

# WHAKAMARU SCHOOL CHARTER



**Mission:** “To educate all children to become life-long learners in an environment which develops and celebrates talents and abilities.”

**Vision:** “At Whakamaru School we develop attitudes and skills for life-long learning.”

Whakamaru School, Kaahu Rd, RD 1, Mangakino  
MOE Number 2080

**2019-2021**

Date Ratified:

Date Submitted to MOE: 1<sup>st</sup> March 2019

# WHAKAMARU SCHOOL CHARTER 2019 -2021

## OUR SCHOOL AND COMMUNITY



### History:

Whakamaru School opened in 1959, with a roll of 156 children. The school committee was pre-elected and the school was officially opened, the following year, by Hon R Boord, MP for Rotorua. Native tree planting started around the school and the school pool was excavated. As the school grew two new classrooms were built in 1965 and new bus routes were added. In 1989 the first BOT was elected and a new era in education began. The Whare Manaaki was shifted onto the grounds in 1992 and in 1999 there was an official opening of the new administration block. In 2009 the school and community celebrated the 50<sup>th</sup> Jubilee

### Area and School community:

Whakamaru School is set in a farming community, situated directly behind the Whakamaru Village and 10 minutes from the township of Mangakino. Our students mainly come from these areas. We have a wonderful mix of students at Whakamaru, including NZ Maori, European, Asian, Indian and South African. This brings a special character to our school; we celebrate all cultures.

The school Parents and Teachers Association (PTA) support the school in a number of ways including actively fundraising for targeted projects to provide additionally needed resources in consultation with the BOT and staff, which supplement the Ministry's funding.

The enthusiastic and supportive BOT ensures that the total environment is safe for all those who work and learn at our school.



Whakamaru School aims to implement programmes of learning that reflect and include reference to New Zealand's unique cultural diversity, including knowledge of our past heritage.



At Whakamaru School we develop attitudes and skills for life-long learning.

### NATIONAL EDUCATION PRIORITIES

- Achievement for all.
- A safe learning environment.
- Improved Literacy and Numeracy.
- Robust student achievement information used to inform reviews of teaching and learning programmes.
- An inclusive school which ensures all students, including those with special educational needs, attend, engage, participate and achieve.
- Improved Maori and Pacifica outcomes.
- Focus on student achievement data in reporting.

### WHAKAMARU EDUCATION PRIORITIES

- NZC – student achievement and progress.
- Develop our school curriculum by integrating “Learning through Play” with Kath Murdoch’s Inquiry model to help increase student engagement.
- Improve boys and Maori achievement levels.
- E-learning– Digital technologies - futures thinking – resources/pedagogy
- Developing a culturally responsive pedagogy.
- Students able to goal set and articulate their learning.
- Develop the PB4L Initiative and restorative practices, increase wellbeing of students through PB4L

### THE UNIQUE POSITION OF THE MAORI CULTURE

- Maori language and culture interwoven throughout the school programme.
- Te Reo included in class programme.
- Should a parent request fulltime instruction in Te Reo we will offer the following suggestions:
  - Dual Correspondence Enrolment
  - Contacting other local schools to buddy up programme.
  - Alternative school placement

## WHAKAMARU SCHOOL CHARTER 2019 -2021



### TAUPO KAHUI AKO (COL) STRATEGIC GOALS FOR 2018 - To develop:

- Cultural relationships and responsive pedagogy
- Home, school and community collaboration
- Adaptive expertise driving deliberate professional acts
- Increased interaction with Early Learning Collective
- Learning Support Trial – referral process

### WHAKAMARU SCHOOL VISION

**“At Whakamaru School we  
develop attitudes and skills  
for life-long learning”**

### GOALS

- To be a school striving for excellence and promoting independence in our learners.
- To promote and value the different cultural backgrounds represented in the school.
- To provide a well-equipped school for quality learning and teaching
- To ensure effective communication at all levels.
- To strengthen ties between the school and its community and increased parent involvement.
- To ensure inclusion for all, in a positive school environment.
- To respect Papatuanuku (our environment)

### CORE VALUES

Our core values are

- **Manaakitanga** (respect),
- **Whanaungatanga** (relationships),
- **Aroha** (compassion)
- **Ako** (learning)

Care, respect and compassion are observable  
Celebrating and valuing development and success.

Students taking responsibility for their own  
behaviour and learning.

Fostering a spirit of participation and positive  
competition

### OUR INCLUSIVENESS

- Maintain a Special Needs register which is regularly updated to ensure best learning for our special needs students.
- Provide extra support to students with Special Needs (inc. Gifted and Talented students)
- Recognising and celebrating all cultures within our school.

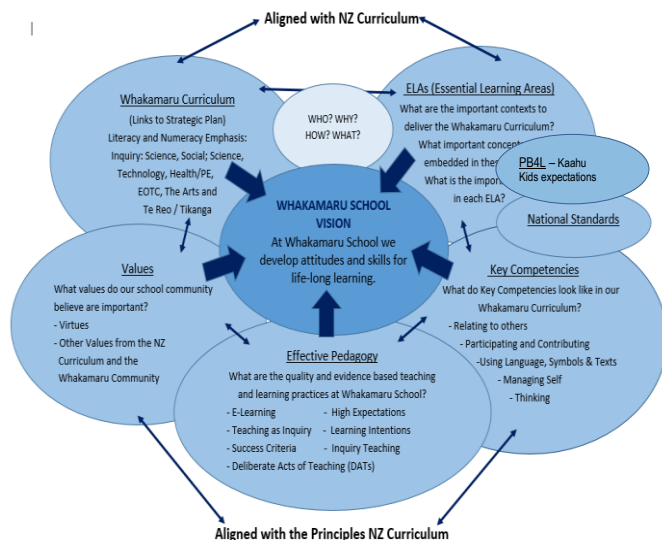
# WHAKAMARU SCHOOL CHARTER 2019 -2021

## Whakamaru School VALUES

### KAAHU KIDS are...

- **K**nowledge Seekers  
(Curious, Inquiring, Reflective)
- **A**lways respectful  
(Self, others and property)
- **A**ccountable  
(For ourselves, our actions, our words)
- **H**igh Achievers  
(Excellence, Personal Best, Perseverance)
- **U**nified  
(Teamwork, Everyone working together, Kotahitanga).

## Whakamaru School Curriculum



## Whakamaru School Virtues

### OUR MISSION:

To educate all children to become life-long learners in an environment which develops and celebrates talents and abilities:

By developing positive attitudes and skills for life-long learning



**Manaakitanga**  
Valuing Cultural  
Connectedness

**Whanaungatanga**  
Relationships

Learning Interventions &  
Priority Areas

Nga Whakapiritanga  
Environment

Wananga and Ako  
Communication and  
Classroom action

MAORI STUDENT ACHIEVEMENT PLAN

At Whakamaru School we develop attitudes and skills for life-long learning.



# WHAKAMARU SCHOOL CHARTER 2019 -2021

## Classroom Programmes

- Classroom programmes are driven by the needs of the individual Students and groups, within the classroom. The classroom teachers undertake regular in-depth analysis of current student achievement information which has been gathered using reliable assessment tools.
- From this information teachers identify the specific learning needs of the students. We have a collaborative school culture and achievement information and classroom programmes are regularly discussed at staff meetings.

The students and parents receive regular feedback on:

- Their current progress towards their goals.
- Areas to focus on in their learning.

Using the achievement information teachers develop/plan/organise/engage flexible and meaningful learning opportunities.

The programmes allow the students to have control and direction over specific areas of their learning particularly in relation to Inquiry investigations.

Literacy and Numeracy are the cornerstones of our learning programme but all areas of the New Zealand Curriculum are interwoven through the classroom programmes. The programmes regularly make use of the local environment and other resources in the community.

## Students with Special Learning Needs

The teaching staff and Board of Trustees are committed to ensuring all students reach their potential. To ensure this happens they provide resourcing and extra staffing to cater for students with specific needs.

If a student is not making the expected progress within the classroom programme the school has a number of support and alternative programmes that are available to try and help address the student's needs.

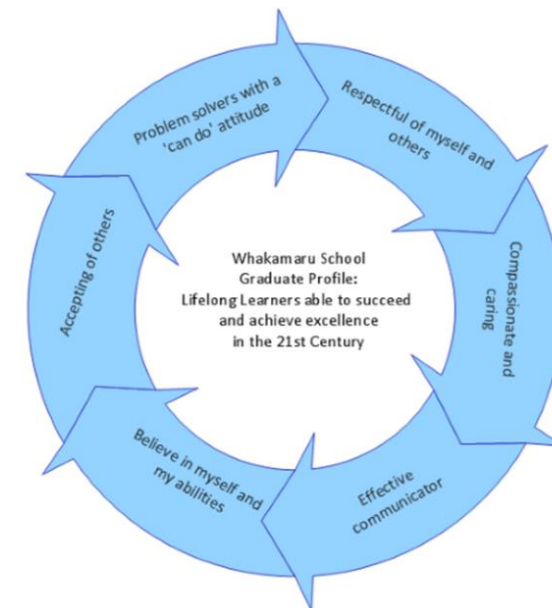
The school is proactive:

- Continually up skilling teachers.
- Researching and refining the programmes that are currently utilised.
- Seeking help from educational experts.
- Conducting trials of new strategies.
- Consulting with and supporting parents (and students).
- Looking for ways to improve.
- Never giving up!
- Family/whanau.
- Support Services.

## Family/Whanau Environment

The family atmosphere and orientation of the school is actively encouraged and promoted: By / through:

- Student Leaders/Student Council
- Staff visiting our ECE units at the beginning of the year to establish relationships with younger students prior to their enrolment.
- Whole school sporting / cultural trips and camps.
- Buddy class system between Junior and Senior classes
- Using teacher strengths for specific subjects – e.g. Music, Art and P.E.
- Community involvement in the school – support in classrooms and school events.
- Checks with new regular families to see how children have settled into school.
- Regular communication via a variety of means-newsletters, e-mail, school
- Cabu – School Website, Facebook page etc...



## WHAKAMARU SCHOOL CHARTER 2019 -2021

### STUDENTS WILL

- Be valued and respected
- Have a voice in our school
- Be made to feel safe
- Be grouped appropriately for their learning.
- Take ownership and show responsibility for their own learning programme.
- Learn with Digital Technologies as an integral part of the classroom.
- See teachers modelling processes of behaviour and expectations.
- To show the behaviour expectations of a Kaahu Kid.

### OUR COMMUNITY WILL

- Be loyal and supportive of our school.
- Be aware and familiar with the policies and school procedures.
- Feel welcome at Whakamaru School.
- Take an active part in assisting the school to achieve its vision.
- Show an interest in their child's learning and behaviour.
- Encourage their children to attend school regularly.
- Encourage their children to be prepared and organised for school.
- Encourage their children to be responsible for their own learning and behaviour.
- Let other parents know the reasons and benefits of sending their child to Whakamaru School
- Be open-minded to new ideas and initiatives.
- Be willing to accept change.
- Create a resource of parents and wider family with specific skills, knowledge that could support the school.
- Identify opportunities to engage the wider community in celebrating the achievements of Whakamaru School.

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### THE BOARD OF TRUSTEES WILL

- Prepare a budget to monitor and control school expenditure.
- Allocate funds to meet the school priorities so that student's achievement is enhanced.
- Promote our school in a positive way that will ensure our future.
- Act as a good employer.
- Keep parents and the community informed by consulting with them regularly.
- Implement the 5YA/10YPP to ensure the schools facilities provide a safe and healthy learning environment.
- Identify community organisations and individuals that can support the curriculum at school or outside the classroom. (EOTC)
- Increase the parent education opportunities that respond to our common needs.

# Whakamaru School Strategic Plan 2019 - 2021

## Curriculum - Literacy

2019	2020	2021
<ul style="list-style-type: none"> <li>Specific target groups within the class.</li> <li>Monthly staff meeting focus on target group progress - sharing successes, strategies and supporting our teachers with ideas to support learning</li> <li>Target parents through the Read together programme to improve Reading partnerships between school and home.</li> <li>Improve OTJ assessments through staff and between school moderation (Pinelands, CoLs etc).</li> <li>Review current assessment tools – look at possible using the online PAT adaptive tool for reading vocabulary for seniors and Continue to use KLIST assessment and programmes within the Junior School.</li> <li>Work with CoL to improve writing assessment “Write that Essay” (CoL PD)</li> <li>Use learning progressions to assess students in writing and reading to also help set next steps.</li> <li>Meet at least once a term to moderate with other staff using real writing done in classes.</li> <li>Provide students with strategies for self and peer assessment and taking responsibility for their next learning steps.</li> <li>Continue with Reading Recovery</li> <li>Continue to monitor at-risk and high achieving students through the Special Needs Register.</li> <li>Use Digital Tools (programmes and apps) to ‘hook’ students into reading and writing, particularly our boys.</li> <li>Develop class and student blogs (Class Dojo) as real life writing and reading platforms</li> <li>Teachers to provide explicit feedback/feed forward linked to success criteria – which is also explicit</li> <li>Seek publishing opportunities for students for writing and other opportunities for reading to develop an excitement in students.</li> <li>Continue to use Quick 60 Reading programme across the classes as part of daily classroom practice</li> <li>Develop our “Self-directed Learning” spaces and practises within class.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development for future literacy programmes.</li> <li>Future development of Home-School reading project – perhaps more parent evenings to develop learning.</li> <li>Continue to review Writing moderation.</li> <li>Whole school review and possible teacher PD for – Learning Through Play and links to literacy teaching</li> <li>Continue monitoring through Special Needs register.</li> <li>Continue to develop teacher knowledge and skills in regards to use of Digital tools with literacy learning.</li> <li>Use the CoL RTLit as a literacy resource person for staff</li> <li>Investigate a ‘transition to school’ programme for students in the term before starting school, to develop basic phonics and number knowledge.</li> <li>Implement 2020 recommendations after review of 2019</li> <li>Review the Quick 60 programme using student achievement data after 2 years and check progress of students who have been on this programme over this time.</li> </ul>	<ul style="list-style-type: none"> <li>Continue staff professional development including visits to other schools demonstrating best practices.</li> <li>Continue to monitor programmes in place of literacy acceleration, reviewing their effectiveness of student achievement</li> <li>Implement 2020 recommendations.</li> </ul>

At Whakamaru School we develop attitudes and skills for life-long learning.

# Whakamaru School Strategic Plan 2019 - 2021

## Curriculum - Numeracy

2019	2020	2021
<ul style="list-style-type: none"> <li>▪ To have a specific target group of children within each class and feedback at monthly staff meetings on progress and achievement</li> <li>▪ Identify students who need to be prioritised for extra help and arrange personnel for this -TA support hours</li> <li>▪ Continue analyse and use achievement data to more specifically plan for the needs to groups and individuals to improve outcomes for students. Share concerns, using 'Niggle Sheets' at staff meeting SENCO slot</li> <li>▪ Implement PATs assessment for maths – ensure Teachers are confident with making judgements using this tool</li> <li>▪ Provide students with strategies for peer and self-assessment and taking responsibility for their next learning steps.</li> <li>▪ Use Digital Tools (programmes and apps) to support student engagement in Maths</li> <li>▪ Use Pro-tech online tool for increasing students master of basic maths facts</li> <li>▪ Continue to develop individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this. Student, teacher and parents to be able to verbalise these goals and next steps</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use 2019 end of year data to drive Math's priorities, budgets, and personnel.</li> <li>▪ Continue to make changes in teaching styles to ensure each learner is gaining maximum benefit and challenge.</li> <li>▪ Identify gaps in teacher knowledge of effective practices for acceleration –using CoL across school teacher for support</li> <li>▪ Ensure that gifted children – or those working above their curriculum are catered for as well as our children falling behind Look at specific programmes to facilitate the learning of these children.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review current assessment tools.</li> <li>▪ Review resources and set priorities for budgets, personnel, and learning in Maths.</li> <li>▪ Ensure that all staff are 'on the same page' to the Numeracy approaches at Whakamaru School.</li> <li>▪ Continue to facilitate professional learning within the staff.</li> </ul>



# Whakamaru School Strategic Plan 2019 - 2021

## Other Curriculum Areas

**STRATEGIC OUTCOME ONE** – To give priority to other identified areas that we have decided will be priorities – i.e. culturally responsive pedagogy, and Education Outside the Classroom as a vehicle for relationship building and life skills development

2019	2020	2021
<ul style="list-style-type: none"> <li>Review school Mission and Vision – staff, student and parent consultation – linking to PB4L</li> <li>Continue with Trier 2 PB4L to the school community</li> <li>Staff PD focus - strengthen the implementation of Inquiry Learning cycle (PEAK) in each class – Kath Murdoch ‘Power of Inquiry PD’ – whole staff in August.</li> <li>Staff PD focus - strengthen the implementation of Learning through Play in each class – Longworth PD’ – whole staff in February.</li> <li>Develop student questioning skills, through Inquiry (Murdoch approach)</li> <li>Review and update Whakamaru School curriculum (annually)</li> <li>Work with students and staff to collect ideas and develop student voice and agency across the school- CoL across school teacher support</li> <li>Continue to develop ‘Growth Mindset’ language across the school.</li> <li>Develop leadership opportunities with our School Council and work with the ‘Maunga Ropu’ to organise across school activities. Use this to inform parents of this and share activities and events in social media and the school newsletter.</li> <li>Use PB4L and Incredible Years programmes to develop a culturally responsive school that builds on relationships and life skills.</li> </ul>	<ul style="list-style-type: none"> <li>Implement programmes that reflect priorities.</li> <li>Review areas according to cyclical timetable.</li> <li>Review resources and make recommendations for budget.</li> <li>Continue the initiatives from 2019 as they have reached their stage of development.</li> <li>Use initiatives found in the Cultural responsiveness survey from “Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori” survey,</li> </ul>	<ul style="list-style-type: none"> <li>Survey school community to review priorities.</li> <li>Trial various school wide organisations in order to utilise staff strengths.</li> <li>Review areas according to cyclical timetable.</li> </ul>

At Whakamaru School we develop attitudes and skills for life-long learning.

2019	2020	2021
<p style="text-align: center;"><b><u>Culturally Responsive Pedagogy</u></b></p> <ul style="list-style-type: none"> <li>• To continue to build all staff confidence and capacity in tikanga and te reo Maori – sharing expertise within the staff and beyond.</li> <li>• Principal to participate in the Maori Achievement Collaborative (MAC) – <b>Joined Te Akatea Maori Principals Association. 3/3/19</b></li> <li>• To be part of the “Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori” survey and research to find out how our entire community feel about learning. We will work a long side Dr Melinda Webber.</li> <li>• Te Reo to be integrated into our classroom and school practise.</li> <li>• Develop a Te Reo programme suited for every level at school by using and developing further the “Whakamarutereo” document – google doc shared resources and links.</li> <li>• Continue to use our local tutor to train our Kapa Haka for the entire school and help provide a level that a select few can go away and perform in cultural events.</li> <li>• Take part in the South Waikato Cultural Festival and/or Tuwharetoa Festival or WFPS cultural festival.</li> <li>• Look to develop links with local iwi to enrich all students’ bicultural experiences.</li> <li>• At regular intervals have opportunities for staff and students to share mihi and other personal backgrounds.</li> <li>• Develop the use of the Hautu self-review tool with the findings from the “Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori” survey to help increase cultural engagement.</li> <li>• Develop some cultural art from the PB4L programme that identifies our school values.</li> <li>• To promote our whanau room to the community for parents/whanau groups to use.</li> </ul>	<p style="text-align: center;"><b><u>Culturally Responsive Pedagogy</u></b></p> <ul style="list-style-type: none"> <li>▪ To use the findings from the “Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori” survey to improve our CRP.</li> <li>▪ Review our Te reo programme in school and look for PD to help improve our school practices</li> <li>▪ Continue to use local Kapa Haka tutor.</li> <li>▪ Look for ways to perform as a Kapa Haka group at local events.</li> <li>▪ Develop our CRP from our “Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori” survey findings.</li> </ul>	<p style="text-align: center;"><b><u>Culturally Responsive Pedagogy</u></b></p> <ul style="list-style-type: none"> <li>▪ Continue to make links to the local marae and iwi.</li> <li>▪ Continue to develop our CRP’s</li> </ul>

2019	2020	2021
<p><b><u>Education Outside the Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Organise school-wide opportunities for EOTC and stipulate each class to undertake at least one experience per term.</li> <li>• Ensure that the School Curriculum takes into account the local area, sites and attractions to link to our curriculum studies.</li> <li>• Have opportunities for all classes to be involved in a camp such as a junior school sleepover, middle school noho marae and a senior camp.</li> <li>• Organise school-wide opportunities for EOTC and stipulate each class to undertake at least one experience per term.</li> <li>• Provide opportunities to be involved in the local activities such as the Mangakowhiriwhiri Wetland Restoration (Whakamaru) as well as looking at and touring through our Hydro Dams.</li> </ul> <p><b><u>Others</u></b></p> <ul style="list-style-type: none"> <li>• Building a focus around increasing Te Reo Maori in year 7-8s by adding more to their own mihimihi.</li> <li>• Provide a vehicle that would allow students to get some part-time music tutors to build confidence and skills of a student's musical talents.</li> </ul>	<p><b><u>Education Outside the Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Create a 3 year cycle of school camps and look for a range of activities to help increase students EOTC experiences.</li> <li>• Provide EOTC experiences for all year groups.</li> <li>• Continue to be involved in the Mangakowhiriwhiri Wetland Restoration (Whakamaru)</li> </ul> <p><b><u>Others</u></b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for our leaders.</li> </ul>	<p><b><u>Education Outside the Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Implement the 3 year cycle of school camps and look for a range of activities to help increase students EOTC experiences.</li> </ul>

# Whakamaru School Strategic Plan 2019 - 2021 - Self Review

## STRATEGIC OUTCOME TWO – raising expectations for achievement of all learners by ongoing quality self-review

<u>2019</u>	<u>2020</u>	<u>2021</u>
<ul style="list-style-type: none"> <li>▪ Review, evaluate and analysis the effectiveness of the curriculum in learning areas to improve outcomes for students.</li> <li>▪ Audit BOT policies and involve whole BOT in reporting back about a policy from the BoT Annual Work Plan.</li> <li>▪ Use and review e-learning practice and digital tool to ensure these are embedded into classroom teaching and learning – teachers sharing knowledge and use of tools, (Hapara etc)</li> <li>▪ Continue to review and update the BOT Governance Manual annually when needed.</li> <li>• Use a cyclical review for the Procedures folder. Whole staff involved with review process during staff meetings (see Procedures folder) Sign and date when reviewed.</li> <li>• Set annual targets that focus on accelerating student progress rather than percentages.</li> <li>• Investigate ways of engaging with our community and having them involved in school review procedures – Principal to gather ideas and strategies form MAC, “Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori” survey and COL</li> <li>• Review learning support programmes and make recommendations for 2020</li> <li>• Ongoing review to ensure quality Literacy and Numeracy Programmes that encompass the integration of Kath Murdoch’s Inquiry and Learning through Play and make writing a focus of appraisal and observations.</li> <li>• Use “Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori” to survey the school community to gain ideas for priorities at Whakamaru School – including wellbeing at school, reporting to parents, local curriculum foci etc...</li> <li>• Review and develop school curriculum – all stakeholders input</li> <li>• Review and develop Principal reporting to BOT – linking to ‘ERO Effective School Evaluation’ document <i>Refer also Board of Trustees Governance Manual</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue with 2019 initiatives after review and implement ideas from the “Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori” survey,</li> <li>▪ Review learning support programmes and make recommendations for 2020</li> <li>▪ LwDT infrastructure, start to develop the Whakamaru Schools</li> <li>▪ PTA structure, procedures and events in the Community Consultation practices (Refer BOT Governance Manual)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review BOT audit processes.</li> <li>▪ Ensure that 3 year review cycle for school procedures is up to date and change order of those needing review in order to meet to current needs of the school</li> </ul>

# Whakamaru School Strategic Plan 2019 - 2021 - People

**STRATEGIC OUTCOME THREE** – *to build a school community where students, their parents, staff, PTA, and BOT members are valued and supported to work to their potential*

Strategic outcomes for	2019	2020	2021
<b>STAFF:</b> <ul style="list-style-type: none"> <li>Staff feel safe physically and emotionally in the school environment.</li> <li>Staff are actively involved in ongoing professional development</li> <li>Staff are recognized and acknowledged for their contributions to school</li> </ul> <b>BOT:</b> <ul style="list-style-type: none"> <li>Effectively govern the School.</li> <li>Are actively recognised for their contributions to our school.</li> </ul> <b>PTA</b> <ul style="list-style-type: none"> <li>Involved, supported and feeling included in the school community.</li> </ul> <b>STUDENTS:</b> <ul style="list-style-type: none"> <li>Positive members of society with a well-developed a sense of ownership and inclusion.</li> <li>Student voice and agency is recognized as an integral part of the school</li> <li>Students are independent, life-long learners who will be developing a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>Induction for staff members on TOD– Staff information booklet - school procedures/ policies, School Curriculum, Health and Safety, Staff information book etc...</li> <li>Continually evolving a culture which creates a positive climate and recognises staff successes – sharing at staff meetings and Friday interval</li> <li>Strengthening the appraisal process – goals focused on positive outcomes for students; formal observations focused on the teacher goals with discussion, reflection on effective teaching and learning, and next steps should be documented on Arinui – particularly for target students.</li> <li>Strengthen Inquiry Teaching practices – Kath Murdoch PD – whole staff, further PD in August</li> <li>Develop and implement a Learning through Play philosophy with the Kath Murdoch Inquiry strategies into our school curriculum.</li> <li>Continue to develop Story Hui as part of the appraisal processes – teachers share ‘successes’ through this format at end of year on our Arinui Appraisal tool.</li> <li>Provide opportunities for staff to take part in professional development opportunities around – PB4L, Quality Circle Time, Learning through Play, IYT and Inquiry teaching</li> <li>Provide timetabled opportunities for staff to share professional readings during staff meetings.</li> <li>Continue to include a PD slot in each BOT meeting to look in-depth at the ERO School Evaluation Indicators</li> <li>Investigate ways of more successfully engaging with our parent and local community particularly through whanau groups/PTA/Events /community connections</li> <li>Use Arinui as a tool to improve the Performance Management System for support staff –appraisal system</li> <li>Create and develop staff learning communities across the schools in the area through Pinelands group and CoL</li> <li>Strengthen Student Council and promote other ways students can show their leadership within the school, especially Year 7/8, including Maunga (house) leaders...</li> </ul>	<ul style="list-style-type: none"> <li>Review 2019 plan and implement any recommendations.</li> <li>Continue to create a positive climate and recognise staff successes.</li> <li>Timetable in professional development slots for sharing quality learning circles at staff meeting/syndicate meetings</li> <li>Continue to work on engaging with our community.</li> <li>Encourage enrolments through sharing with wider community the initiatives and events we have at our school as well as sharing progress and achievement of our students through a range of school activities.</li> <li>As part of school communications and BOT reports, continue to highlight staff and children success and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>Continually planning to create a positive climate and recognise successes and challenges.</li> <li>Review community engagement practices</li> </ul> <p>Review 2020 plan and implement any recommendations.</p>

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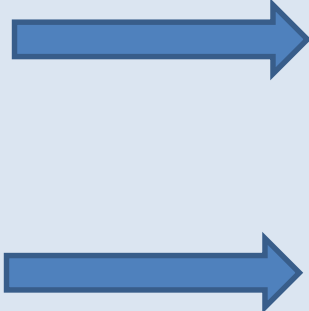
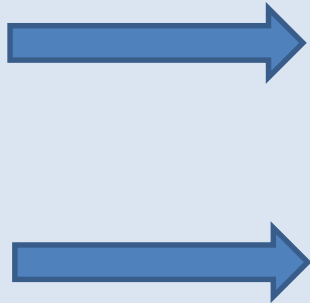
# Whakamaru School Strategic Plan 2019 - 2021 - Property

**STRATEGIC OUTCOME FOUR** – to upgrade and improve our space so that we can continue to deliver a high quality education.

2019	2020	2021
<ul style="list-style-type: none"> <li>Through the 5YA schedule review infrastructure to ensure it is continuing to be developed to meet the needs of the roll and to investigate utilization of classroom and resource areas – Work with OPUS to investigate the development of cloak bay areas into learning spaces ( as per 5YA) if finances allow</li> <li>Continue monthly inspections by Principal &amp; Caretaker and new process for compliance checks (see Caretaker /Cleaner H&amp;S Manuals – Rural Safe)</li> <li>Regular reports to BOT monitoring safety hazards.</li> <li>Encourage student voice in property matters and development – through the school council</li> <li>Purchase of targeted equipment as per Annual Plan.</li> <li>Investigate plan to find a grant to repaint the school pool</li> <li>Development of school gardens and/or orchard – Senor school Inquiry / STEM focus</li> <li>Promote and use the whanau room, across the school community</li> <li>Investigate the development of an interactive play equipment area on the grounds for PBL or LTP</li> <li>Develop murals or Pou of Maori art around the grounds – relating it to our school values – PB4L</li> <li>To apply for grants to develop the infrastructure of the school.</li> <li>PB4L signage (Kaahu Kid...) around school</li> <li>Regular reports to BOT monitoring safety hazards.</li> <li>Develop with MOE property personal and OPUS the next 10YPP and 5YA plans</li> <li>Have arborist check trees – H&amp;S</li> </ul>	<ul style="list-style-type: none"> <li>To continue to improve the aesthetics of the school environment</li> <li>Continued involvement and student liaison with the BOT Ensure infrastructure sufficient to meet the needs of the school roll</li> <li>Review and ensure school swimming pool is running efficiently and is cost affective</li> <li>To continue to develop the ideas of 2019 after review</li> <li>Work with MOE to remove room 7 if this was not done in 2019</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the infrastructure is sufficient to meet the needs of the school role</li> <li>To continue to develop ideas from 2020 after the review</li> </ul>

# Whakamaru School Strategic Plan 2019- 2021 – Financial

**STRATEGIC OUTCOME FIVE** – *Ensure that there are sufficient sustained funds to support the strategic direction of the school*

2019	2020	2021
<ul style="list-style-type: none"> <li>Continue to review the financial reporting structure within the school – especially within the Board of Trustees with the integration of the BOT Treasurer/Principal/Office Manager reporting roles.</li> <li>Develop the BOT's understanding of finance report format from Ed Services</li> <li>Use MOE Finance Advisor and Ed Services for financial advice when necessary</li> <li>Develop and have approved annual budget.</li> <li>Complete Annual Audit Report.</li> <li>Apply for Grants e.g. Transpower, Lions Foundation and other agencies</li> <li>Lodge Annual Report with MOE.</li> <li>Presentation of monthly accounts to Board of Trustees on a co-reporting relationship with BOT Treasurer and Principal.</li> <li>Complete 5YA projects within budgets</li> </ul>		

# Whakamaru School Context

## Annual Plan 2019

### STUDENT ACHIEVEMENT – By the end of 2019

**Literacy – Writing** – At least 80% of students achieve to the appropriate level according to the NZ Curriculum level and to close the gap between male and female achievement. To aim for at least 70% of males & our Y4 achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)

**Literacy – Reading** – At least 80% of students achieve to the appropriate level according to New Zealand Curriculum (Refer School Assessment Guidelines booklet) - To focus on our Year 3 students with an aim to have 70% at or above their curriculum level.

**Numeracy** – : Numeracy – At least 80% of students will be achieving at the appropriate level according to New Zealand curriculum (Refer School Assessment Guidelines Booklet). This is with a particular focus on Years 3, 4 and 8. At these Year groups we aim to have over 65% at or above.

**We will be continuing to develop engagement with our Maori learners and their whanau and this will be reflected in attitude and achievement. Guided by the Kia Tū rangatira ai ngā iwi Maori, Living, succeeding and thriving as iwi Maori survey 2019 with the help of Dr Melinda Webber.**

Development Focus	Professional Development	Monitor and Implement
<ul style="list-style-type: none"> <li>Writing school-wide focus - particularly Year 4</li> <li>Quick60 Reading in Junior School and in Years 4/7.</li> <li>Numeracy – particularly in the Senior school (Y7)               <ul style="list-style-type: none"> <li>- use of PAT online tool to assess student achievement</li> </ul> </li> <li>ICT – continue to support each other, within school, with the development of ICT learnings from the previous LwDT MOE PLD</li> <li>Finances – continuing to develop Roles within BOT</li> <li>Identify culturally responsive pedagogy (CRP) – engagement of our Maori learners/PacifiKa. Working with CoL CRP initiatives and using the “Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori” survey.</li> <li>Special Needs – ensure our Special Needs learners are being catered for in an effective manner and their achievement is showing progress.</li> <li>Strengthening the appraisal process and Teaching and Inquiry specific goals and observations using the Arinui, appraisal tool.</li> <li>Continue to review and develop Local School Curriculum to celebrate the uniqueness of our school and community</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Staff – Learning Through Play PD February – to develop a school wide approach to LTP.</li> <li>Kath Murdoch “Power of Inquiry” staff PD August To integrate LTP with this Inquiry approach.</li> <li>Work with the RTLit across the school on accelerating writing strategies. (CoL RTLit – Write that Essay)</li> <li>Professional readings led by staff re: Maori engagement/culturally responsive pedagogy/effective pedagogy/accelerated learning/Learning through Play or Play Based learning/Inquiry</li> <li>Principal participation and staff development through Maori Achievement Collaboration.</li> <li>Develop a Writing Moderation staff meeting with the Pinelands Cluster.</li> <li>Continue with CoL initiatives PLD linked to agreed achievement challenges (writing, CRP, Whanau Engagement,)</li> <li>QCT Bubble Time and Golden Time-whole staff PLD with RTLit service</li> <li>Through the MOE PB4L &amp; IYT Initiative we will place a major focus on development teacher pedagogy and community understanding on restorative practices to increase positive behaviour to support student achievement</li> </ul>	<ul style="list-style-type: none"> <li>New Zealand Curriculum – review Learning Progressions</li> <li>Moderation and reporting practices</li> <li>Monitor and focus future thinking around trends and patterns in school-wide data.</li> <li>Education Outside the Classroom as a vehicle for developing student/teacher/whanau relationships and involvement.</li> <li>Continue to develop Inquiry teaching and learning - school-wide and class based practices.</li> <li>School Evaluation Indicators – school self-improvement review cycle.</li> <li>Continue to developing individual student goal setting practices that are linked to current achievement level (in Reading, Writing and Numeracy), next level and next steps to achieve this. Student, teacher and parent to be able to verbalise these goals and next steps to be displayed on class walls.</li> </ul>

At Whakamaru School we develop attitudes and skills for life-long learning.

# Whakamaru School Context

## Annual Plan 2019

### FINANCE

- Finance Reports from Ed Services Implement, monitor and review 2019 budget – particularly with the impact of the decreased funding if there is a roll drop
- Grant applications and donations for identified areas, pool, breakout spaces etc
- Effectively report and monitor against budget figures and actual spend throughout the year to the BoT

### PROPERTY

- Uses of classroom and resource space.
- Promote our Whanau room.
- Maintain and monitor school house and flats.
- 5YA/10YPP project developments - conversion of cloak-bays into breakout spaces and upgrading toilets, upgrading alarm system and adding fire alarms along the opposite side of the cl

### HEALTH & SAFETY

- Ensure the school environment meets standards.
- Ongoing review of Behaviour Management practices
- Year 2 PB4L action plan implementation.
- Increase student wellbeing through implementation of PB4L Tier 2 strategies.
- Complete compliance checks in a timely fashion.
- Continue to check safety – links to new Health and Safety legislative requirements 2016
- Check trees for safety.
- Complete Risk Analysis checks (Vulnerable Children's Act) on affected staff in accordance with the VCA schedule

### REVIEW

- Continue to monitor self-review processes for evaluating and analysing the effectiveness of the curriculum – document this in Arinui.
- Keep up-to-date with ongoing self-review procedures/policies
- Reporting to parents – Portfolios, Class blogs, Student-Led Conference formats and reports
- Charter and Strategic Plan format update for 2020
- Process and practice for reporting to the MOE (as directed changes arise)
- Review learning support programmes and make recommendations for 2019 and on into 2020.
- Continue review of teaching and learning practices develop our self-directed learning spaces.
- Work with CoL and Dr Melinda Webber to develop our CRP initiatives while using the "Kia tū rangatira ai iwi Māori, Living, succeeding and thriving as Māori" survey.

### PERSONNEL

- Appraisal and Attestation – continue to strengthen the peer appraisal process particularly incorporating observations and the Story Hui format in Arinui.
- Teachers to all collect Professional Standards evidence on the Arinui Appraisal tool (new Code and Standards document)
- Staff members and Board of Trustees members display in foyer and on website (updated)
- On-going acknowledgement of efforts from personal contact, multi-media.
- Set up Teacher Aide appraisal system with the 0.1 ORS Teacher.
- Investigate use of Teacher Aides/helpers to support groups of children who need extra help.

### COMMUNITY PARTNERSHIP

\* Provide EOTC opportunities \* Mangakowhiriwhiri Wetland Restoration (Whakamaru) \* Parent Information workshops \* School community 'fun' events \* Pet day and flower show \* Community understanding about the New Zealand Curriculum and their implications (changes to reporting achievement data) \* Community consultation \* Health Promoting Schools and Fruit in Schools \* Consultation and engagement with our Maori community (particularly Pouakani Marae) \* Recognising the 'specialness' of our community, Hydro dam community \* Continue to development of new school website \* Developing and encouraging participation in fundraising events \* PTA \* Using the local media to promote our school events \* Consultation and engagement with our Maori and Pacifica community \* Promotion of the Whanau Room and encourage use \* Sports Teams and Events

At Whakamaru School we develop attitudes and skills for life-long learning.

# Whakamaru School

## Maori Student Achievement Plan 2019



The staff, students and whanau of Whakamaru School have identified key areas which we believe are necessary for us to foster and grow collaboratively to ensure Maori Achieve Educational Success as Maori at our school.

### Wananga and Ako Communication and Classroom action

- Work with CoL and Dr Melinda Webber to develop our CRP initiatives while using the "Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori" survey.
- Implementation of school-wide progressions in Te Reo and Tikanga
- Maori student achievement targets set and achievement data tracked using the 2019 Target spreadsheet and Learning Progression boards
- Continue to develop Whakamaru school staff and student mihimihi and pepeha
- Karakia daily with whole school together and give each child throughout the school an opportunity to lead our Karakia.
- Student sing Happy Birthday in Maori
- Karakia, Karakia Whakamutunga, Karakia Kai used daily in each class.
- Build up a bank of staff/student waiata knowledge through our kapa haka programme.
- Develop school-wide powhiri procedure skills and knowledge
- Teaching as Inquiry and Appraisal systems and documentation at Whakamaru school will reflect the intent of Tataiako and Kahikatia through the Arinui Appraisal tool.
- Class visits and noho marae to Pouakani Marae.

### Nga Whakapiritanga Environment

- Bilingual signage around the school
- Start discussion with BOT and staff re: Whare Manaaki entranceway change
- PB4L signage reflect Te Reo and Tikanga

### Priority Areas

#### NZ Curriculum data as of end of 2018

- **15%** of Maori students below their curriculum stage in Mathematics
- **30%** of Maori students below or well below their curriculum level in Reading
- **23%** of Maori Students below or well below the standard in Writing

Data linked to NZC levels 2018

### Whanaungatanga Relationships

- Reading Together Programme
- Blog and ICT device and sharing with parents.
- Whole school hangi to welcome new whanau
- Strengthening connections with local iwi and Pouakani Marae
- Gypsy day powhiri to welcome new whanau
- Shoulder tap whanau to help with Matariki activities/Maori language week.
- Use the "Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori" survey to help improve relationships with our community.

### Manaakitanga Valuing Cultural Connectedness

- Continue with Kapa haka tutor -weekly
- Whole school learning Whakamaru School waiata
- Perform at Tuwharetoa festival in 2019
- Maori Language week – plan events and whanau involvement for whole school
- Recommendations from "Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori" survey will be taken on board in regards to developing cultural responsiveness across all areas of the school.
- Work with the CoL Culturally Responsive Pedagogy Across School Lead Teacher to ensure that we are continuing to develop our knowledge and skills in this area
- Principal to continue attending the MAC hui each term.

### Learning Interventions

- Students not achieving at their curriculum level will be placed of appropriate learning intervention programmes, which acknowledges cultural aspirations and values.
- These will be monitored at staff meeting SENCO slot and through the SENCO flowchart using the Niggle sheet process.

At Whakamaru School we develop attitudes and skills for life-long learning.



# Curriculum Targets – Writing 2019

**TARGET:** At least 80% of students achieve to the appropriate level according to the NZ Curriculum level and to close the gap between male and female achievement.

To aim for at least 70% of males & our Y4 achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)

Assessment tool – NZ Writing Progressions, E-AsTTle Writing assessment rubric; Teacher judgment, whole staff moderated discussions, monthly updates on Achievement boards, Class work, ongoing formative assessment.

## **STRATEGY:**

1. Through quality weekly planning concentrating on core skills and incorporating these skills into their general work. Teachers becoming familiar with the resources and teaching strategies.
2. Professional learning support for staff members through accessing RTLit (CoL)
3. Identify target students to work in writing focus groups
4. To review target student achievement progress once a month a staff meetings and share successful teaching a learning strategies with other staff member.
5. Developing individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this.

## **PERSONNEL:**

Literacy Leaders  
Classroom teachers

## **BUDGET CODE:**

Literacy

## **BUDGET:**

\$1500 Literacy  
\$500 PD

## **BACKGROUND DATA:**

There has been a continued fall and rise in student achievement in writing at this school over the past few years. We have a very transient school community so it is hard to compare the number of students achieving at each level from year to year as the groups change constantly. We still need to closer the gap between male and female achievement – males are lower at present. There is little variance between Maori and non-Maori achievement

Increasing boys interest into writing will be a major focus for 2019 and improving the cohort of Year 4 & 5s in 2019.

## **Previous year PERFORMANCE:**

### **OUTCOME – END OF 2017**

62% of our students are at or above

After 1 year	11/14	(79%)
After 2 years	9/14	(64%)
After 3 years	2/7	(28%)
Year 4	8/11	(73%)
Year 5	9/13	(70%)
Year 6	3/10	(30%)
Year 7	5/8	(62%)
Year 8	4/5	(80%)

**REASONS AND EVALUATION:** There has been an overall increase in writing data across the school of 7% this year. It has been pleasing to see a particular increase in this year's Year 4, 5, 7 and 8 cohorts, especially the year 8's. Our girls (85%) are still ahead of our boys (46%) and our Maori students (particularly boys are still of concern). This will be a target group for next year – especially the 2018 Year 4 and 7 boys who are cohorts with a very high % of students with high learning and behavioural needs. —

## **CURRENT PERFORMANCE:**

### **OUTCOME – END OF 2018**

65% of our students (59/90) are working at or above their recommended NZ Curriculum level.

After 0- 1 year	15/15	(100%)
After 2 years	14/17	(82%)
<b>After 3 years</b>	<b>5/14</b>	<b>(35%)</b>
Year 4	4/9	(44%)
Year 5	8/11	(72%)
Year 6	6/10	(60%)
Year 7	4/7	(57%)
Year 8	3/6	(50%)

### **REASONS AND EVALUATION:**

From last year our data has stayed steady overall with 65% of our students writing at or beyond their recommended NZ Curriculum level. Of the 35% (29) not reaching their curriculum level, 23% (21) are Maori and 20% (18) are boys. Of concern are our **Year 3 students 10% (9) are not reaching their recommended curriculum level.**

# Literacy – Writing - Actions to Achieve Targets

Actions to achieve targets.	Led by:	Timeframe
Align assessment tools and criteria to our school curriculum document.	Whole Staff	Mid term 1
Each teacher to select a target group within their class to show targeted teaching and accelerated learning with this group and to impact on rest of class.	Teacher/Principal	By End of Term 1
Continue to develop the use of class and personal blogs, learning through play as an authentic writing platform.	Teachers	Weekly
Use strategies from a range of resources to develop literacy skills in the classroom, including digital technology.	Teachers	Monthly review
Use different genres of writing to involve children.	Teachers	Weekly planning
Regular moderation meetings using student writing to develop Overall Teacher Judgements, within school	Teachers/Principal	Termly
Continued development of writing modelling books in classrooms for group work and assessment.	Teachers/Principal	Termly
Review target student achievement progress once a month a staff meetings - share successful teaching a learning strategies with other staff members	Teaches/Principal	Monthly
Look at boys & year 4 - 5 as a target group	Teachers/SENCO/Principal	End of term 1
Professional learning support for staff members through accessing RTLit	Teachers/SENCO/Principal	Termly review
Develop individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this. Students to be able to verbalise these goals and next steps.	Teachers/Principal	End of term 1
Developing our “School Curriculum” document to integrating our Inquiry (Kath Murdoch) & Learning through Play philosophies to create authentic opportunities to write.	Teachers/principal	End of term 4

# Curriculum Targets – Reading 2019

**TARGET:** At least 80% of students achieve to the appropriate level according to New Zealand Curriculum (Refer School Assessment Guidelines booklet) - To focus on our Year 3 students with an aim to have 70% at or above their curriculum level.

**Assessment Tools:** Running Records, PAT Comprehensions and Vocabulary Y4-8, Teacher observations and ongoing formative assessment

## **STRATEGY:**

1. Use 'Quick 60' with target groups across all classrooms of children who are just below.
2. For each teacher to identify target groups of children in their class for accelerated learning.
3. To review target student achievement progress once a month at staff meetings and share successful teaching and learning strategies with other staff members
4. To continue with the Reading Recovery Programme for eligible target students (1 student this year)- continuing contact
5. Developing individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this.

## **PERSONNEL:**

Literacy Leaders  
Classroom teachers

## **BUDGET CODE:**

Literacy

## **BUDGET:**

\$1500 Literacy  
\$500 PD

## **BACKGROUND DATA:**

There has been steady progress with previous year data at or working beyond their curriculum level where we have made a slight improvement of 5%. We need to continue with this increase to achieve an overall target of 80% and hope that through our changing school pedagogy integration of our Inquiry (Kath Murdoch) and Learning through Play philosophy we will create authentic opportunities to improve reading, especially in our juniors. We also need to target our Year 2-3-4 boys in 2019 with an aim of having 80% of them achieving at or above their recommended reading level by the end of the year. We will also use our Quick60 programme on our targeted readers to improve their reading level.

## **Previous year 2017 PERFORMANCE:**

### **OUTCOME – END OF 2017**

65% of our students are at or above

After 1 year	4/14 (29%)
After 2 years	11/14 (78%)
After 3 years	3/7 (43%)
Year 4	9/11 (82%)
Year 5	12/13 (92%)
Year 6	4/10 (40%)
Year 7	7/8 (88%)
Year 8	3/5 (60%)

**REASONS AND EVALUATION:** We have stayed stable in our number of students achieving at or above standard in Reading this year. We find that our students are slow to start with reading when they arrive at 5 years usually taking 12 – 18mths to take off, which most do in year 2. This can be seen in the increase of this cohort- 2016 Y1s- 39% to 2017 Y2's-78%). Our Maori students achievement has slightly risen from 2016 – 58% to 63%) and are achieving on par with NZE (61%). There has been a pleasing increase in the Year 4 cohort (2016 64% to 2017 82%) and Y 5's (72% to 92%). In 2018 the target groups will be Year 4 and 7 cohorts,

## **Current PERFORMANCE:**

**OUTCOME – END OF 2018** - 70% of our students (62/90) are working at or beyond their recommended NZ Curriculum level.

After 1 year	7/15 (47%)
After 2 years	8/17 (47%)
After 3 years	11/14 (79%)
Year 4	6/9 (67%)
Year 5	10/11 (91%)
Year 6	9/11 (81%)
Year 7	5/7 (72%)
Year 8	6/6 (100%)

**REASONS AND EVALUATION:** We have continued to stay stable with our data although we have improved by 5% overall school wide this year in Reading. There has been an improvement in each year, with 2017 year 6s sitting at 40% to improve in 2018 to 72%. 31/49 boys were able to reach the required curriculum level and 18 boys (20% of all students) needing support. 18/59 (30%) Maori have not reached their recommended level of rereading achievement in 2018. The introduction of the "Quick 60 programme" has helped lift students' level of reading overall. 18/28 students not reaching their curriculum level are Maori and 18/28 are boys.

# Literacy – Reading - Actions to Achieve Targets

Actions to achieve targets.	Led by:	Timeframe
“Reading - together programme” to provide support for whanau at home	Leanda	Term 2
‘Quick 60’ programme with target groups of learners.	Principal/RTLB/TA	Week 7 term 1
Provide opportunities for our whanau to be involved with reading such as Book Week, Duffy books, model readers etc	Whole staff	Termly
Teacher aide ‘spare time’ to be used to gather children who need extra reading mileage.	Principal	Termly
Use high interest text of texts to engage our boy readers – e.g. magazines, short stories, journals for SSR, etc.	Librarian/student feedback	Termly
Use Digital tools (Chromebooks and iPads) – programmes and apps (Linked to literacy) within classroom programmes.	Teachers	Weekly planning/staff meetings
To use the library more effectively for your reading programme.	Teachers	Weekly planning
To review target student achievement progress once a month a staff meetings and share successful teaching a learning strategies with other staff members	Teachers/Principal	Monthly in staff meetings
Develop individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this. Students to be able to verbalise these goals and next steps.	Teachers/Principal	End of term 1
Each teacher to identify a group of 3-4 target students to accelerate in their own planning.	Teachers	End of Term 1
Developing our “School Curriculum” document to integrating our Inquiry (Kath Murdoch) & Learning through Play philosophies to create authentic opportunities to read.	Teachers/principal	End of term 4

# Curriculum Targets – Numeracy 2019

**TARGET: Numeracy – At least 80% of students will be achieving at the appropriate level according to New Zealand curriculum (Refer School Assessment Guidelines Booklet).**

**This is with a particular focus on Years 3, 4 and 8. At these Year groups we aim to have over 65% at or above.**

Assessment tools: PAT Maths for Y4-8, Gloss, On-going Formative Assessment and OTJ's

## **STRATEGY:**

1. To utilize staff strengths within the school – e.g. Numeracy Tutor, Lead Teacher, etc. – to develop staff confidence and ability.
2. To review target student achievement progress once a month a staff meetings and share successful teaching a learning strategies with other staff members
3. Developing individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this.
4. For each teacher to identify target groups of children in their class for accelerated learning.

## **PERSONNEL:**

Literacy Leaders  
Classroom teachers

## **BUDGET CODE:**

Numeracy

## **BUDGET:**

\$1000 Numeracy  
\$500 PD

## **BACKGROUND DATA:**

Our background data shows we are not far away from our targeted level in most years. We have implemented activities throughout Maths Week 201, these activities went home and helped to engage whanau in maths.

Through the identification of our targeted students, teachers will provide opportunities for the students to increase their understanding of large numbers up to 1000 and part/whole numbers (fractions & decimals)

## **CURRENT PERFORMANCE:**

### **END OF 2017**

82% OF OUR STUDENTS ARE AT OR ABOVE

After 1 year	14/14	(100%)
After 2 years	13/14	(93%)
After 3 years	5/7	(72%)
Year 4	9/11	(82%)
Year 5	10/13	(77%)
Year 6	5/10	(50%)
Year 7	8/8	(100%)
Year 8	3/5	(60%)

**REASONS AND EVALUATION:** There has been a very pleasing increase in the overall % of students who have achieved At or Above NS – from 6#% in 2016 to 82% this year. Our Maori students (83%) are achieving at the same high level as their NZE peer. Though there has been a good increase in overall achievement of our boys, of 25% (2016 50% to 2017-75%) our girls are still achieving high rates of success (2016 -80% to 2017 -91%). The 2018 Year 7 cohort will be a target group, in maths

## **Current PERFORMANCE:**

**OUTCOME – END OF 2018** - 72% of our students (63/90) are working at or beyond their recommended NZ Curriculum level.

After 1 year	15/15	(100%)
After 2 years	9/17	(53%)
After 3 years	7/14	(50%)
Year 4	7/9	(78%)
Year 5	8/10	(80%)
Year 6	9/11	(82%)
Year 7	4/7	(57%)
Year 8	4/6	(67%)

## **REASONS AND EVALUATION:**

Over the past few years there has been an increase in achievement levels although we have seen a 10% drop overall this year. 26/90 (28%) students are not reaching their expected curriculum level. 14/28 are Maori and 16/28 are boys. The largest concern are the Year 2's & 3's and Year 7s. These areas of maths that students tend to struggle are moving from add/sub with the Year 2 & 3's to large numbers to 1000 and the Year 7's moving to part whole numbers.



# Numeracy - Actions to Achieve Targets

Actions to achieve targets.	Led by:	Timeframe
To use authentic learning experience with teachers planning	Teachers/ Principal	Termly
Each teacher to identify a group of 3-4 target students to accelerate in their own planning.	Teachers	End of Term 1
The use of numeracy modelling books or hands on tasks in classrooms.	Teacher	Weekly planning
To review target student achievement progress once a month a staff meetings and share successful teaching a learning strategies with other staff members	Teachers/ Principal	Monthly staff meetings
Continue to develop individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this.	Teachers/ Principal	By End of Term 1
Use Digital tools (Chromebooks and iPads) – programmes and apps (linked to numeracy) within classroom programmes	Teachers	On-going
Developing our “School Curriculum” document to integrating our Inquiry (Kath Murdoch) & Learning through Play philosophies to create authentic opportunities to improve student’s mathematical understanding.	Teachers/principal	End of term 4

## Other Development Areas: 2019 -2021

- |  |
|--|
| 1. Developing a MAC Melinda Webber - Engaging with Maori learners and their whanau – through the “Kia tū rangaatira ai iwi Māori, Living, succeeding and thriving as Māori” survey. Providing us with ideas about our community that we can make links to ensure our school is providing an effective, culturally responsive environment for our students and the community. |
| 2. Tier 2 PB4L/ Incredible years - developing our school and build a culture where positive behaviour and learning is a way of life.   |
| 3. <b>Learning Through Play &amp; Inquiry (Kath Murdoch)</b> - Develop our “School Curriculum” document to integrating our Inquiry (Kath Murdoch) & Learning through Play philosophies to create authentic opportunities to learn.   |

### Outcomes and Results:

Evaluation:-

General Comments

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