Associates PLD Advisor

Principal working alongside Ruth Tate – Support to establish our Localised Curriculum

Continuing our successful partnership with Ngati Whakaue Education Endowment Trust – (Kahira Morris)

Iwi Re-engagement Programme alongside Hemi Waerea (Ngati Kea, Ngati Tuara) and Ministry of Education

Jack Te Nahu Speech Competition Overall Winners for 2021

Fred Hollows Year 6 Recipient – Lakeisha Collier

Implementation of the Better Start Literacy Approach by Whaea Sarah Price (Hinengawari Teacher)

New Technology devices to support online learning - Chromebooks, Earphones, bags

Continue to implement PB4L into our school

New Technology devices – IPADS

Successful Reading Recovery Programme

Successful Kiwi Can Programme

Successful Reading Together Programme run at Horohoro School / Rotorua Library

Whole School Physical Education Foci in Term 4 2021 was a great success

New Management System – E-Tap

Upgrade of our old sandpit

Fruit forest – Part of our Iwi Re-engagement Programme

Excellent results for the end of year data

Horohoro School Website updated

Swimming pool upgraded

Tumanawa funding for our sandpit upgrade

GOALS FOR 2021 AND BEYOND

Continue our partnership with Hemi Waerea (Ngati Kea, Ngati Tuara) and Ministry of Education

Uniform, stationary, school supplies for all students who start school in 2022

Continue PB4L

Life Education – May 2022

Making a difference water programme – February 2022

Property upgrades as part of our 5YPP

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$741.57 (excluding GST).

The funding was spent on new balls and equipment, supporting students to travel to regional sporting events and paying entry fees. The number of students participating in organised sport has increased outside of school hours significantly in Netball, Miniball and participation in the local Touch competition

School roll and days open

The school roll at:	1 March 2021	30 November 2021	The school was open for:	2021	2020
	54	48		380 half days	380 half days

Members of the Board of Trustees

Name	Position	How position on Board gained	Term expired/ expires
Matthew Stephens	Parent rep, Chairperson	Elected May 2020	May 2022
Pirihira Brown	Principal	Appointed January 2019	
Rachell Wheeler	Staff rep	Elected June 2019	May 2022
Mary Corbett	Ngāti Kea Ngāti Tuarā Iwi Liaison	Co-opted May 2019	December 2021
Emma Acton	Parent rep	Elected June 2019	May 2022
Waimarie Hare	Parent rep	Elected June 2019	May 2022

HOROHO SCHOOL ANNUAL PLAN

BROAD DIRECTIONS FOR HOROHO SCHOOL

	2022	2023		
SCHOOL ORGANISATION	Three classrooms funded by the Ministry of Education with additional resourcing provided through Ngati Whakaue to support our New Entrants Learning Initiative (NELI) Iwi Re-engagement Initiative – Ngati Kea, Ngati Tuara PB4L – Whole school Healthy Active Schools, Kiwi Can, Bible in Schools, Lunches in Schools, Kickstart Breakfast, Life Education	Maintain three classrooms and continue with NELI Programme Continue our training with PB4L Healthy Active Schools, Kiwi Can, Bible in Schools, Lunches in Schools, Kickstart Breakfast, Life Education		
ORAL LANGUAGE	On-going Oral language training with Resource Teacher of Learning and Behaviours (RTLb) for junior teachers. Continue to share new learning with full staff.	On-going Oral language training with Resource Teacher of Learning and Behaviours (RTLb) for junior teachers. Continue to share new learning with full staff.		
READING	Reading Together Programme Reading Recovery Continue Duffy books in schools Continue using e-AsTTle for year 3-8 students. Students who have anomalies will use PROBE. Continue using PM running records when needed for year 0-3 students.	Portfolio Format / Reporting to Parents. Continue Duffy books in schools.		
WRITING	Developing greater clarity and student agency in writing. Continue using e-AsTTle for the whole school. Continue to moderate data as a staff. Increase teacher understanding of the curriculum. (through LPF - Professional Learning and Development) PLD funding for in-depth development of Assessment for learning with writing.	Portfolio Format / Reporting to Parents. Continue using e-AsTTle for the whole school. Continue to moderate data as a staff.		
MATHEMATICS	Continue using e-AsTTle for appropriate students in year 6-8. Students who have anomalies will use GloSS. Continue using JAM for appropriate students in year 0-3. Continue using GloSS for appropriate students in year 3-5. Continue to moderate data as a staff	Portfolio Format / Reporting to Parents Continue to moderate data as a staff		
ASSESSMENT / REPORTING TO PARENTS	Revamp new reporting template for parents. Create and share new portfolio formatting for community feedback. Implement the new assessment schedule. PaCT training. Construct a graduate profile for end of year eight student at Horohoro School.	Continue using the current assessment schedule. Explore the creation of a graduate profile for junior and middle school students at Horohoro School.		
ENVIRONMENT	Property – Draft 10YPP in consultation with Barry Reid – Property Advisor from the MoE and Helen Brumby from APL Property. Pouhaki – Restoration Bay Decorators – Repaint the school	Upgrade the playground.		

BOARD OF TRUSTEES / USE OF RESOURCES				
	Board training as appropriate Attend NZSTA training	Board training as appropriate Attend NZSTA training		
	STAFF DEVELOPMENT	Assessment PB4L Digital Technology Developing localised curriculum with Ruth Tate from EA Reporting to parents Healthy Active Facilitator		
	COMMUNITY DEVELOPMENT	Community consultation for learning and localised curriculum Community engagement review Community consultation for reporting to parents Reading Together Programme in consultation with Ministry of Education Boxing programme with Rotovegas Gym Construct a graduate profile for end of year eight student at Horohoro School.	Community consultation for learning and localised curriculum Community engagement review Community consultation for reporting to parents Reading Together Programme in consultation with Ministry of Education Boxing programme with Rotovegas Gym Community engagement to construct graduate profile for junior and middle school.	
	LEADERSHIP	Ensuring an orderly and supportive environment Leading professional learning	Ensuring an orderly and supportive environment Leading professional learning	
	ASSESSMENT FOR LEARNING	Teacher judgements about progress and achievement across the curriculum, are shared with the learner. Students are involved in assessment processes and can identify their learning pathways.	Teacher judgements about progress and achievement across the curriculum, are shared with the learner. Students are involved in assessment processes and can identify their learning pathways.	
	WELL-BEING	Leadership to support staff and students to manage workload. Strong and supportive home and school partnership. Healthy lunches in schools programme Healthy active schools	Leadership to support staff and students to manage workload. Strong and supportive home and school partnership. Healthy lunches in schools programme	
	SELF REVIEW	Review annual plan Review policies and procedures Review and update strategic plan. ERO visit.	Review annual plan Review policies and procedures Review and update strategic plan.	

Supporting Documents:

Horohoro School Curriculum, Self-Review framework, Horohoro School Policies and Procedures Handbook

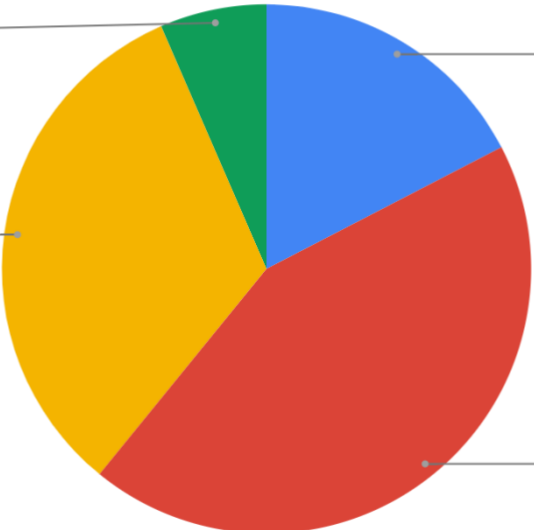
HOROHOLO SCHOOL ANNUAL PLAN

	What	Who	Timeframe	Budget
SCHOOL ORGANISATION	<ol style="list-style-type: none"> 1. Support our New Entrants Learning Initiative (NELI) 2. Iwi Re-engagement Initiative – Ngati Kea, Ngati Tuara 3. PB4L across the school. 4. Healthy Active Schools, Bible in Schools, Lunches in Schools, Kickstart Breakfast, Kids Can 5. Life Education 6. Kiwi Can 	<ol style="list-style-type: none"> 1. Ministry of Education with additional resourcing provided through Ngati Whakaue 2. Ngāti Kea Ngāti Tuarā and MoE 3. Ministry of Education 4. Classroom teachers 5. Classroom teachers 6. Classroom teachers 	<ol style="list-style-type: none"> 1. Term 1 – 4 2. Term 1 3. Term 1-4 4. Term 1-4 5. Term 2 6. Term 1-4 	<ol style="list-style-type: none"> 1. Ngati Whakaue Funding 2. Ministry of Education 3. Ministry of Education 4. Ministry of Education 5. \$289 6. \$2425
ORAL LANGUAGE	<ol style="list-style-type: none"> 1. Oral language training with Resource Teacher of Learning and Behaviours (RTLb) for junior teachers. 2. School wide sharing of new learning 	<ol style="list-style-type: none"> 1. RTLb 2. Sarah Price(Share new findings from oral language meetings with the staff) 	<ol style="list-style-type: none"> 1. Term 1-3 2. Term 1-3 	Self funding
READING	<ol style="list-style-type: none"> 1. Reading Together Programme 2. Reading Recovery 3. Duffy books in schools 4. Continue using e-AsTTle for year 3-8 students. Students who have anomalies will use PROBE. Continue using PM running records when needed for year 0-3 students. 	<ol style="list-style-type: none"> 1. Rachell Wheeler/Sarah Price 2. Angela Hossack 3. Susan Winwood 4. Classroom teachers 	<ol style="list-style-type: none"> 1. Term 1-4 2. Term 1-4 3. Term 1-4 4. Term 1-4 	<ol style="list-style-type: none"> 1. No cost 2. 0.2 of her salary 3. \$900 4. No cost
WRITING	<p>Developing greater clarity and student agency in writing. Continue using e-AsTTle for the whole school. Continue to moderate data as a staff. Increase teacher understanding of the curriculum. (through LPF - Professional Learning and Development) PLD funding for in-depth development of Assessment for learning with writing.</p>	<ol style="list-style-type: none"> 1. Pirihiira Brown in consultation with Wendy Moore (PLD Facilitator) 	<ol style="list-style-type: none"> 1. Term 1-4 	<ol style="list-style-type: none"> 1. PLD hours
MATHEMATICS	<p>Continue using e-AsTTle for appropriate students in year 6-8. Students who have anomalies will use GloSS. Continue using JAM for appropriate students in year 0-3. Continue using GloSS for appropriate students in year 3-5. Continue to moderate data as a staff</p>	<ol style="list-style-type: none"> 1. Classroom teachers 	<ol style="list-style-type: none"> 1. Term 1-4 	<ol style="list-style-type: none"> 1. No cost
ASSESSMENT / REPORTING TO PARENTS	<ol style="list-style-type: none"> 1. Revamp new reporting template for parents. 2. Create and share new portfolio formatting for community feedback. 3. Implement the new assessment schedule. 4. PaCT training. 5. Construct a graduate profile for end of year eight student at Horohoro School. 	<ol style="list-style-type: none"> 1. Pirihiira Brown and staff members 2. Pirihiira Brown and staff members 3. Pirihiira Brown 4. Pirihiira Brown in consultation with Wendy Moore (PLD Facilitator) 5. Pirihiira Brown and staff members 	<ol style="list-style-type: none"> 1. Term 1 2. Term 1 3. Term 1 4. Term 1 5. Term 1 	<ol style="list-style-type: none"> 1. No cost 2. No cost 3. No cost 4. PLD hours 5. No cost

ENVIRONMENT BOARD OF TRUSTEES / USE OF RESOURCES STAFF DEVELOPMENT COMMUNITY DEVELOPMENT LEADERSHIP ASSESSMENT FOR LEARNING WELL-BEING SELF REVIEW	1. Property – Draft 10YPP in consultation with Kiri Cheetham – Property Advisor from the MoE and Helen Brumby from APL Property. 2. Pouhaki – Restoration 3. Bay Decorators – Repaint the school	1. Pirihiira Brown in consultation with Barry Reid and Helen Brumby 2. Pirihiira Brown in consultation with Jim Schuster 3. Pirihiira Brown	1. Term 1-3 2. Term 1-2 3. Term 1-2	1. Ministry of Education 2. Funding from Charity Organisations 3. Cost unknown
	1. Board training as appropriate 2. Attend NZSTA training	1. Pirihiira Brown in consultation with board of trustees members. 2. Pirihiira Brown in consultation with board of trustees members.	1. Term 1-4	1. No cost 2. No cost
	1. Assessment 2. PB4L 3. Digital Technology 4. Developing localised curriculum with Ruth Tate from EA 5. Reporting to parents 6. Healthy Active Facilitator	1. Pirihiira Brown in consultation with Wendy Moore (PLD Facilitator) 2. Pirihiira Brown in consultation with all staff 3. Pirihiira Brown in consultation with all staff and PB4L facilitator 4. Rachell Wheeler 5. Pirihiira Brown in consultation with all staff members 6. Pirihiira Brown in consultation with all staff members and Healthy Active School Advisor	1. Term 1-4 2. Term 1-4 3. Term 1-4 4. Term 1-4 5. Term 1-4 6. Term 1-4	1. No cost 2. No cost 3. No cost 4. Cost unknown 5. No cost 6. No cost
	1. Community consultation for learning and localised curriculum 2. Community engagement review 3. Community consultation for reporting to parents 4. Reading Together Programme in consultation with Ministry of Education 5. Construct a graduate profile for end of year eight student at Horohoro School.	1. Pirihiira Brown 2. Pirihiira Brown 3. Pirihiira Brown 4. Rachell Wheeler/Sarah Price 5. Pirihiira Brown 6. Pirihiira Brown in consultation with all staff members	1. Term 1-4 2. Term 1-4 3. Term 1-4 4. Term 1-4 5. Term 1-4	1. No cost 2. No cost 3. No cost 4. No cost 5. No cost
	1. Ensuring an orderly and supportive environment 2. Leading professional learning	1. Pirihiira Brown 2. Pirihiira Brown in consultation with Wendy Moore, Carmel Hoetawa and Tony Pope	1. Term 1-4 2. Term 1-4	1. No cost 2. No cost
	1. Teacher judgements about progress and achievement across the curriculum, are shared with the learner. Students are involved in assessment processes and can identify their learning pathways.	1. Pirihiira Brown in consultation with all staff	1. Term 1-4	1. No cost
	1. Leadership to support staff and students to manage workload. 2. Strong and supportive home and school partnership. 3. Healthy lunches in schools programme 4. Healthy active schools	1. Pirihiira Brown 2. Pirihiira Brown 3. Pirihiira Brown and Cecelea Ihaia 4. Pirihiira Brown in consultation with all staff members and Healthy Active School Advisor	1. Term 1-4 2. Term 1-4 3. Term 1-4	1. \$500 2. No cost 3. No cost
	Review annual plan Review policies and procedures Review and update strategic plan. ERO visit.	1. Pirihiira Brown and board of trustees members 2. Pirihiira Brown and Rachell Wheeler	1. Term 1-4 2. Term 1-4	1. No cost 2. No cost

Horohoro School Annual Targets

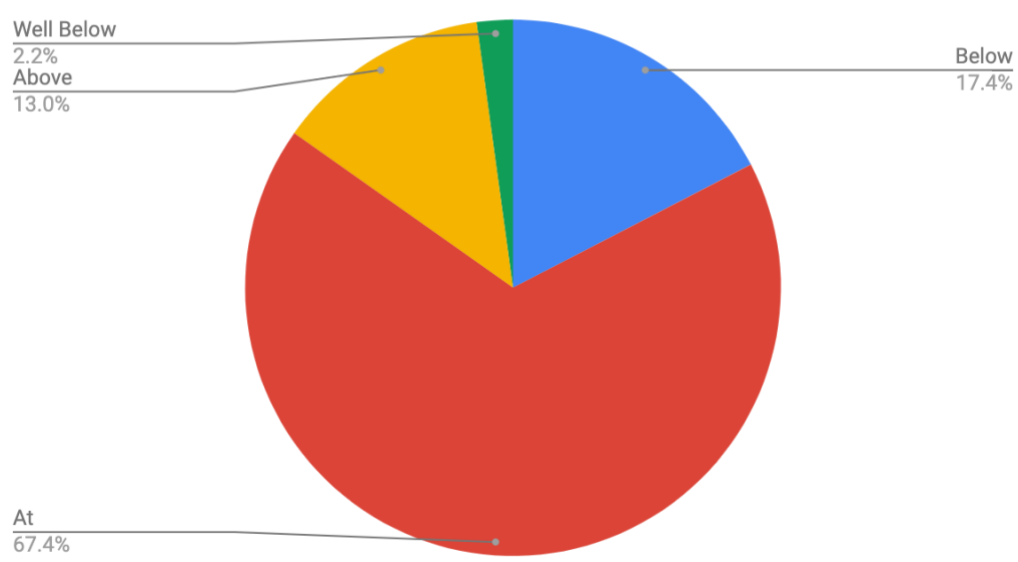
Target for Raising Student Achievement - WRITING

End of year Summary of data	<p>At the end of 2020 data showed; 9.8% students are well below expected progress/against New Zealand Curriculum 36.1% students are below expected progress/against New Zealand Curriculum 41% students are at expected progress/ against New Zealand Curriculum 13.1% students are above expected progress/ against New Zealand Curriculum</p> <p>At the end of 2021 data showed; 6.5% students are well below expected progress/against New Zealand Curriculum 17.4% students are below expected progress/against New Zealand Curriculum 43.5% students are at expected progress/ against New Zealand Curriculum 32.6% students are above expected progress/ against New Zealand Curriculum</p>												
2021 data	<p>At the end of 2021 the data showed;</p> <div style="text-align: center;"> <p>End of year writing data 2021</p>  <table border="1" style="margin: 10px auto;"> <caption>End of year writing data 2021</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>6.5%</td> </tr> <tr> <td>Below</td> <td>17.4%</td> </tr> <tr> <td>At</td> <td>43.5%</td> </tr> <tr> <td>Above</td> <td>32.6%</td> </tr> </tbody> </table> </div>			Category	Percentage	Well Below	6.5%	Below	17.4%	At	43.5%	Above	32.6%
Category	Percentage												
Well Below	6.5%												
Below	17.4%												
At	43.5%												
Above	32.6%												
Summary of Results	<p>These results show that over half of the students are working at their expected curriculum level and 32.6% are working above their expected curriculum level. This is amazing to see that these students have made so much progress from the beginning of the year to now. 17.4% of students who are identified as working well below their expected curriculum have learning challenges. However, they are still making minor shifts throughout the year based on the teachers OTJ, which is really great to see.</p>												
How Will Improvements be Achieved	<p>Improvements to teacher pedagogy;</p> <ol style="list-style-type: none"> 1. Improving Writing content knowledge 2. Formative assessment 3. Use of digital devices to enhance learning 4. Student Involvement in their learning (shared learning responsibility) 5. Literacy Progression Framework 6. Writing PLD funded by the Ministry of Education <p>Improvements in leadership</p> <ol style="list-style-type: none"> 1. Principal/professional leader feedback to teachers is useful, informative and manageable 2. Regular observation and feedback sessions 												
Who Will Lead Improvements	Wendy Moore (MoE PLD) Pirihiira Brown, Principal Classroom Teachers	Costs and Resourcing	Ministry of Education PLD										
Conclusion	<p>Therefore our targets for 2022 will be; Target 1: With continued support from Dr Wendy Moore (MoE PLD Facilitator) we are aiming for students all students to make one year's progress within three terms. We will measure this progress using e-AsTTLe scale scores.</p>												

Target for Raising Student Achievement - WRITING

Target 2: Teachers will continue to track their target students from their teaching inquiry who are achieving more than 2 sublevels behind expectation, but not students with identified learning challenges. We will monitor these students carefully and reflect on their progress and hope to have made one year's progress within three terms (as above)

Target for Raising Student Achievement – Mathematics

<p>End of year Summary of data</p>	<p>At the end of 2020 data showed; 1.6% students are working below expected progress/against New Zealand Curriculum 13.1% students are below expected progress/against New Zealand Curriculum 67.2% students are at expected progress/ against New Zealand Curriculum 18% students are above expected progress/ against New Zealand Curriculum At the end of 2021 data showed; 2.2% students are working below expected progress/against New Zealand Curriculum 17.4% students are below expected progress/against New Zealand Curriculum 67.4% students are at expected progress/ against New Zealand Curriculum 13% students are above expected progress/ against New Zealand Curriculum</p>											
<p>2021 data</p>	<p>At the end of 2021 data showed;</p> <div style="text-align: center;"> <p>End of year maths data 2021</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>2.2%</td> </tr> <tr> <td>Above</td> <td>13.0%</td> </tr> <tr> <td>At</td> <td>67.4%</td> </tr> <tr> <td>Below</td> <td>17.4%</td> </tr> </tbody> </table> </div>		Category	Percentage	Well Below	2.2%	Above	13.0%	At	67.4%	Below	17.4%
Category	Percentage											
Well Below	2.2%											
Above	13.0%											
At	67.4%											
Below	17.4%											
<p>Summary of Results</p>	<p>These results show that over half of the students are working at their expected curriculum level and 13% are working above their expected curriculum level. This is amazing to see that these students have made so much progress from the beginning of the year to now. 17.4% of students who are identified as working below their expected curriculum have learning challenges. However, they are still making minor shifts throughout the year based on the teachers OTJ, which is really great to see.</p>											
<p>How Will Improvements be Achieved</p>	<p>Improvements to teacher pedagogy;</p> <ol style="list-style-type: none"> 1. Improving mathematics content knowledge 2. Formative assessment 3. Use of digital devices to enhance learning 4. Student Involvement in their learning (shared learning responsibility) <p>Improvements in leadership</p> <ol style="list-style-type: none"> 1. Principal/professional leader feedback to teachers is useful, informative and manageable 2. Regular observation and feedback sessions 											
<p>Who Will Lead Improvements</p>	<p>Pirihira Brown, Principal Classroom Teachers</p>	<p>Costs and Resourcing</p> <p>Ministry of Education PLD/internal secondary curriculum focus for 2020 PLD.</p>										
<p>Conclusion</p>	<p>Therefore our targets for 2022 will be; Target 1: Teachers will continue to track their target students from their teaching inquiry who are achieving more than 2 sublevels behind expectation, but not students with identified learning</p>											

Target for Raising Student Achievement – Mathematics

challenges. We will monitor these students carefully and reflect on their progress and hope to have made one year's progress within three terms (as above)

Target for Raising Student Achievement - READING

End of year Summary of data

At the end of 2021 data showed;

1.6% students are well below expected progress/against New Zealand Curriculum
 24.6% students are at below progress/ against New Zealand Curriculum
 42.6% students are at expected progress/ against New Zealand Curriculum
 31.7% students are above expected progress/ against New Zealand Curriculum

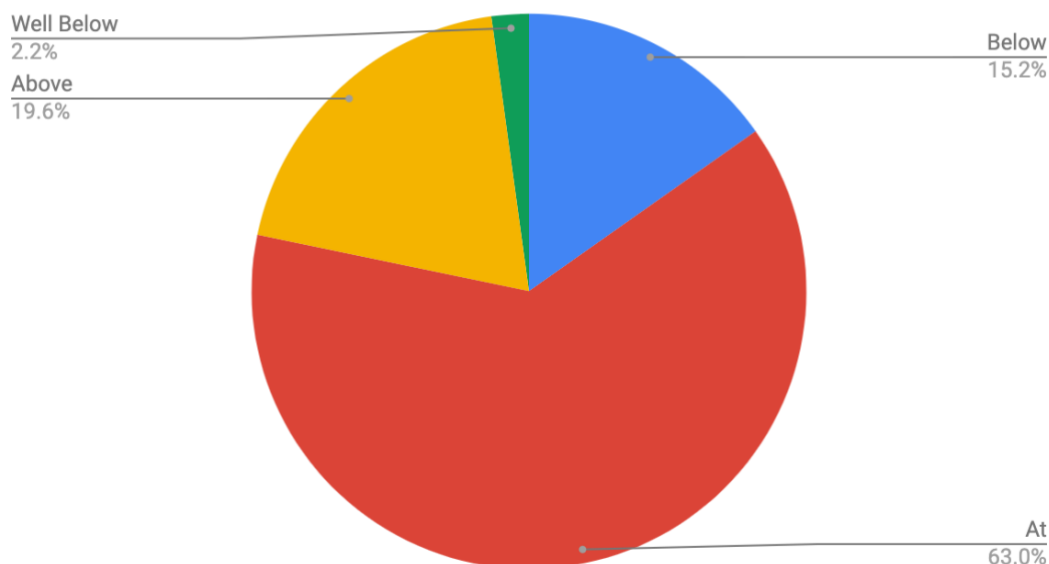
At the end of 2021 data showed;

2.2% students are well below expected progress/against New Zealand Curriculum
 15.2% students are at below progress/ against New Zealand Curriculum
 63% students are at expected progress/ against New Zealand Curriculum
 19.6% students are above expected progress/ against New Zealand Curriculum

2021 data

At the end of 2021 data showed:

End of year reading data 2021



Summary of Results

These results show that 63% of students are working at their expected curriculum level and 19.6% are working above their expected curriculum level. This is amazing to see that these students have made so much progress from the beginning of the year to now. 15.2% of students who are identified as working well below their expected curriculum have learning challenges. However, they are still making minor shifts throughout the year based on teachers OTJ, which is really great to see.

How Will Improvements be Achieved

Reading Recovery and Reading Together™ programmes will target reading (in the junior school in particular).
 Formative assessment and strong focus on the programme.

Who Will Lead Improvements

Pirihira Brown
 Angie Hossack, Reading Recovery Teacher
 Classroom Teachers

Costs and Resourcing

Reading Recovery Ministry of Education funding
 Reading Together Ministry of Education funding

Conclusion

Therefore our targets for 2020 will be;

Target 1: With continued support from Dr Wendy Moore (MoE PLD Facilitator) we are aiming for students all students to make one year's progress within three terms. We will measure this progress using e-AsTTLe scale scores.

Target 2: Teachers will continue to track their target students from their teaching inquiry who are achieving more than 2 sublevels behind expectation, but not students with identified learning

Target for Raising Student Achievement - READING

challenges. We will monitor these students carefully and reflect on their progress and hope to have made one year's progress within three terms (as above)
