



Analysis of Variance 2021

Approved: 24 March 2021

Executive Summary

2021 was the second year where many programmes were impacted by the ongoing Covid-19 pandemic. Disruptions to programmes have led to a decline in achievement in writing across the school. Writing is recommended to be included into the development focus planned for Reading in 2022.

Achievement in Mathematics was relatively stable compared to past years.

The introduction of a structured literacy approach led to improved reading outcomes for our Year 1 students. Continuing implementation of the approach across the school will lead to improvement in literacy achievement at all levels, and better meet the needs of students with dyslexia and other specific learning disorders.

The ongoing disconnection with whanau has also impacted more on students from our diverse families and families experiencing social disadvantages. One outcome of this is an increasing disparity in achievement for many of our Māori students. There is a challenge to be met in readily identifying those who may need a positive and supportive connection with school connecting, and providing that while still meeting the physical distancing requirements of the national pandemic plan.

A focus on supporting students with neurodiversity has led to increased awareness for staff of how to support neurodiverse students, and improved transitions to and from our school for those students. This should be continued, along with further development of within-school support process and transitions.

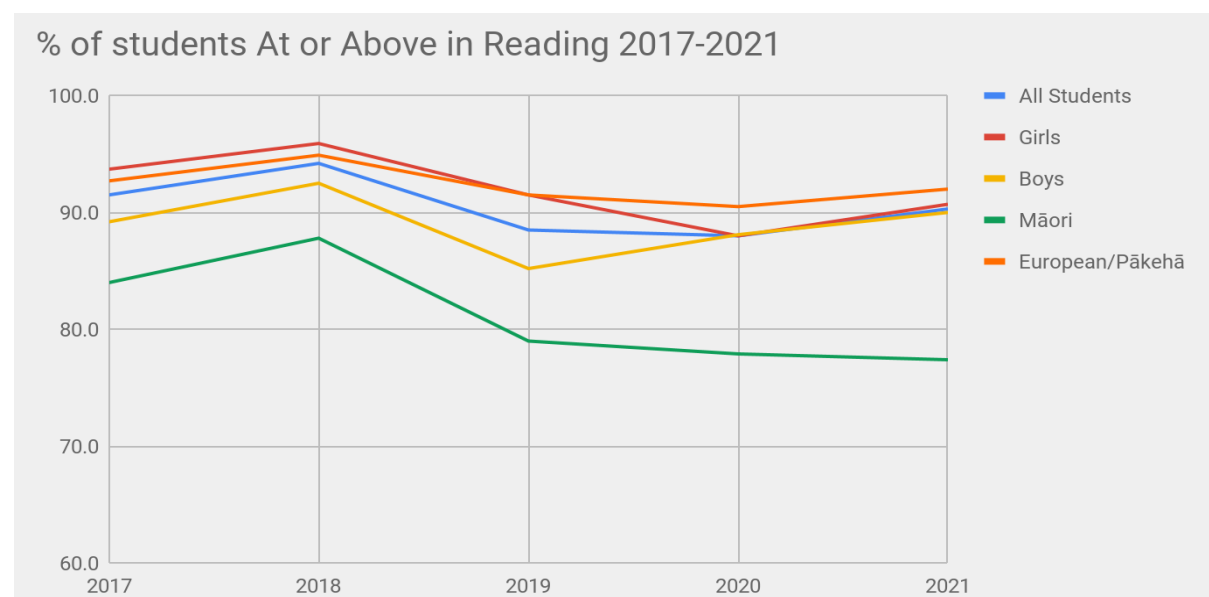
Student anxiety and well-being has become more prevalent in our senior students. Some positive supports such as counseling, parent and staff education, and a Year 7 and 8 building coping strategies programme have been implemented. More will need to be developed in this area.

In 2021 the PB4L initiatives to promote positive behaviour continued to be refined, and were complemented with the introduction of the KiVA anti-bullying programme. The KiVA approach to reducing bullying situations was introduced and had a positive impact for most of those students who utilised the approach. The school has now reached a level of implementation where it is ready for Tier 2 PB4L training, that focuses on supporting students who have high levels of negative behaviours.

A nature and science exploration programme was developed and trialed across Years 1 to 4. The teachers and staff enjoyed utilising the school environment and learning outdoors.

End of Year Curriculum Level Achievement

Reading	2017	2018	2019	2020	2021	2021
	% At or Above	% At or Above	% At or Above	% At or Above	% At or Above	Total No. Students
All Students	91.5	94.2	88.5	88.0	90.3	466
Girls	93.7	95.9	91.5	88.0	90.7	236
Boys	89.2	92.5	85.2	88.1	90.0	230
Māori	84.0	87.8	79.0	77.9	77.4	64
Pasifika	88.2	94.4	76.0	85.0	84.2	19
Asian	92.8	100.0	84.4	90.9	97.1	33
European/Pākehā	92.7	94.9	91.5	90.5	92.0	337
End of Year 1	67.2	67.7	51.6	57.1	88.5	52
End of Year 2	98.3	97.0	86.2	86.8	75.8	62
End of Year 3	94.9	93.8	100.0	100.0	100.0	54
End of Year 4	97.1	96.9	98.4	100.0	98.0	49
End of Year 5	96.1	100.0	93.8	92.1	87.7	65
End of Year 6	94.0	94.8	95.8	95.4	88.5	61
End of Year 7	88.1	94.2	84.8	92.2	92.2	64
End of Year 8	93.8	87.9	75.0	83.1	94.9	59



Achievement across the school is comparable to previous years - 90.3% (2020: 88.0%)

Kōwhai students at Expectation - Year 1: 88.7% . Year 2: 75.4% (2020 Year 1: 57.1%).

After the introductory year of structured literacy, students achieving after 1 or 2 years has risen. Note that the measure has changed, so monitoring over the next 2 years will give a better comparison of the effect. Year 2 students improved considerably in achievement from the previous year but did not achieve as highly as Year 2 cohorts in past years. Year 2s were covering more than 1 years worth of concepts in the new structured literacy progression, i.e catching up on a lot of Year 1 concepts.

The team reports that having clear home practice activities well connected to the programme was of benefit, particularly those students who were supported with this. Considering the structured literacy approach was only taught in terms 2,3 and 4 the results are encouraging.

23 Year 2 students had been identified as targets based on 2020 achievement. 11 of them (48%) are now at the expectation. This reflected the change in approach and reading recovery.

9 of our 22 Māori students (41%) in Kōwhai syndicate are not yet meeting the reading expectations. This is most of the 14 Māori students not yet meeting expectations across all year levels.

Recommendations for Kōwhai Syndicate:

- *Continued implementation of a structured literacy approach in years 1 and 2.*
- *Further develop parent connections and education opportunities to build home and school partnership in students' literacy learning. Focus on how to engage and encourage our students not yet at expectation and our diverse families.*

Mana students at Expectation - Year 3: 100% (2020 Year 2: 86.8%). Year 4: 98% (2020 Year 3: 100%).

Hongoeka students at Expectation - Year 5: 87.7% (2020 Year 4: 100%). Year 5: 88.5% (2020 Year 5: 92.1%).

Generally positive results achieved. There has been discussion about reconsidering the expectations and ensuring consistency in expectations as students move between these syndicates.

Recommendations for Mana & Hongoeka Syndicate:

- *Introduction of a structured literacy approach in Years 3 to 6.*
- *Cross syndicate moderation of achievement and expectations for reading.*

Taupō students at Expectation - Year 7: 92.2% (2020 Year 6: 95.4%). Year 8: 94.9% (2020 Year 7: 92.2%).

Positive results achieved. There has been discussion about reconsidering the expectations and ensuring consistency in expectations as students move into and beyond the syndicate.

Recommendations for Taupō Syndicate:

- *Introduction of a structured literacy approach in years 7 and 8.*
- *Cross syndicate moderation of achievement and expectations for reading.*

Māori students at Expectation - 77.4% (2020 77.9%).

There is a 15% disparity in achievement for our Māori students when compared to European/Pakeha students. This level of disparity has been evident over the last 3 years. Over that time we have had a higher number of Maori students enrolling in the school. The disparity is most evident in Years 1 and 2 as noted above. The structured literacy programme is very pakeha-centric.

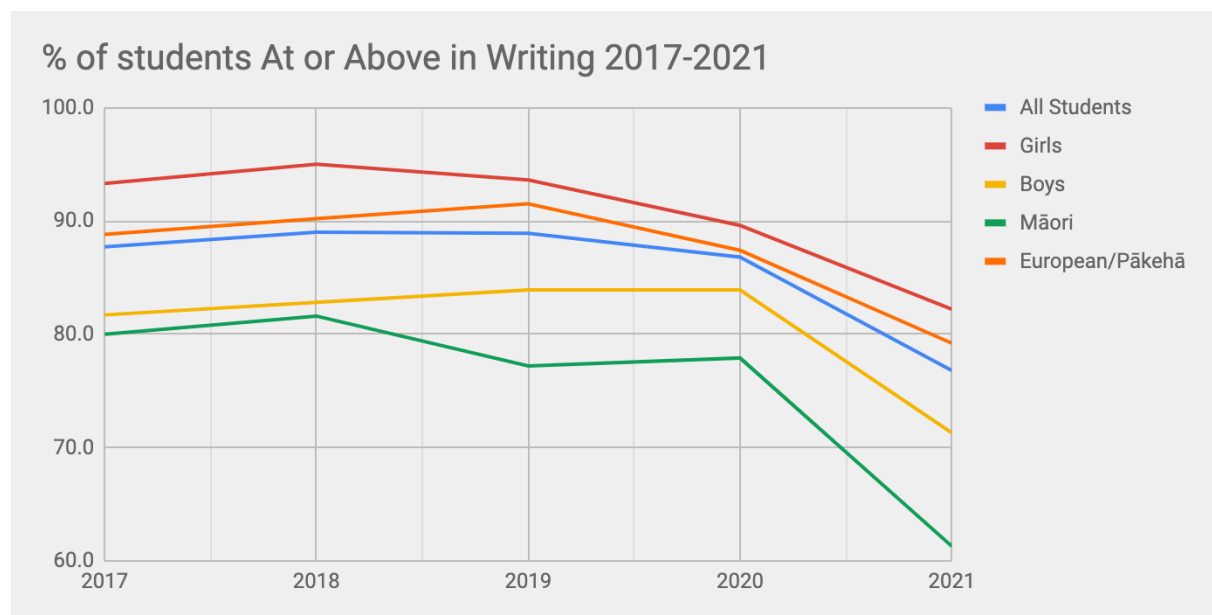
A high proportion of students in our not yet meeting expectations group experience multiple social disadvantage factors (eg. single parent; split families; temporary, overcrowded or inadequate housing; young parents or parents with limited qualifications; limited preschool; reliant on benefits; financial difficulties). This social disadvantage is more evident for some of our Māori whanau.

Recommendations for Supporting Māori students:

- *Ensure texts with Māori themes, and literary experiences connecting with Māori culture are used, particularly in the junior syndicates.*

- Identify ways to identify families experiencing disadvantage and build supportive whānau connections.

Writing	2017	2018	2019	2020	2021	Total No. Students
	% At or Above	% At or Above	% At or Above	% At or Above	% At or Above	
All Students	87.7	89.0	88.9	86.8	76.8	466
Girls	93.3	95.0	93.6	89.6	82.2	236
Boys	81.7	82.8	83.9	83.9	71.3	230
Māori	80.0	81.6	77.2	77.9	61.3	64
Pasifika	88.2	83.3	76.0	95.0	68.4	19
Asian	85.7	96.6	93.7	90.9	80.0	33
European/Pākehā	88.8	90.2	91.5	87.4	79.2	337
End of Year 1	87.9	83.9	80.6	92.1	90.4	52
End of Year 2	85.0	86.6	94.8	88.7	54.8	62
End of Year 3	81.4	90.0	96.8	92.0	90.7	54
End of Year 4	94.1	93.8	96.7	100.0	93.9	49
End of Year 5	94.8	93.0	92.2	77.8	76.9	65
End of Year 6	88.0	92.2	91.7	92.3	78.7	61
End of Year 7	81.4	88.5	74.2	81.3	67.2	64
End of Year 8	87.3	85.9	79.3	78.8	69.5	59



Achievement across the school has risen dropped significantly to 76.8% (2020: 86.8%)

There were indications of a decline in 2020 and that has worsened in 2021. Most affected are Years 2, 5 and 7;

boys and Māori students. The covid disruptions over 2 years will be impacting on these results.

Recommendation for whole school:

- *Extend the planned reading review partnered with ERO to include writing practice across the school.*

Kōwhai students at Expectation - Year 1: 90.4% . Year 2: 54.8% (2020 Year 1: 92.1%).

Year 1 achievement in writing has been maintained. Year 2 students declined by 37.3% from 2020. This cohort has had all their school years disrupted by covid-19. As noted in reading, Year 2s were covering more than 1 years worth of concepts in the new structured literacy progression, i.e catching up on a lot of Year 1 concepts.

The team reports that Year 1 students more readily transferred structured literacy concepts into their writing.

There was not a clear gender difference in Years 1 and 2.

11 of our 22 Māori students (50%) in Kōwhai syndicate are not yet meeting the writing expectations. This is many of the 24 Māori students not yet meeting expectations across all year levels.

Recommendations for Kōwhai Syndicate:

- *Further develop parent connections and education opportunities to build home and school partnership in students' literacy learning. Focus on engaging and encouraging our students not yet at expectation and our diverse families.*

Mana students at Expectation - Year 3: 90.7% (2020 Year 2: 88.7%). Year 4: 93.9% (2020 Year 3: 92%).

Hongoeka students at Expectation - Year 5: 76.9% (2020 Year 4: 100%). Year 6: 78.7% (2020 Year 5: 77.8%).

Generally stable results achieved. There is a marked drop for the year 5 cohort. Less of the students have transitioned to the demands of curriculum level 3 than in previous years.

There has been discussion about reconsidering the expectations and ensuring consistency in expectations as students move between these syndicates.

Recommendations for Mana & Hongoeka Syndicate:

- *Cross syndicate moderation of achievement and expectations for writing.*
- *Clear identification of the expectations for curriculum level 3 with students and ensuring these are embedded in opportunities for writing across the curriculum activities in class.*

Taupō students at Expectation - Year 7: 67.2% (2020 Year 6: 92.3%). Year 8: 69.5% (2020 Year 7: 81.3%).

A significant decline in both years, particularly Year 7 where many are not transitioning to the expectations of curriculum level 4.

Nearly twice as many Boys in Taupō are not yet meeting expectations for writing when compared to girls (41% compared to 23%)

8 of our 13 Māori students (62%) in Tāupo syndicate are not yet meeting the writing expectations.

Recommendations for Taupō Syndicate:

- *Clear identification of the expectations for curriculum level 4 with students and ensuring these are embedded in opportunities for writing across the curriculum activities in class.*
- *Ensuring writing opportunities have appeal for boys, and relevance to Māori students.*
- *Ensure a strength based and collaborative approach is used for student writing.*

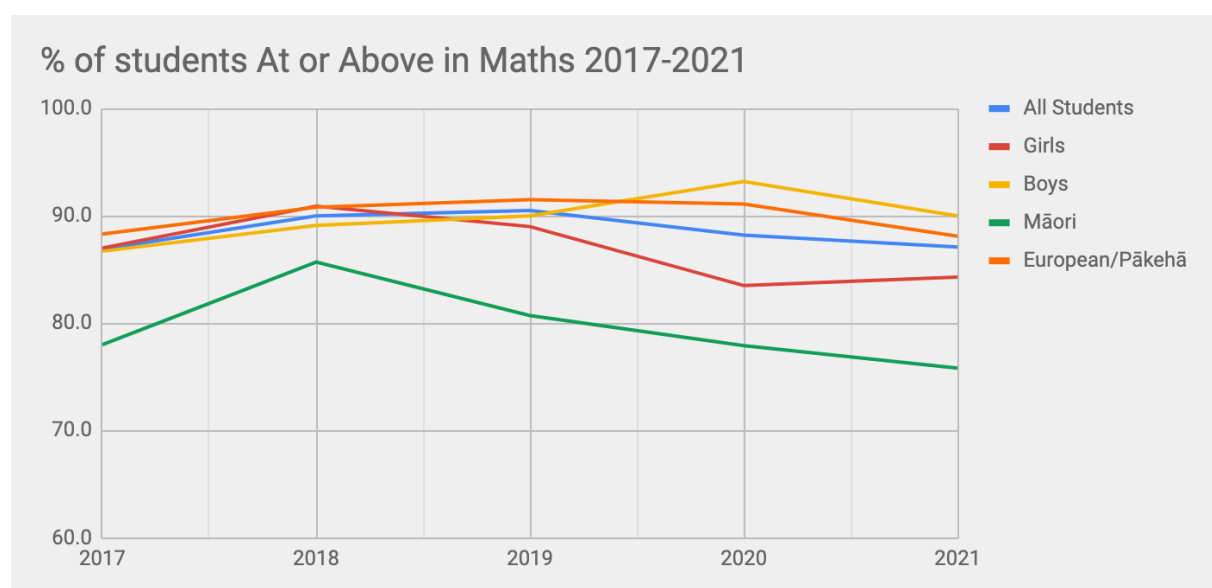
Māori students at Expectation - 61.3% (2020 77.9%).

There is a 18% disparity in achievement for our Māori Students when compared to European/Pakeha students. This level of disparity has been widening over the last 3 years. Over that time we have had a higher number of Maori students enrolling in the school. The disparity is most evident in Years 1 and 2 as noted above.

Recommendations for Supporting Māori students:

- Ensure writing opportunities that connect with Māori culture are planned for.
- Identify ways to identify families experiencing disadvantage and build supportive whānau connections.

Maths	2017	2018	2019	2020	2021	Total No. Students
	% At or Above	% At or Above	% At or Above	% At or Above	% At or Above	
All Students	86.9	90.0	90.5	88.2	87.1	466
Girls	87.0	90.9	89.0	83.5	84.3	236
Boys	86.7	89.1	90.0	93.2	90.0	230
Māori	78.0	85.7	80.7	77.9	75.8	62
Pasifika	76.5	83.3	72.0	85.0	89.5	19
Asian	89.3	100.0	93.8	84.8	94.3	35
European/Pākehā	88.3	90.8	91.5	91.1	88.1	337
End of Year 1	96.5	100.0	96.8	95.2	94.2	52
End of Year 2	80.0	83.6	84.5	75.5	79.0	62
End of Year 3	84.7	85.0	100.0	96.0	100.0	54
End of Year 4	94.1	93.8	95.1	96.8	98.0	49
End of Year 5	93.5	97.2	85.9	88.9	81.5	65
End of Year 6	88.0	96.1	91.7	89.2	86.9	61
End of Year 7	76.3	88.5	84.8	85.9	78.1	64
End of Year 8	79.7	77.6	78.8	78.5	84.7	59



Achievement across the school is comparable to previous years - 87.1% (2020: 88.2%)

Kōwhai students at Expectation - Year 1: 94.2% . Year 2: 79.0% (2020 Year 1: 95.2%).

Year 1 achievement in writing has been maintained. Year 2 students declined by 16% from 2020. This has been a pattern over time, and largely reflects the relative difficulty of the Year 1 and Year 2 expectations in the curriculum.

Year 2 boys achieve better than girls.

Māori student achievement in year 1 and 2 is comparable to European/Pakeha students.

Recommendations for Kōwhai Syndicate:

- *Raise Year 2 achievement with focus on building advanced counting strategies.*

Mana students at Expectation - Year 3: 100% (2020 Year 2: 75.5%). Year 4: 98% (2020 Year 3: 96.0%).

Hongoeka students at Expectation - Year 5: 81.5% (2020 Year 4: 96.8%). Year 6: 86.9% (2020 Year 5: 88.9%).

Generally stable results achieved. There is a marked drop for the year 5 cohort. Less of the students have transitioned to the demands of curriculum level 3 than in previous years.

There has been discussion about reconsidering the expectations and ensuring consistency in expectations as students move between these syndicates.

Recommendations for Mana & Hongoeka Syndicate:

- *Cross syndicate moderation of achievement and expectations for mathematics.*
- *Focus in Years 4 and 5 on moving students from early additive to advanced additive strategies.*

Taupō students at Expectation - Year 7: 78.1% (2020 Year 6: 89.2%). Year 8: 84.7% (2020 Year 7: 85.9%).

Stable results achieved for Year 8. There is a marked drop for the year 7 cohort. Less of the students have transitioned to the demands of curriculum level 4 than in previous years.

Nearly twice as many girls in Taupō are not yet meeting expectations for maths when compared to boys (23.2% compared to 13%)

Recommendations for Taupō Syndicate:

- *Focus in Years 4 and 5 on moving students from early additive to advanced additive strategies.*

Māori students at Expectation - 75.8% (2020 77.9%).

There is a 12.3% disparity in achievement for our Māori Students when compared to European/Pakeha students. This level of disparity has been consistent over the last 3 years. Over that time we have had a higher number of Maori students enrolling in the school. The disparity is most evident in Years 5 to 8.

Recommendations for Supporting Māori students:

- *Ensure maths opportunities that connect with Māori culture are planned for.*
- *Sustain collaborative problem-solving approach with student discourse in Senior syndicates.*
- *Identify ways to identify families experiencing disadvantage and build supportive whānau connections.*

Monitoring Targets

Reading:

90% of all students will achieve at the expected curriculum level or better. (88.0% in 2020).

Achieved: 90.3%

Focus cohort groups to show improvement:

- Year 1 and 2 students (57.1% of Year 1 at expectation in 2020)

Achieved: Year 1 - 88.5% & Year 2 - 75.8% at expectation

- Māori students (77.9% of at expectation in 2020)

Not Achieved: 77.5% at expectation

Writing

90% of all students will achieve at the expected curriculum level or better. (86.8% in 2020).

Not Achieved: 76.8%

Focus cohort groups to show improvement:

- Year 6 students (77.8% of Year 5 at expectation in 2020)

Achieved: Year 6 - 78.7% at expectation

- Year 8 students (81.3% of Year 7 at expectation in 2020)

Not Achieved: Year 8 - 69.5% at expectation

- Māori students (77.9% of at expectation in 2020)

Not Achieved: 61.3% at expectation

Mathematics

90% of all students will achieve at the expected curriculum level or better. (88% in 2020).

Not Achieved: 87.1%

Focus cohort groups to show improvement:

- Year 3 students (75.5% of Year 2 at expectation in 2020)

Achieved: Year 3 - 100% at expectation

- Year 8 students (85.9% of Year 7 at expectation in 2020)

Achieved: Year 8 - 84.7% at expectation

- Māori students (77.9% of at expectation in 2020)

Not Achieved: 75.8% at expectation

Comment:

Overall achievement is satisfactory in Reading and Mathematics. Writing is an area of concern with a 10% decline. This decline is most evident in Years 2, 5 and 7; and for our Māori students.

Target Students 2021

Target students have been identified by end of year achievement levels being below curriculum expectations.

An average annual shift of 1.5 sub-levels is normal progress.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	All
Reading									
No. Students	14	23	5			4	2	5	53
Now At or Above	10	11	5			2	1	2	31
At or Above %	71%	48%	100%			50%	50%	40%	58%
Progress:									
- Accelerated	71%	48%	100%			50%	100%	40%	60%
- Typical	-	30%	-			25%	-	60%	21%
- Minimal	29%	22%	-			25%	-	-	19%
Writing									
No. Students	9	5	5	4		12	4	12	51
Now At or Above	6	0	2	2		4	0	4	18
At or Above %	67%	0%	40%	50%		33%	0%	33%	35%
Progress:									
- Accelerated	67%	-	40%	50%		50%	50%	50%	47%
- Typical	11%	40%	60%	50%		42%	-	42%	35%
- Minimal	22%	60%	-	-		8%	50%	8%	18%
Mathematics									
No. Students	3	3	11	2	2	6	6	9	42
Now At or Above	0	0	11	1	0	2	0	2	16
At or Above %	0%	0%	100%	50%	0%	33%	0%	22%	38%
Progress:									
- Accelerated	-	-	100%	50%	50%	50%	50%	22%	50%
- Typical	-	100%	-	50%	50%	33%	50%	78%	40%
- Minimal	100%	-	-	-	-	17%	-	-	10%

Comment:

Target students have made good progress in reading, reflecting the focus on this area in 2021.

Review of Annual Goals 2021

Goal 1.1	When the community are involved in a learning partnership student outcomes are improved			Initiative: Transition across and within school
Term 1	Term 2	Term 3	Term 4	Measures:
Strengthen ECE connections and transition support for whanau.	Develop graduate profile	Transition to college for neurodiverse students. Develop Graduate profile.	Transition to College	Parent and pre-school satisfaction with pre-school transition. Draft graduate profile is shared with students and community for feedback. Transition process for neurodiverse students is clear for staff and parents.
Outcomes: Actions completed as follows: <ul style="list-style-type: none"> • Re-established staff visits and liaison to kindergarten and preschools • Revamped new entrant parent meeting • Liaised with Kapiti and Aotea colleges on special needs students transitions • Established and implemented transition plans for several year 8 students Graduate profile has been put aside as school vision statement elaborates this.				
Recommendations: Strengthen transition to school for families with students who may experience social disadvantage factors, those from diverse cultures and for Māori whanau. This is particularly important in light of the 'distance' that the Covid-19 situation is creating between home and school.				

Goal 1.2	When the community are involved in a learning partnership student outcomes are improved			Initiative: Effective communication with the community
Term 1 and 2	Term 3	Term 4	Measures:	
Consultation with community re science nature programme Health Curriculum consultation	Website review	Website review	Community feedback informs changes to health priorities and content of nature programme. Recommendations for redevelopment of website are provided to board.	
Outcomes: Actions completed as follows: <ul style="list-style-type: none"> • Health consultation completed (to be reported to Board) Science and Nature programme developed with internal input only. Website review deferred.				

Recommendations:

There has been minimal consultation with whānau over the last 2 years, as we have been focussed on Covid-19 management. This should be a priority when a new principal is established.

Goal 1.3	When the community are involved in a learning partnership, student outcomes are improved			Initiative: Improved reporting with parents and students
Term 1	Term 2 and 3	Term 4	Measures:	
Implement Seesaw digital portfolio app in Taupo syndicate	Review use and purpose of See-saw across school	Recommendations for development in 2022	The purpose for using the see-saw digital portfolio app is clearly understood by all staff, and areas where consistency and progression is needed to be further developed have been identified.	
<p>Outcomes: Not actioned in 2021.</p> <p>Have reviewed Student Management System SMS, and decision made to move to eTAP. ETAP has an achievement reporting facility 'Spotlight' and a parent portal that can both be utilised to provide a more consistent learning feedback system across the school.</p>				
<p>Recommendations: Implement the eTAP SMS in 2022, with focus on recording and improved reports. Once familiar with this look to implement 'Spotlight' and parent portal in 2023.</p>				

Goal 2.1	When a curriculum is relevant and coherent throughout the school, children and parents share a learning pathway		Initiative: Embedding school values and positive behaviour
Term 1	Term 2 and 3	Term 4	Measures:
Introduce and implement KiVA Continue to implement PB4L Introduce and support ABC approach to supporting Tier 2 students.	Continue KiVa skills lessons in classrooms. Continue to use, support and monitor KiVa anti-bullying process and PB4L behaviour management processes	Survey KiVA Set goals for 2022	Staff, students, parents and Board have a clear understanding of the KiVA process at Plimmerton School. An improvement in the the KiVA survey results. KiVA lessons are being taught in all classrooms. PB4L SET Score (MoE evaluation) is over 80% (2 years over 80% is required to move to Tier 2 training).
<p>Outcomes:</p> <p>Actions completed as follows:</p> <ul style="list-style-type: none"> ● KiVA anti-bullying programme implemented including staff training, parent meeting, student lessons, and a process for responding to bullying incidents. <p><i>Students and staff report a clearer understanding of what is bullying. 15 bullying incidents were managed during the year by the KiVA team. The KiVa survey and our follow up meetings shows that 12 of these reduced or stopped the bullying.</i></p> <ul style="list-style-type: none"> ● PB4L continued to be implemented with clarification of minor and major behaviours and recording and follow up for these, introduction of the ABC model for understanding student behaviour, development of a termly behaviour report, planning of problem-solving strategies to implement with students. <p><i>The behaviour reporting enabled the staff to focus on areas of the playground that needed support, and to follow up with families when numerous negative behaviours occurred. The PB4L SET score (evaluation of tier 1 PB4L elements) was 100%</i></p>			
<p>Recommendations:</p> <p>PB4L:</p> <ul style="list-style-type: none"> ● Introduce problem solving strategies to students ● Further develop school acknowledgements ● PB4L Tier 2 programme development and training on positive management of students with high levels of negative behaviour. <p>Kiva:</p> <ul style="list-style-type: none"> ● Refine Kiva anti-bullying process ● Revisit KiVA programme on a needs basis <p>Other</p> <ul style="list-style-type: none"> ● After two years of Covid 19 staff morale and connection needs support to improve. 			

Goal 2.2	When the curriculum is relevant and coherent throughout the school, children and teachers share a learning pathway	Initiative: Effective Literacy
Term 1 - 3	Term 4	Measures:
Unpack Writing Learning Progression Frameworks. Literacy team lead investigation into effective literacy practice. Introduce and implement structured literacy approach in Kōwhai syndicate. Literacy Plan 2021	Plan development programme for 2022	Staff familiar with most aspects of writing LPF. Strengths and weaknesses in literacy across the school identified and development plan created for 2022. Kowhai syndicate have good understanding of structured literacy and implemented a trial in all class's. Data shows an improvement in Literacy in Years 1 and 2.
Outcomes: Actions completed as follows: <ul style="list-style-type: none"> Some of the Writing Progressions from the LPF unpacked with staff. <i>Writing results in 2021 showed a marked decline. More professional support for the teaching of writing is required.</i> Literacy review plan developed with ERO for implementation in 2022. Includes reading and writing. Structured literacy introduced in Kōwhai syndicate in terms 2-4. <i>Staff in Kōwhai syndicate now have a good understanding of the principles and practice for structured literacy. Student results for reading in Years 1 and 2 are encouraging.</i> 		
Recommendations: <ul style="list-style-type: none"> Implement structured literacy in years 3-8 Implement literacy development plan, including evaluation of reading and writing practice, professional development on effective practice, and trialing PaCT for reading and writing to support understanding of the literacy curriculum expectations. 		

Goal 2.3	When a curriculum is relevant and coherent throughout the school, children and teachers share a learning pathway	Initiative: Localised Curriculum
Term 1	Term 2 - 4	Measures:
Develop and implement a localised curriculum	Implement trial Year 1-4 programme. Plan and develop capital improvements to support programme. Review programme.	All classes in Years 1-4 have trialled and reviewed a nature programme which incorporates our local environment and community. An "outdoor classroom" is created to support the nature programme.
Outcomes: Actions completed as follows: <ul style="list-style-type: none"> Developed and trialled a year 1-4 resource to support a nature & science programme Some plans for outdoor spaces have been developed. Not yet implemented due to funding.		
Recommendations: <ul style="list-style-type: none"> Continue programme across Years 1-4 Develop outdoor learning areas as funding becomes available. 		

Goal 3.1	Plimmerton School is a place where every person feels they belong				Initiative: Valuing cultural diversity
Term 1	Term 2	Term 3	Term 3	Term 4	Measures:
Review Kapa Haka Consult Hongoeka Marae on school signage	Priovide PD on Tapasa Pasifika	Produce and install signage	Connecting with Māori Whanau workshop or Noho	Review end of year celebration guidelines	Positive feedback received from staff, students and Board on changes to Kapa Haka. School signage is installed that reflects our people, place and history, our maori language and culture. Staff have an understanding of Tapasa Pasifika and ways they can be more confident and competent when engaging with pacifica learners. School celebrations reflect the cultural diversity of our community. A toolkit is developed to better connect with maori families.
Outcomes: All actions here have been deferred.					
Recommendations: <ul style="list-style-type: none"> ● Prioritise a staff Noho Marae when that option becomes available ● Reinitiate consultation on school logos and signage 					

Goal 3.2	Plimmerton School is a place where every person feels they belong		Initiative: Support for neurodiversity
Term 1	Term 2-4		Measures:
Review and plan support for neurodiverse students	Develop and trial new support processes for neurodiverse students. PLD on inclusive practise for staff.		All staff have a clear understanding of the process for identifying and supporting neurodiverse students. All teachers have greater knowledge and understanding of how to deliver an inclusive classroom programme.
Outcomes: All completed as follows: <ul style="list-style-type: none"> ● Established neurodiversity team with Within School Teacher and DP co-leading ● Staff workshops on universal design for learning, to improve in-class support for neurodiverse learners. ● Staff resource bank of information and strategies for learning difficulties developed 			
Recommendations: <ul style="list-style-type: none"> ● Provide further clarity and structure to support processes for neurodiverse students ● Transfer learning support register to new SMS 			

Goal 3.3	Plimmerton School is a place where every person feels they belong		Initiative: Support for mental health and well-being
Term 1	Term 2	Term 3	Measures:
Review information from Wellbeing survey 2020	Gender diversity PD	Adolescent Mental Health	Counseling is provided for those students with an identified need for it. Staff and Board have made changes in practice according to MOE revised gender diversity guidelines. Gender diverse students report increased level of support.
<p>Outcomes:</p> <p>Actions completed as follows:</p> <ul style="list-style-type: none"> ● Covid Urgent Response Funding used to provide counseling and in school support for 8 students. ● Two staff workshops on building adolescent resilience and well being with Kathryn Berkett. ● Community presentation on building adolescent resilience and well being with Kathryn Berkett. ● Year 8 positive coping programme developed and initiated in Taupō syndicate in response to student anxiety and self-harm. <p>Gender diversity workshop deferred.</p>			
<p>Recommendations:</p> <ul style="list-style-type: none"> ● Conduct Well-Being at School survey in 2022 ● Provide further opportunity for community adolescent mental health education. ● Provide gender diversity workshops for staff. 			