

WHAKAMARU SCHOOL CHARTER



Mission: “At Whakamaru School we are Growing Creative Thinkers for life.

Vision: “We are **K.A.A.H.U.** kids

(**K**nowledge seekers, **A**lways respectful, **A**ccountable, **H**igh achievers, **U**nified”

Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei.

Pursue that which is precious and do not be deterred by anything less than a lofty mountain.

Whakamaru School, Kaahu Rd, RD 1, Mangakino

MOE Number 2080

2020-2022

OUR SCHOOL AND COMMUNITY

History

Established in 1959, Whakamaru School is a decile 4 primary school catering for students from Years 0-8. 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 50th Jubilee

Area and School Community

Whakamaru School is situated directly behind the Whakamaru Village and 10 minutes from the township of Mangakino. The school is surrounded by bush-clad hills and peaks with a scenic view overlooking the Waikato River as it leads into the Whakamaru Dam and the Mangakowhiriwhiri wetlands. Set in the heart of a small rural community, 20 minutes' drive from our closest service centre of Tokoroa, and 35 minutes drive from Taupo. Our spacious playing fields and wider community provide areas for our students to explore, discover, climb trees, make huts and just be kids.

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.

With a holistic approach to education, we have 106 students from a diverse cultural mix including, Māori, NZ European, Asian, Fijian Indian, Tongan, Philipino and Australian. This diversity brings a special character to our school, one that we truly celebrate. The enthusiastic and supportive BOT ensures that the total environment is safe for all those who work and learn at our school.



National Education and Learning Priorities (NELP)

The NELP helps us to know what to focus on when educating our learners. The NELP will also assist parents, caregivers and whānau to know more about what their local education services see as important in the education of their children and young people.

Here are the current objectives we will be focusing on.

- **Objective 1** - Learners at the centre Learners with their whānau are at the centre of education.
- **Objective 2** - Barrier-free access Great education opportunities and outcomes are within reach for every learner.
- **Objective 3** - Quality teaching and leadership +Quality teaching and leadership make the difference for learners and their whānau.
- **Objective 4** - Future of learning and work Learning that is relevant to the lives of New Zealanders today and throughout their lives
- **Objective 5** - World class inclusive public education New Zealand education is trusted and sustainable.



Whakamaru School Goals.

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

THE UNIQUE POSITION OF THE MAORI CULTURE

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

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.
- Coordinate and provide CAP (Collaborative Action Plans) or programmes for students of learning and/or ESOL needs.
- Work closely with SwiS, RTLB and Learning support coordinators.

Taupo Community of Learning

Kāhui Ako - Sharing the Learning and knowledge.

Strategic Plan - Our Vision

To Collaboratively and inclusively ensure the success of each akonga's journey within the role of Tūwharetoa. Mā te mahi tahi momoho e maunu i tēnei terenga akoronga mo ēnei taura o roto i te rohe o Tūwharetoa.

Key Elements of Wellbeing/Hauora

- Whānau
- Transition
- Learning Support
- Resilience/inclusiveness
- Reciprocal whānau partnerships

Key Elements of Literacies

- Writing
- Reading
- Oral Language
- Numeracy
- Culturally
- Digital Literacy / fluencies
- Reciprocal whānau partnerships

Key Elements of Effective Pedagogy

- Cultural relationships for responsive pedagogy
- Whānau Engagement
- Future Focused principles, skills and capabilities
- Reciprocal whānau partnerships

Key Elements of Responsive Curriculum

- Tūwharetoa Strategic Plan
- Community Engagement
- Localised Curriculum
- National Curriculum
- Global Citizens / Perspective
- Reciprocal whānau partnerships

WHAKAMARU SCHOOL A PLACE WHERE

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.

OUR COMMUNITY WILL

- Be loyal and supportive of our school.
- Be aware and familiar with the policies and school procedures on School Docs.
- 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. Help or be a member of the School PTA.
- Identify opportunities to engage the wider community in celebrating the achievements of Whakamaru School.

STUDENTS WILL

- To show the behaviour expectations of a Kaahu Kid.
- 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.

Mission statement

Growing Creative Thinkers

Learning Vision:

We are **K.A.A.H.U.** kids

Our core values are based on our **KAAHU** Values.
KAAHU KIDS are...

Knowledge Seekers (Ako)
(Curious, Inquiring, Reflective)

Always respectful (Manaakitanga / Aroha)
(Self, others and property)

Accountable (Aroha)
(For ourselves, our actions, our words)

High Achievers (Ako)
(Excellence, Personal Best, Perseverance)

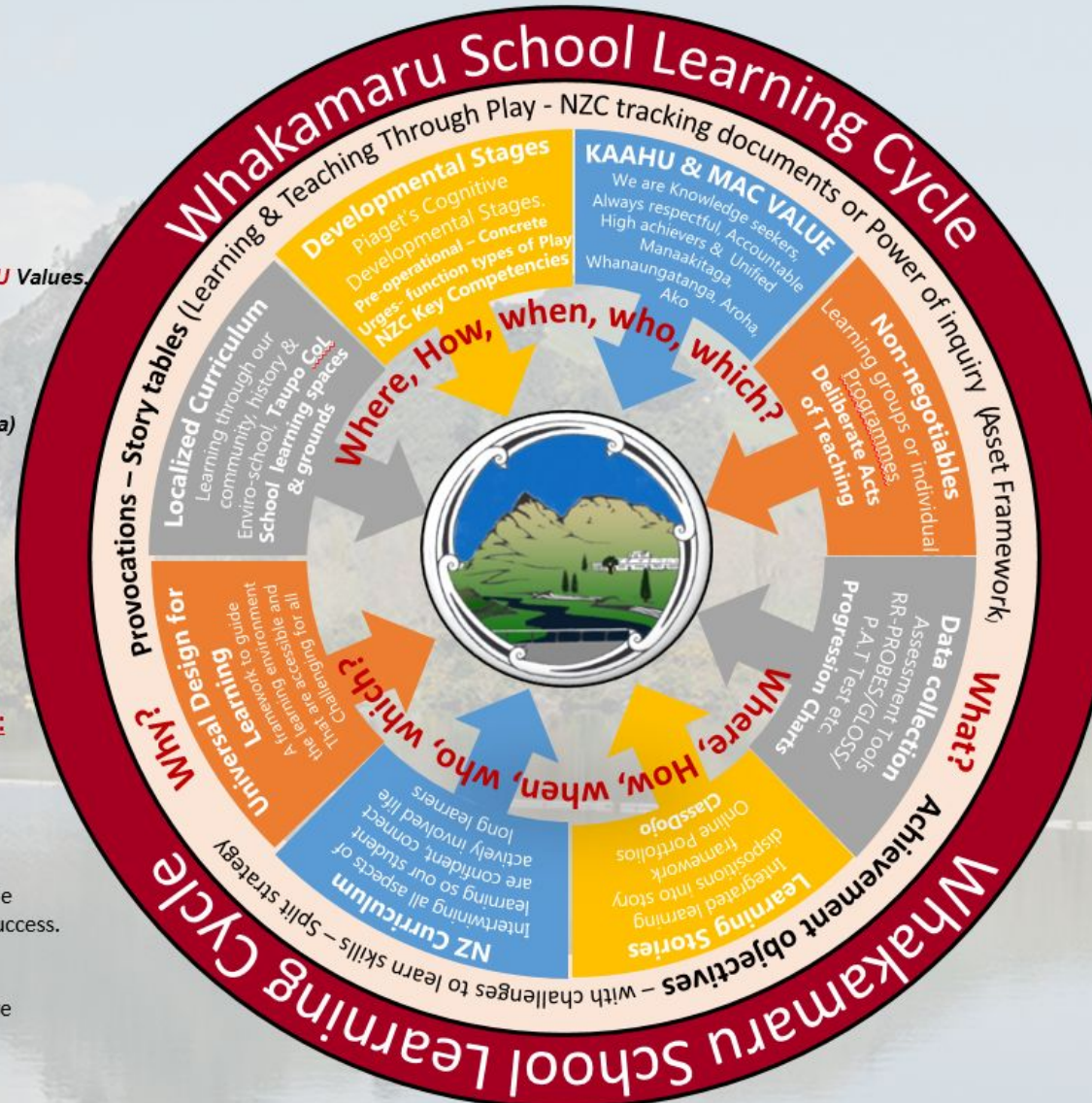
Unified (Whanaungatanga)
(Teamwork, Everyone working together, Kotahitanga)

Māori Achievement Collaborative:

MAC link strongly to our KAAHU values

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

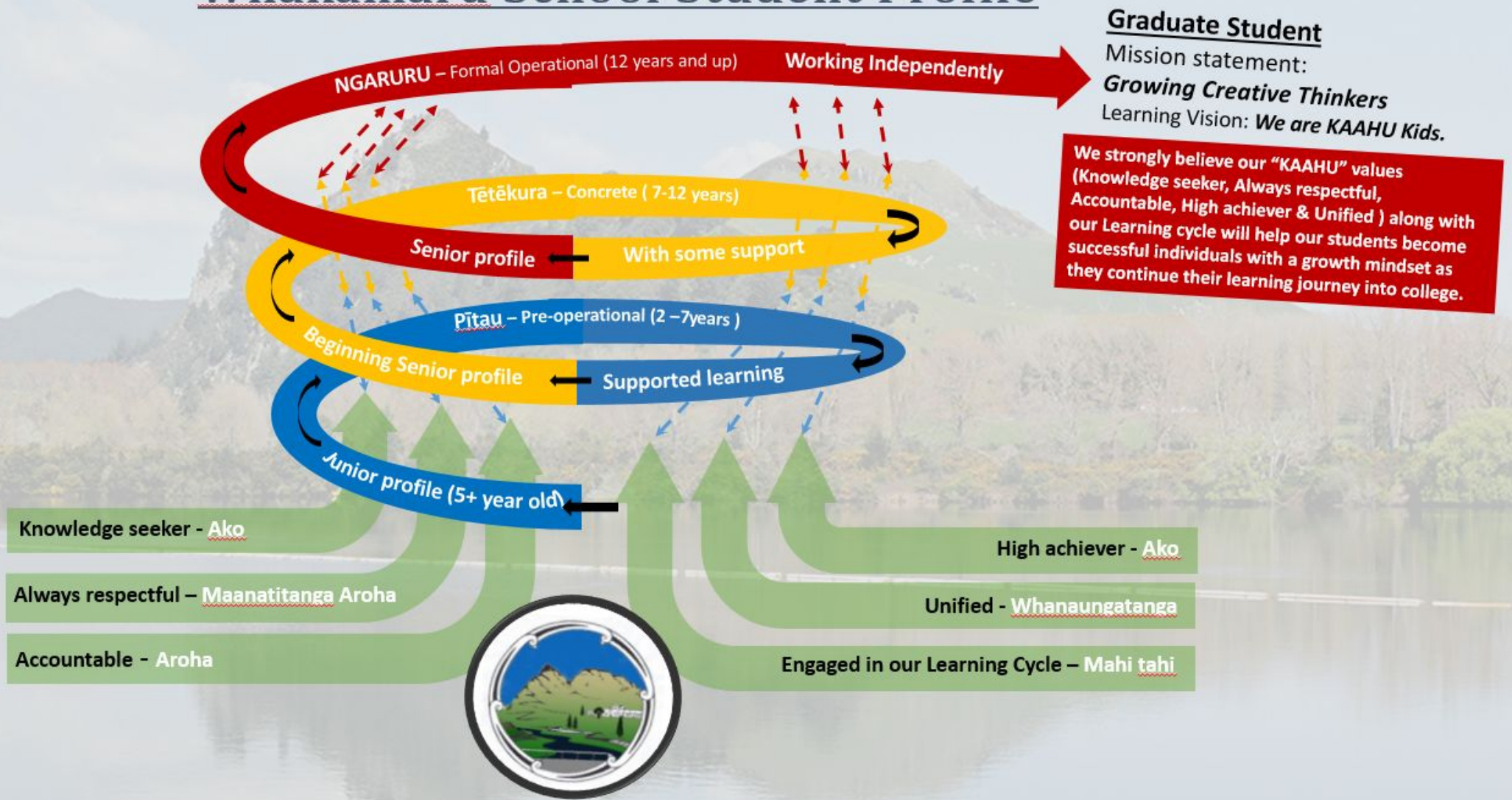
Care, respect and compassion are observable
Celebrating and valuing development and success.
Students taking responsibility for their own
behaviour and learning.
Fostering a spirit of participation and positive
competition



Whakamaru whakatauki

Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei.
Pursue that which is precious and
do not be deterred by anything
less than a lofty mountain.
"Reaching for the top"

Whakamaru School Student Profile



Whakamaru School Annual Plan 2020

<p style="text-align: center;"><u>FINANCE</u></p> <ul style="list-style-type: none">● Finance reports from ID services employment monitor in review 2020 budget - particularly with the impact of the decreased funding if there is a roll drop.● Grant applications identified for school areas pool breakout space, outside classrooms etc.● Effectively report and monitor against budget figures of the actual spend throughout the year to the BOT .● Ensure our budget is of a standard that will easily service our school property, health and safety, infrastructure, personnel and community.● Complete annual audit report - Finnz● Lodge Annual Report with the MoE.● BoT treasurer and principal to present monthly accounts to the BoT	<p style="text-align: center;"><u>PROPERTY</u></p> <ul style="list-style-type: none">● Improve classroom spaces and resources.● 5YA/!0YPP project developments- improve Breakout spaces, create outside classroom, upgrade the pool and the playground.● Look at developing our school grounds into an enviroschool, creating gardens using our compost bins and developing a recycling station etc. also staying connected to the community wetland Mangakowhiriwhiri.● Maintaining and monitoring school house and flats ensuring they are up to standard for rental properties.	<p style="text-align: center;"><u>HEALTH & SAFETY</u></p> <ul style="list-style-type: none">● Ensure the school environment meets standards.● Ongoing review of behaviour management.● Review & implementPB4L strategies.● Continue to check safety - links to the new health and safety legislative requirements.● Check tree safety● Complete risk analysis checks (Vulnerable children's ACT) on accepted staff in accordance with the VCA schedule
<p style="text-align: center;"><u>REVIEW</u></p> <ul style="list-style-type: none">● Continue to self review processes for evaluating and analysing the effectiveness of the curriculum - document on Aranui.● Keep up-to-date with ongoing self review procedures/ policies from School Docs● Charter and strategic plan format update for 2021.● Review learning support programmes and work with CoL to improve practices.● Work with the CoL to review our cultural responsive practices using Rongohia te hau.● Review and develop principal reporting to BOT - linking the NAGS, ERO - Effective school evaluation document also refer to board of Trustees governance manual.● Review and set annual targets that focus on accelerated student progress.	<p style="text-align: center;"><u>PERSONNEL</u></p> <ul style="list-style-type: none">● Appraisal and attestation continue to strengthen the peer appraisal process, particularly incorporating observations and documenting this on Aranui.● Use the Arinui tool to reflect on and discuss our Professional Standards of the Codes and Standards document.● Continue to develop effective timetabling for our teacher aides and support staff.	
<p style="text-align: center;"><u>COMMUNITY PARTNERSHIP</u></p> <p>*Continue to provide UTC opportunities ** Mangakowhiriwhiri restoration project (Whakamaru), *Parent information workshops * School community fun events, * Pet day and flower shows, *Community understanding about the New Zealand curriculum, *Community consultation, * health promoting schools - fruit in schools - breakfast clubs - milk in schools, *Continue to develop School website - add School docs to the website, * Link and create a tight partnership with our PTA - encourage participation in fundraising events, * use a range of multimedia formats to promote a range of school activities - School website, Skool Loop, Classdojo, Facebook, * look for ways to engage our Maori, Pasifika and Asian communities, *Continue to open the Whanau room and encourage its use, * provide opportunities to have sports teams and participate in a range of events, *Provide a vehicle it would allow students to get some part-time music tutors to build confidence and skills in the Arts - kapa haka, piano and guitar.</p>		

Date Ratified:

Date Submitted to MOE: 1st March 2020

Annual ONE Plan 2020-2022**Goal:****One - To ensure we provide a high quality education of best practice****Initiatives:**

1. Develop Play based learning pedagogy within and across the school linking the NZ curriculum and core subjects to play..
2. Enhancing school wide consistency in our teaching practice using and developing our Whakamaru School Curriculum while integrating aspects of digital-tech into our programme.
3. Improve teaching pedagogy to enhance all staff and student learning outcomes.
4. Align assessment tools with “Deliberate Acts of Teaching”
5. Use aspects of “Universal Design for Learning” in teachers planning and teaching.
6. Look to move to a level 2 Te Reo school by normalising Te Reo in the school with the help of our MAC advisor.

Action (A)	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Play based learning	Student agency through the power of play. Longworth PD 2020 continuing journey. Measuring through Key Competencies. (Breakdown of KC, Not just Five)	Time Required	All teaching staff Longworth Ed Jill Skjottrup, Sara Aiono	\$1500 Loose parts and intelligent Play things from their Schema. (Michelle Thornhill 2015) PD fund \$5000 Longworth - Tracking sheets link to NZC	I. Create space to engage students - develop provocations. II. Tracking learning through the NZ curriculum tracking sheets. III. Develop teaching routines and teaching non-negotiables to class programmes. IV. Observation and learning stories to link to core curriculum areas - writing/reading/maths V. Create a learning story template to use for ePortfolios (ClassDojo) VI. Look at the Kath Murdoch model for the senior school and blend it with the PBL model. VII. Develop learning spaces to link to PBL or self-directed learning opportunities.	Led teacher - Keriana / Sam / Leanda
		Termly reflections End of term 1, 2, 3, 4 Staff meetings time - weekly review,				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Play based learning	Use AoV data to identify learning improvements. Key Competencies link to core values. Identify engagement. Teacher observations,	Time Required	All teaching staff Jill Skjottrup, Sara Aiono Led teacher - Keriana / Sam / Leanda	\$1500 Gaher more loose parts.	I. More PD related to PBL especially for our senior classes. II. Use learning spaces that have been developed. III. Effectively use tracking sheets linked to NZC and identify these in students learning stories. IV. Review and challenge our teaching practises.	Led teacher - Keriana / Leanda
		Termly reflections End of term 1, 2, 3, 4				

Date Ratified:

Date Submitted to MOE: 1st March 2020

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Play based learning	Continue to work with Longworth to improve PBL journey.	Time Required	Hope to have current facilitators involved,	TBC 2021	I. Continue to review and challenge our teaching practises. II. Look into environmental changes to link to student learning. III. Implement 2021 recommendations.	Led teacher/ principals
		Termly reflections End each of term				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Literacy	Regular writing moderation sessions linked to the exemplar sheets. Progressions for Reading & Writing, Progressions Running records PAT comp. PAT vocab.	Time Required	Teachers Support workers RTLB Learning Support Coordinator. Led in writing Leadna Led in reading Keriana	Ops Grant \$1000 ARBS - online resourcing. Reading recovery (0.01, half hour daily) Reading & Writing Learning progressions NZCER marking	I. In 2020 we will be creating whole school progression linked to the NZC that has simple and specific language in writing and reading progressions. II. Develop sentence structure form. III. COL - Write that Essay - support (Nick, Mandy, Amy) IV. Regular moderation sessions linked to the exemplar sheets. V. Use Quick60, Reading recovery programmes to improve reading levels. VI. Target parents for the Reading Together Programme promoting partnerships. VII. Use PAT online assessment tools to find "Deliberate Acts to inform our teaching." VIII. Identify targeted students through our Learning Circles and provide non-negotiable programmes to accelerate learning. (See AoV) IX. Twice termly update Learning Progressions Boards during staff meetings. X. Identify digital tools and apps to hook students into reading and writing. XI. Use "Kia tū rangaatira ai" data to improve student understanding of the learning process,	Leanda Keriana James
		Week 6 every term to mediate.				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Literacy	Regular writing moderation sessions linked to the exemplar sheets. Progressions for Reading & Writing, Progressions Running records PROBE PAT comp. PAT vocab.	Time Required	Led in writing Leadna Led in reading Keriana	ARBS - online resourcing. Reading recovery Reading & Writing Learning progressions NZCER marking	I. Find Professional Development for future literacy programmes. II. Continue to improve and use School Progressions in Literacy for students to identify where they are and next steps. III. Review current literacy programmes and make improvements where needed including assessment. IV. Review the effectiveness of the Write that Essay PD V. Use 2020 data from 2020 AoV to identify target year group and subject.	Leanda Keriana James
		Week 6 every term to mediate.				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Literacy	As above and review effectiveness of these tools of measurement	Time Required	Led in writing	Learning progressions NZCER marking	I. Review assessment tools and effectiveness of each tool. II. Review learning progressions by asking students about their learning and how it relates to the learning progressions. III. Implement 2021 recommendations.	Leanda
		Termly review	Led in reading			Keriana James

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Maths	Progressions in Math GLOSS PAT maths (on line)	Time Required	Led in Math Lianne	NZCER Online PAT adaptive test Extra Maths for Ipads Progressions in Math	I. In 2020 we will be creating whole school progression linked to the NZC that has simple and specific language in writing and reading progressions. II. Using assessment tools such as GLOSS and online PATS results (Senior school) to inform our teaching. III. Using identified activities on ARB's... IV. Develop basic facts knowledge through Prototec and Hit The Button V. Improve math knowledge through Prodigy Maths VI. We will create provocations by developing mathematical problem solvers through urges in play. VII. Use "Kia tū rangaatira ai" data to improve student understanding of the learning process,	Lianne
		Termly				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Maths	Progressions in Math GLOSS PAT maths (on line)	Time Required	Led in Math Lianne	NZCER Online PAT adaptive test Extra Maths for Ipads Progressions in Math	I. Find Professional Development for future math programmes. II. Continue to improve and use School Progressions in math for students to identify where they are and next steps. III. Review current mathematical programmes and make improvements where needed including assessment. IV. Review the effectiveness of the Write that Essay PD V. Use 2021 data from 2020 AoV to identify target year group.	Lianne
		Termly				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Maths	Progressions in Math GLOSS PAT maths (on line)	Time Required	Led in Math	NZCER Online PAT adaptive test Extra Maths for Ipads Progressions in Math	I. Review assessment tools and effectiveness of each tool. II. Review learning progressions by asking students about their learning and how it relates to the learning progressions. III. Implement 2021 recommendations.	Lianne
		Termly				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Digital Curriculum	To have all students working to meet the outline for the school digital curriculum progressions through authentic contexts. Increased teacher competency in teaching in this new area.	Time Required	James Teachers students	TTS - CoL? Modelled sessions based on staff need - PLD Budget 'Explain Everything' app	I. Introduction of new digital curriculum. Initial survey of staff knowledge and skills to form a group who can run workshops for other staff to increase capability. A survey at the end of the year to see progress and identify areas of needs. Begin integration of curriculum into classroom programmes. II. Celebration of learning through Assemblies/ Sharing at Whanau Day/ via ClassDojo III. Use Class Dojo as the current ePortfolios IV. Share ePortfolios with the community via a community activity. V. Use tracking and trapping app to monitor pests in our wetland area Mangakowhiriwhiri, VI. Continue to use Class Dashboard as a forum to help students develop their Google format use.	James
		Beginning 2020 - Syndicate Meetings - Staff Meetings - Admin Meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Digital Technology		Time Required	James Teachers students	TTS - CoL? Modelled sessions based on staff need - PLD Budget 'Explain Everything' app	I. Develop a section of our school curriculum that links Play with Digital tech. II. Review previous years digital direction. III. Gather feedback from the community around their childs IV. Review Classdojo use and effectiveness.	James
		Beginning 2021 - Syndicate Meetings - Staff Meetings - Admin Meeting				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Digital Technology		Time Required	James Teachers students	TTS	I. Start to embed some digital tech practises in Play. II. Review 2021 Digital Tech use. III. Implement 2021 recommendations.	James
		Termly review				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Oral Language	PAT vocab (Seniors) NE - KLST (Juniors) ELLPs (ESOL) COL - PD options	Time Required	RTL Teachers Teacher aide Learning Support CoL across school teachers. LSC - Pam	PD - Play Longworth ed LSC	I. PD through the TOLD programme. II. Work with our COL and observe the oral language PD within the CoL. III. Use Longworth education strategies and Play in class to improve oral language throughout the school. IV. Timetable our ESOL programme and work with our Teacher aides to support this programme.	Keriana James
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Oral Language	PAT vocab (Seniors) NE - KLST (Juniors) ELLPs (ESOL) COL - PD options	Time Required	RTL Teachers Teacher aide Learning Support CoL across school teachers. LSC - Pam	PD - Play Longworth ed LSC	I. Review oral language throughout the school. II. Identify PD opportunities to improve oral language in school. III. Review assessment of oral language for the whole school, especially in Play.	Keriana James
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Oral Language	PAT vocab (Seniors) NE - KLST (Juniors) ELLPs (ESOL) COL - PD options	Time Required	RTL Teachers Teacher aide	Longworth ed LSC	I. Review 2021 oral language practises and make improvements. II. Identify possible PD that fits the PBL model. III. Implement 2021 recommendations.	Keriana James
		Termly review				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 UDL	Look at planning and how we ensure the individual is learning. Provide a range of resources and forums to ensure students achieve their AO.	Time Required	Tracey McConachie LSC - Pam Morrison to support RTL	LSC Looking for resources. RTL driven	I. Tracey to facilitate sessions during our staff meeting. II. Use some of the ideas and strategies in planning. III. Display teaching strategies on the teaching board in the staffroom. IV. Share planning sheets with a range of ideas for teaching, V. Purchase a range of resources to support students learning; VI. Gain a deeper understanding of Achievement Objectives and give students the freedom to choose any forum to successfully achieve the objective.	James Tracey Keriana Pam
		Weekly session in staff meetings				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 UDL	Identify UDL strategies and implement into planning,	Time Required	Tracey McConachie all staff	LSC Looking for resources. RTLB driven	I. Normalise UDL strategies in teachers practise. II. Review the tools of assessment for oral language especially through Play. III. Use RTLB for support in planning using UDL	James Tracey Keriana Pam
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 UDL	Normalise UDL strategies in our teaching and planning,	Time Required	Tracey McConachie all staff	LSC Looking for resources. LSC support RTLB driven	I. Review UDL practises and create PD for any new teachers. II. Implement 2021 recommendations.	James Tracey Keriana Pam
		Termly review				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Developing Te Reo Normalisation	MAC Anaru to help identify how to measure our progress. School values Knowledge seeker - He tangata whai matauranga Always respectful - He tangata whai manaaki Accountable - He tangata whai whakaaro High Achiever - He tangata piki ake ki te teitei Unified - He whānau kotahi	Time Required	MAC Anaru Teachers Support Staff Grant Hohepa Tuwharetoa Raukawa	Te Reo Maori \$3,000 Funding from REAP Google Doc - Creating Cultural Capability and Sustainability Whakamaru	I. Further develop the school Tikanga - karakia, assemblies and work with MAC II. Continue with Kapa Haka weekly and prepare for a community festival. III. Have a marae noho - powhiri IV. School leader training in te reo me tikanga V. Work with Anaru from MAC to normalise our practises and help develop teacher instructions VI. Continue to create strong focuses on our Pou. VII. Use of our website - Whakamarutereo VIII. Staff meetings - share resources/ sentence structure and oral instructions in te reo. I. Promote Te Reo in classes but also promote other languages within our school from students' own backgrounds.	Donna
		Share new kupu in staff meetings weekly. Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Developing Te Reo Normalisation	MAC Anaru to help identify how to measure our progress.	Time Required	MAC Anaru Teachers Support Staff Grant Hohepa Tuwharetoa Raukawa	Te Reo Maori \$3,000 Funding from REAP	I. Review our school Te Reo practises and continue to improve. II. Look at becoming a level 2 Te Reo school. III. Normalise our practises of te reo and continue with Kapa Haka.	
		Termly review				

Date Ratified:

Date Submitted to MOE: 1st March 2020

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Developing Te Reo Normalisation	MAC Anaru to help identify how to measure our progress.	Time Required	MAC Anaru Teachers Support Staff Grant Hohepa , Tuwharetoa Raukawa	Te Reo Maori \$3,000 Funding from REAP	I. Review 2021 practises and look for ways to improve te reo in the school. II. Implement 2021 recommendations.	
		Termly review				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Learning support	Whakamaru Circles ETap data CoL Assay data	Time Required	Keriana, James Staff, LSC -Pam Morrison, RTLB - Tracey McConachie SWIS - Jess Wana PHN - Jeanette McCutchan	LSC - Guide to the Role RTLB, SENCO SWiS, ESOL	<ol style="list-style-type: none"> Share resources of oral language that help strengthen our PBL philosophy. Help further identify Play and link to the curriculum. Support RTLB with UDL Help develop specialist programmes for under supported students (individual to group lessons) Support TA and teachers with PD learning opportunities. Help SENCO implement data into the ASSAY or CoL platform. Help create a collaborative space for Play schools. 	James Keriana
		Weekly admin meetings Fortnightly SENCO meetings				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Learning support	Whakamaru Circles ETap data CoL Assay data	Time Required	Keriana, James Staff, LSC -Pam Morrison, RTLB - Tracey McConachie SWIS - Jess Wana PHN - Jeanette McCutchan	SENCO LSC SWiS PHN RTLB ESOL	<ol style="list-style-type: none"> Review our school LSC link and make improvements to the programme. Look at 2020 and make adjustments to further improve classroom and school practises. 	James Keriana
		Fortnightly SENCO meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022	Whakamaru Circles ETap data CoL Assay data	Time Required	Keriana, James	SENCO, LSC SWiS, PHN RTLB, ESOL	<ol style="list-style-type: none"> Review our school LSC link and make improvements to the programme. Implement 2021 recommendations. 	James Keriana

Date Ratified:

Date Submitted to MOE: 1st March 2020

Learning support		Fortnightly SENCO meetings	Staff, LSC -Pam Morrison RTLB - Tracey McConachie SWIS - Jess Wana PHN - Jeanette McCutchan			
------------------	--	----------------------------	---	--	--	--

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Health & Physical Education	Engagement in programmes, Health and wellbeing. Positive visual and meaningful improvements in mental and physical approach to school.	Time Required	All teachers James KiwiS Sports Taupo KiwiCan Pinelands Cluster WFPS sports Taupo Sports	Kiw Sport PE \$1000 Life ed - \$200 KiwiCan \$1800 PB4L	I. Providing a diverse PE programme that covers a range of sports and cultures. II. Promotion of the KAAHU values through sporting events and Maunga challenges. III. KiwiCan provides positive role models and direction in wellbeing, personal growth in a positive and support forum. IV. Pinelands cluster provides opportunities to play sport against other schools. V. Kiwi Sport, WFPS, Taupo Sports, Tokoroa Sports providing challenges to grow sporting ability. VI. Life Education provides a range of health lessons suited for the year level that improves learner knowledge around wellbeing and personal health.	James Donna
		Termly review Monthly review with Pinelands Cluster				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Health & Physical Education		Time Required	All teachers James KiwiS Sports Taupo KiwiCan Pinelands Cluster	Kiw Sport PE \$TBC Life ed - \$TBC KiwiCan \$TBC PB4L	I. Review all the programmes implemented in 2020 and make improvements to increase student wellbeing. II. Continue to provide a range of sporting opportunities that challenge and improve student health. III. Identify a range of Life Education lesson that would suit the students in 2021. IV.	James Donna
		Termly review\ Monthly review with Pinelands Cluster				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Health & Physical Education		Time Required	All teachers James KiwiS Sports Taupo KiwiCan Pinelands Cluster	Kiw Sport PE \$TBC Life ed - \$TBC KiwiCan \$TBC PB4L	I. Review our school Health & Physical Education programme and make improving changes to suit our students needs.	James Donna
		Termly review Monthly review				

Date Ratified:

Date Submitted to MOE: 1st March 2020

Annual Plan TWO 2020-2022**Goal:**

Two- To Create student success through a strong sense of cultural identity (Tuakini), belonging (Turangawaewae) and connection (Whanaungatanga)

Initiatives:

1. Look at ways to continue to engage our community through a range of activities at school. Work with the PTA to help develop this further.
2. Work with Raukawa & Tuwharetoa as well as both the Taupo & Tokoroa CoL to become a culturally responsive school.
3. Align our Localized curriculum with our current vision & mission statement and the Enviro-schools philosophy as well as our surrounding environment projects in our community - Mangokowhiriwhiri development,
4. Look closely at our current school logo and develop one that ties in all of our school values, history and direction.

Action (1)	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Community engagement	Use Classdojo, Skool Loop, school website and Facebook page	Time Required	Scott CoL	CoL survey	I. Continue with community activities to encourage community engagement such as touch during term 1 & 4 II. Survey- What is to be a Culturally Responsive school through Rongohia te hau. III. Make improvements to practise from the findings from the "Kia tū rangaatira ai iwi Māori" survey. IV. Link Enviro-schools to the wetland plan and area. Look to encourage community engagement in the plan of this area. V. Digital Curriculum - use the tracking and trapping pest app - pest free zone at Mangakowhiriwhiri. VI. Tikanga from Tuwharetoa & Raukawa and how it fits in our community.	James
	BoT and PTA meetings and discussions	Weekly staff admin meetings Monthly review from meetings.	Jamesl CoL Tuwharetoa - Mirama Prentice Raukawa - Louis Armstrong	Tuwharetoa monthly PD Mirama Prentice Raukawa Mercury		
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Community engagement	Use Classdojo, Skool Loop, school website and Facebook page	Time Required	Scott CoL	CoL survey	I. Implement findings from Ronghia te hau survey. II. Review current community activities and continue to improve community engagement. III. Find a iwi representative to support the school.	
	BoT and PTA meetings and discussions	Monthly review from meetings.	Principal CoL Tuwharetoa Raukawa	Tuwharetoa monthly PD Raukawa Mercury		

Date Ratified:

Date Submitted to MOE: 1st March 2020

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Community engagement	BoT and PTA meetings and discussions	Time Required			I. Survey school community to review any priorities.	
		Monthly review from meetings.				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Promote our PTA increase funding	Fundraising activities. Yearly plan	Time Required	PTA members	School yearly plan	I. Promote the PTA by making the community aware of goals and projects planned for development over the year. II. Monthly meeting to plan activities to fundraise throughout the year. III. Direct any school fundraising to the PTA to increase funding levels. IV. Create transparency between school and PTA V. Look for other opportunities to find funding either through grants or fundraising activities. VI. Link funds and spending to our school mission and strategic plan.	Principal & PTA
		Monthly meetings				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Promote our PTA increase funding	Fundraising activities. Yearly plan	Time Required	PTA members	School yearly plan	I. Review 2020 targets and fundraising options. II. Look at grant options for 2021. III. Review spending towards school direction.	
		Monthly meetings				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Promote our PTA increase funding	Fundraising activities. Yearly plan	Time Required	PTA members	School yearly plan	I. Review 2020 targets and fundraising options. II. Look at grant options for 2022. III. Review spending towards school direction.	
		Monthly meetings				

Date Ratified:

Date Submitted to MOE: 1st March 2020

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Enviro - schools & Wetland development	Enviro-schools Teachers kit evaluation	Time Required	James	Enviro-school theme areas folder	I. Use Enviro-schools formatt to develop our learning and teaching through play. II. Continue to work with Mercury to develop the Mangakowhiriwhiri wetland. Start trapping and monitoring this area through the Trap NZ app. III. Plant and identify different species who use the wetland space. IV. Use resources and PD provided to become an Enviro-School. V. Through the Enviro-Schools programme we will look at ways to strengthen our community connection. VI. Complete a rubbish audit and promote recycling with total student engagement.	James
		Weekly staff meetings	Envro-schools - Alex Daniel	Enviro school kit.		Enviro leaders Students
		Termly review	Wetland Mercury Natalie Haines			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Enviro-scho ols & Wetland development	Enviro-schools Teachers kit evaluation	Time Required	James	Enviro-school theme areas folder	I. Start to embed some of the enviro-schools practises. II. Develop our school grounds into an enviro-school. III. Review 2020 practises and adapt them to our school plan and vision.	James
		Weekly	Envro-schools - Alex Daniel	Enviro school kit.		Enviro leaders Students
			Wetland Mercury Natalie Haines			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Enviro-scho ols & Wetland development	Enviro-schools Teachers kit evaluation	Time Required	James	Enviro-school theme areas folder	I. Start to embed some of the enviro-schools practises. II. Develop our school grounds into an enviro-school. III. Review 2021 practises and adapt them to our school plan and vision.	James
		Weekly	Envro-schools - Alex Daniel	Enviro school kit.		Enviro leaders Students
			Wetland Mercury Natalie Haines			

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Education Outside the Classroom	Year 7-8 annually weekly camps Year 4-6 three day camps Year 0-3 overnight camp	Time Required	All teachers Principal	Budget will vary due to campsite and activities	I. Create a three year cycle of camps - City, Beach and Lake for the Year 7-8s II. Visit a marae each year. III. Create a 3 year cycle of camps. IV. Plan early at least 2 terms V. Create a breakdown of	James Community\ Students
		Yearly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Education Outside the Classroom	Year 7-8 annually weekly camps Year 4-6 three day camps Year 0-3 overnight camp	Time Required	All teachers Principal	Budget will vary due to campsite and activities	I. Review 2020 camps and choose if it was to stay in the cycle. II. Implement the changes from the 2020 review.	James Community\ Students
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Education Outside the Classroom	Year 7-8 annually weekly camps Year 4-6 three day camps Year 0-3 overnight camp	Time Required	All teachers Principal	Budget will vary due to campsite and activities	I. Review 2021 camps and choose if it was to stay in the 3 year cycle. II. Implement the changes from the 2021 review.	James Community\ Students

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Re-Branding	Survey community around the school brand,	Time Required	School Branding Matters - Craig Burton Students and School community	\$2500	I. Work with the community to review current School brand. II. Use School Branding Matters to develop options for a new or revamped school brand. III. Consult with the community over new brand.	James Community Students
		End of 2020				

Date Ratified:

Date Submitted to MOE: 1st March 2020

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Re-Branding	Make a decision of a new or revamped brand.	Time Required	School Branding Matters - Craig Burton Students and School community.	\$2500	I. Released to the community the revamped or new school brand. II. Make changes to all school documentation with the revamped or new school brand.	James Community Students
		Term 1				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Re-Branding	Promote the revamped or new school brand.	Time Required	Students and School community.	School Branding Matters	I. Encourage and continue to promote revamped or new brand.	James Community Students
		Over the year				

Date Ratified:

Date Submitted to MOE: 1st March 2020

Annual Plan THREE 2020-2022**Goal:****Three - To upgrade our space to ensure we deliver a high quality education.****Initiative**

- A. Update our Cyclical Maintenance to fit our current plan and finance capability.
- B. Look at how to create learning spaces around the school, breakout spaces, outside classrooms etc to align with our teaching and learning through play philosophy.
- C. Look at our 5YA plan and start to create projects that improve our current learning spaces.
- D. Review and work with our BoT, PTA and the Ministry of Education to develop a comprehensive property plan to improve our learning spaces inside and outside the classroom.

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 School Property	Building BWoF	Time Required	Barry Reid MoE Kate Ford WSP James BoT	10PP - Cyclical Maintenance 5YA Grants	I. Adjust Cyclical Maintenance plan to suit financial plan. II. Review current 5YA and start projects planned in 2019. III. Work with WSP to complete these projects. IV. Paint the main block, RTLB room and school house - use Carus. V. Upgrade the school ground using the Capital Injection fund. Work with the WSP & the community on a couple projects around this. VI. Develop a rental property plan to keep property up to rental standards. VII. Adjust bank accounts to have a rental account to see the financial situation. VIII. Ensure the infrastructure of the school buildings is fit for purpose. IX. Monthly inspections for compliance checks H&S manual and Rural Safe plan.	James PTA BoT Staff
	Argus property checklist	Monthly review with BoT				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021	Building BWoF	Time Required	Barry Reid MoE Kate Ford WSP James BoT	10PP - Cyclical Maintenance 5YA Grants	I. Review current situation of the Cyclical maintenance. II. Review rental plan. III. Paint Whare Manaaki and swimming block. Check block d & DD. IV. Work with MoE to ensure infrastructure meets the requirements of the school roll.	James PTA BoT Staff
	Argus property checklist	Monthly review with BoT				

Date Ratified:

Date Submitted to MOE: 1st March 2020

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022	Building BWoF Argus property checklist	Time Required	Barry Reid MoE Kate Ford WSP James	10PP - Cyclical Maintenance 5YA Grants	I. Ensure infrastructure is sufficient to meet the needs of the current school roll. II. Continue to develop plans from 2021.	James PTA BoT Staff
		Monthly review with BoT				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Breakout spaces	Effectiveness and use of this space. Monitor student use or teacher use of space.	Time Required	Teachers Students James Bary Ried MoE Kate Ford - WSP	5YA budget 10PP	I. Develop the current spaces into basic breakout areas. Improve this area by painting or redecorating it. II. Use space effectively to make a plan to develop once 5YA rolls over. III. Improve bag area outside breakout spaces, covers to protect bags from the rain.	James PTA BoT Staff
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Breakout spaces	Review use of space.	Time Required	Teachers Students James Bary Ried MoE Kate Ford - WSP	5YA budget 10PP	I. Create a plan for the 5YA plan to upgrade this space. II. Buy the correct furniture for this space. III. Look at Autex for the walls in this space using 5YA money	James PTA BoT Staff
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Breakout spaces	Continue to review use of space.	Time Required	Teachers Students James Bary Ried MoE Kate Ford - WSP	5YA budget 10PP	I. Review spaces and plans to fit with the future direction and vision.	James PTA BoT Staff
		Termly review				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Outdoor Classroom/ Playground/ Gardens	Property evaluation	Time Required	Teachers Students James Bary Ried MoE Kate Ford - WSP Community	Source funding from external agencies Capital Injection fund. Barry Reid MoE Kate Ford WSP James	I. Develop storage for loose parts II. Develop learning spaces to link to PBL and self-directed learning opportunities. III. Improve signage around the school. Create bilingual signage. IV. Develop our school grounds and link our school direction to our school ground plan. V. Upgrade the school ground using the Capital Injection fund. Work with the community on a couple projects around this.	James PTA BoT Staff
	BoT review	Weekly				
	PTA review					
	Staff review					
	Student voice					
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Outdoor Classroom/ Playground/ Gardens	Property evaluation	Time Required	Teachers Students James Bary Ried MoE Kate Ford - WSP Community	Source funding from external agencies Capital Injection fund. Barry Reid MoE Kate Ford WSP James	I. Review the space and identify the effectiveness and level of engagement on our students learning. II. Find grants to help develop this space further. III. Initiate plans to further improve this space for the learners.	James PTA BoT Staff
	BoT review	Monthly meetings				
	PTA review					
	Staff review					
	Student voice					
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Outdoor Classroom/ Playground/ Gardens	Property evaluation	Time Required	Teachers Students James Bary Ried MoE Kate Ford - WSP Community	Source funding from external agencies Capital Injection fund. Barry Reid MoE Kate Ford WSP James	I. Look at the 2021 review to improve and make changes to this space to improve learning for our students.	James PTA BoT Staff
	BoT review	Monthly meetings				
	PTA review					
	Staff review					
	Student voice					

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Wetland programme	Feedback from community consultations	Time Required	Mercury - Natalie Haines	Enviro-schools	I. Link Enviro-schools to the wetland plan and area. Look to create a propagation plan. II. Digital Curriculum - use the tracking and trapping pest app - pest free zone at Mangakowhiriwhiri. III. Create a community programme to suit our students and the communities understanding or use of the wetlands.	James PTA BoT Staff
			Enviro-school - Alex Daniels	Mercury		
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Wetland programme	Feedback from community consultations	Time Required	Mercury - Natalie Haines Enviro-school - Alex Daniels	Mercury Enviro-schools	I. Continue to support Mercury in the development of this space.	James PTA BoT Staff
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Wetland programme	Feedback from community consultations	Time Required	Mercury - Natalie Haines	Mercury	I. Continue to support Mercury in the development of this space.	James PTA BoT Staff
			Enviro-school - Alex Daniels	Enviro-schools		

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2020 Classroom / Whare Manaaki upgrades	Feedback from community consultations	Time Required	Barry Reid MoE Kate Ford WSP James	5YA 10PP MoE funds WSP Grants	I. Plan for Autex on all walls II. Purchase lockdown curtains III. Improve the lighting throughout the school. IV. Remove the boiler system to free up wall space. V. Identify what is happening with Block DD. VI. Make sure the infrastructure of the classrooms and whare manaaki are fit for purpose. VII. Upgrade fire alarm to help pass the BWoF.	James PTA BoT Staff
		Termly reviews				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Classroom / Whare Manaaki upgrades	Feedback from community consultations	Time Required	Barry Reid MoE Kate Ford WSP James	5YA 10PP MoE funds WSP Grants	I. Continue to improve the class spaces and gain student voice around the property plans. II. Keep monthly compliance checks up to date.	James PTA BoT Staff
		Termly reviews				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Classroom / Whare Manaaki upgrades	Feedback from community consultations		Barry Reid MoE Kate Ford WSP James	5YA 10PP MoE funds WSP Grants	I. Ensure the infrastructure is sufficient to meet the needs of the school roll. II. Continue to develop ideas from the teachers wish list 2019 and new improvements from 2021.	James PTA BoT Staff
		Termly reviews				

Date Ratified:

Date Submitted to MOE: 1st March 2020

Whakamaru School Context

Annual Plan 2020

Student achievement by the end of 2020

Literacy - Writing - to raise student achievement to 80% reaching the NZ Curriculum level and continue to close the gap between male and female achievement. To aim for at least 75% of males & 80% of our senior students 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 the New Zealand Curriculum (Refer School Assessment Guidelines booklet)
To focus on our Year 4, 5 & 8 students with an aim to have 80% at or above their curriculum level.

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

We will continue to develop engagement with our Maori learners and their whanau, this will be reflected in one's attitude and achievement. Guided by the "Kia tū rangatira ai survey 2019 and the Rongohia te hau survey through the CoL 2020.

Development focus	Professional development	Monitor and implement
<ul style="list-style-type: none"> Linking the New Zealand curriculum with the Learning and Teaching through Play model. Creating learning stories through student urges and linking this to subjects in the New Zealand curriculum. Mentoring and modelling play pedagogy with a led teacher from Longworth Education. Identify and use the UDL model for learners to provide Deliberate Acts of Teaching. BoT using School Docs effectively to review policy and procedure documentation. Review behavioural plan - Restorative Justice practice. Normalising Te Reo Maori in school 	<ul style="list-style-type: none"> Longworth education implementing practices to strengthen learning and teaching through play pedagogy - links to the NZ curriculum. Writing school wide focus - Write that essay, play based learning. Oral language with the help of our CoL learning support coordinator. Restorative practice review and update from the PB4L programme. Universal design for learning. School Docs review process. PB4L - restorative practice review MAC support to normalise Te reo maori in our school. 	<ul style="list-style-type: none"> New Zealand curriculum- review learning progressions. Moderation and reporting practices Monitor and focus future thinking around trends and patterns in school-wide data. Education Outside the Classroom as a vehicle for developing student/teacher/whanau relationships and involvement. Continue to develop individual student goal-setting practices that link to the current achievement level in reading writing and numeracy. Students will develop and strengthen their ability to verbalise their goals and next steps to parents or caregivers when using our school learning progression walls.

2019 Analysis of Variance Curriculum Targets – Writing 2020

TARGET: to raise student achievement to 80% reaching the NZ Curriculum level and continue to close the gap between male and female achievement. To aim for at least 75% of males & 80% of our senior students achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)

Assessment tool – NZ Writing Progressions, Essential words spelling (year 1-3), PAT - Punctuation & Grammar test (year 4-8), Junior 6yr Net, Teacher judgment, whole staff term moderated discussions, twice termly updates on Achievement boards, Class work, ongoing formative assessment, Circle groups & niggle students review.

STRATEGY:

1. Create our own school **“Writing progressions”** that are simple, specific and will link to our “Direct Acts of Teaching” as well as help students set individual goals - next level and next steps to achieve with.
2. Link and cover learning progressions for writing with **“Learning & teaching through play”**
3. Develop teacher pedagogy with PD through our CoL with **“Write that Essay” & Oral language** sessions.
4. Identify of concern and niggle students (Target students) from circle groups and use the **“Universal Design for Learning”** model to help create programmes to suit students need.

PERSONNEL:

Literacy Leaders
Classroom teachers
CoL - Across the School Teachers.
Learning Support /RTLB

BUDGET CODE:

Literacy
BUDGET:
\$1500 Literacy
\$500 PD

BACKGROUND DATA:

This area is still a concern and we have to find ways to improve writing. We believe real life experiences. Teaching and learning through play will help us achieve a higher level. Creating consistency in our writing assessment is a key to improving student achievement by identifying “Direct Acts of teaching”. We have seen a marked difference in how we teach and involve writing in our class programme, through our involvement in Write that Essay with the Taupo CoL. Increasing boys interest into writing has been a major focus for 2019 and improving the cohort of Year 4 & 5s in 2019. Both these year groups have seen a huge shift in writing with year 4 reaching - 71% and year 5 - 82% reaching the expected. Creating whole school progressions for our students to look at and identify their own goals is an area we believe will improve achievement levels, clarity over next steps for our students is vital..

Previous year 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%)
After 3 years	5/14	(35%)
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 9/14(64%) are not reaching their recommended curriculum level.**

CURRENT PERFORMANCE:

OUTCOME – END OF 2019

63% of our students (63/102) are working at or above their recommended NZ Curriculum level

<u>Year level</u>	<u>Number per year</u>	<u>Ethnic group working at expected</u>
After 0- 1 year	11/11 (100%)	
After 2 years	12/12 (100%)	European 12/21
After 3 years	8/17 (47%)	Maori 34/61
Year 4	5/16 (32%)	Other 11/19
Year 5	7/11 (63%)	<u>Genderc group</u>
Year 6	11/15 (73%)	<u>working at expected</u>
Year 7	7/13 (54%)	Male 22/50
Year 8	4/9 (44%)	Females 40/52

REASONS AND EVALUATION:

Raw data of our 81 students for the whole year 2019 shows that at the beginning of the year 45% or 36/81 students were writing at the expected curriculum level but that increased to 65% or 53/81 by the end of the year a move of 20%. Current school numbers of 102 show 63 are working at expected or beyond their curriculum level. 39 students are working below their curriculum level with 26 Maori, 8 European, 5 others and of this 28 males & 11 females.

Literacy – Writing - Actions to Achieve Targets - Actions to achieve targets. 2020	Led by:	Timeframe
<u>Progressions led by all teachers</u> By Week 5 Term 2, progressions for Curriculum levels 1 and 2 will be created and displayed in all classes (there will be consistency either visually or through language across the whole school).	Leanda supported by all teachers	Week 5 Term 2
By Week 10 Term 2, progressions for Curriculum levels 1 and 2 will be created and displayed in all classes (there will be consistency either visually or through language across the whole school).	Leanda supported by all teachers	Week 10 Term 2,
<u>Moderation led by all teachers</u> Teachers will moderate writing samples on a rotational basis (every 6 weeks).	Leanda supported by all teachers	Week 6 termly
APPLIES TO READING, WRITING AND MATHS		
Provide a classroom environment that caters to the student's learning needs using UDL strategies.	Led by RTLB.	By the end of 2020.
By the end of Term 1, 2020, develop a user friendly learning story template and tracker for reading, writing and maths, that provides the required information.	This to be led by all teachers.	By the end of Term 1,
Use observations and learning stories to make links to the curriculum.	Led by Whole staff.	By the end of Term 2.
By the end of each term 2 in 2020, each student will have one learning story linked to Reading, Writing and Maths progress.	Led by Whole staff.	By the end of Term 2.

Curriculum Targets – Reading 2020

TARGET: At least 80% of students achieve to the appropriate level according to the New Zealand Curriculum (Refer School Assessment Guidelines booklet)

To focus on our Year 4, 5 & 8 students with an aim to have 80% at or above their curriculum level.

Assessment Tools: Running Records, PROBE, PAT Comprehensions and Vocabulary (Year 4-8), KLST, Junior 6yr Net, Essential words spelling (year 1-3), Junior 6yr Net, Teacher judgment, twice termly updates on Achievement boards, Class work, Quick 60 review, ongoing formative assessment, Circle groups & niggly students review.

STRATEGY:

1. Create our own school **“Reading progressions”** that are simple, specific and will link to our “Direct Acts of Teaching” as well as help students set individual goals - next level and next steps to achieve with.
2. Link and cover learning progressions for reading with **“Learning & teaching through play”**
3. Consistent use of the **“Quick 60 programme”** for our targeted students - learning and ESOL targeted students.
4. Identify of concern and niggly students (Target students) from circle groups and use the **“Universal Design for Learning”** model to help create programmes to suit students need.

PERSONNEL:

Literacy Leaders
Classroom teachers
CoL - Across the School Teachers.
Learning Support /RTLB

BUDGET CODE:

Literacy

BUDGET:

\$1500 Literacy
\$500 PD

BACKGROUND DATA:

There has been real progress from previous year data at or working beyond their curriculum level where we have made accelerated improvement of 20% this is due to the more effective use of the Quick 60 programme.

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 4-5 boys in 2020 with an aim of having 80% of them achieving at or above their recommended reading level by the end of the year.

Creating whole school progressions for our students to look at and identify their own goals is an area we will be looking to implement throughout the whole school.

Previous year 2018 PERFORMANCE:

OUTCOME – END OF 2018 - 70% of our students (62/90) are working at or beyond their 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 reaching 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.

Current PERFORMANCE:

OUTCOME – END OF 2019

80% of our students (82/102) are working at or beyond their recommended NZ Curriculum level.

After 1 year	11/11 (100%)	Ethic group working at expected
After 2 years	12/12 (100%)	
After 3 years	13/17 (76%)	
Year 4	10/14 (75%)	European 19/21
Year 5	9/11 (82%)	
Year 6	13/15 (85%)	Maori 46/61
Year 7	10/13 (75%)	
Year 8	4/9 (44%)	
		Other 16/19
		Genderc group working at expected
		Male 35/50
		Females 47/52

REASONS AND EVALUATION:

Raw data of our 81 students for the whole year 2019 shows that at the beginning of the year 61% or 49/81 students were reading at the expected curriculum level but that increased to 84% or 68/81 by the end of the year a move of 23%.

Current school numbers of 102 show 20 students are still working below the expected writing levels however 82 are working at expected or beyond their curriculum level. 20 students are working below their curriculum level.

15 Maori, 2 European, 3 others and of this 15 males & 5 females

Date Ratified:

Date Submitted to MOE: 1st March 2020

Literacy – Reading - Actions to Achieve Targets - Actions to achieve target - 2020.	Led by:	Timeframe
The Quick 60 programme will be run for target students. Led by RTLB. By the end of Term 1, 2020. Review Reading progressions as a staff to develop simple specific goals that can be used directly in planning and group WALTs.	Keriana supported by all teaching staff.	By the end of Term 3, 2020.
Reading progressions will be reviewed for consistency of language across the whole school.	Keriana supported by all teaching staff.	By the end of Term 3.
APPLIES TO READING, WRITING AND MATHS		
Provide a classroom environment that caters to the student's learning needs using UDL strategies.	Led by RTLB.	By the end of 2020.
By the end of Term 1, 2020, develop a user friendly learning story template and tracker for reading, writing and maths, that provides the required information.	This to be led by all teachers.	By the end of Term 1,
Use observations and learning stories to make links to the curriculum.	Led by Whole staff.	By the end of Term 2.
By the end of each term 2 in 2020, each student will have one learning story linked to Reading, Writing and Maths progress.	Led by Whole staff.	By the end of Term 2.

Curriculum Targets – Numeracy 2020

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

To focus on Years 5 and 8. At these Year groups we aim to have over 80% at or above. Develop a boys programme.

Assessment tools: PAT Maths for Y4-8, GlossJAM, On-going Formative Assessment and OTJ's, Junior 6yr Net, Teacher judgment, twice termly updates on Achievement boards, Class work, ongoing formative assessment, Circle groups & niggles students review. .

STRATEGY:

1. Create our own school ***“Mathematics progressions”*** that are simple, specific and will link to our ***“Direct Acts of Teaching”*** as well as help students set individual goals - next level and next steps to achieve with.
2. Link and cover learning progressions for writing with ***“Learning & teaching through play”***
3. Develop teacher pedagogy by utilizing staff strengths in numeracy to develop confidence.
4. Identify of concern and niggles students (Target students) from circle groups and use the ***“Universal Design for Learning”*** model to help create programmes to suit students need.

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 2019, these activities went home and helped to engage whanau in maths.

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

Creating whole school progressions for our students to look at and identify their own goals is an area we will be looking to implement throughout the whole school.

CURRENT PERFORMANCE:

END OF 2017

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

Current PERFORMANCE:

OUTCOME – END OF 2019

84% of our students (86/102) are working at or beyond their recommended NZ Curriculum level.

After 1 year	11/11	(100%)	<u>Ethnic group working at expected</u>
After 2 years	12/12	(100%)	European 19/21
After 3 years	17/17	(100%)	Maori 46/61
Year 4	11/16	(69%)	Other 16/19
Year 5	9/11	(82%)	<u>Genderc group working at expected</u>
Year 6	12/15	(86%)	Male 37/50
Year 7	9/13	(67%)	Females 48/52
Year 8	5/9	(60%)	

REASONS AND EVALUATION:

Raw data of our 81 students for the whole year 2019 shows that at the beginning of the year 68% or 56/81 students were reading at the expected curriculum level but that increased to 85% or 70/81 by the end of the year a move of 17%.

Current school numbers of 102 show 18 students are still working below the expected writing levels however 84 are working at expected or beyond their curriculum level. Of the 18 working below their curriculum level. 12 Maori, 3 European, 3 others and of this 13 males & 5 females.

Mathematics - Actions to Achieve Targets - Actions to achieve target - 2020.	Led by:	Timeframe
Stages 1,2, 3 and 4 progressions will be created and displayed in all classes (there will be consistency either visually or through language across the whole school).	Lianne supported by teaching staff.	By Wk 5 Term 1.
Stages 5,6,7 and 8 progressions will be created and displayed in all classes (there will be consistency either visually or through language across the whole school).	Lianne supported by teaching staff.	By Wk 10 Term 1.
Online PAT maths tests will be administered and the ARB resources utilised to address individual student gaps.	Lianne supported by senior syndicate	End of Week 5 - Term 1.
Provide a classroom environment that caters to the student's learning needs using UDL strategies.	Led by RTLB.	By the end of 2020.
Use observations and learning stories to make links to maths. Led by each classroom teacher.	All teachers	Completed 1 for each student per term.
MATHS - Term 2 Numeracy Curriculum Leader to share an activity/resource in a staff meeting.	Lianne.	End of Term 2
MATHS - Term 3 Curriculum Leader to organise Maths week activities and ensure all staff are able to access these.	Lianne.	Completed in August ?
APPLIES TO READING, WRITING AND MATHS		
Provide a classroom environment that caters to the student's learning needs using UDL strategies.	Led by RTLB.	By the end of 2020.
By the end of Term 1, 2020, develop a user friendly learning story template and tracker for reading, writing and maths, that provides the required information.	This to be led by all teachers.	By the end of Term 1,
Use observations and learning stories to make links to the curriculum.	Led by Whole staff.	By the end of Term 2.
By the end of each term 2 in 2020, each student will have one learning story linked to Reading, Writing and Maths progress.	Led by Whole staff.	By the end of Term 2.
APPLIES TO READING, WRITING AND MATHS		

Provide a classroom environment that caters to the student's learning needs using UDL strategies.	Led by RTLB.	By the end of 2020.
By the end of Term 1, 2020, develop a user friendly learning story template and tracker for reading, writing and maths, that provides the required information.	This to be led by all teachers.	By the end of Term 1,
Use observations and learning stories to make links to the curriculum.	Led by Whole staff.	By the end of Term 2.
By the end of each term 2 in 2020, each student will have one learning story linked to Reading, Writing and Maths progress.	Led by Whole staff.	By the end of Term 2.

Other Development Areas: 2020

- 1) **MAC** - with the guidance of the MAC programme Whakamaru School will be looking to reach Level 2 and normalise Te Reo Maori into the school.
 - a) Develop our te reo programme
 - b) Identify areas of improvement
 - c) Look at school tikanga
 - d) Develop a generic whaikorero to suit different situations.
 - e) Help with bilingual signage.
- 2) **Cultural Responsive** - work with the Taupo CoL Tuwharetoa representative and Raukawa around cultural responsive practises.
 - a) **Kia te rangitira ai: Learning, succeeding and thriving in education (Melinda Webber)** Engaging with Maori learners and their whanau - integrate some actions from the survey finding. Improve progressions and student understanding of their own learning - where they are to next steps.
 - b) Tuwharetoa Cultural Knowledge Project: Participation in PLD for staff
 - c) Look into **Rongohia te hou** (Taupo CoL) to understand what being a culturally responsive school looks like.
- 3) **PB4L** - continue to develop our Positive Behaviour for Learning programme with the Restorative Justice programme in 2020.
 - a) Produce signage to promote our values
 - b) Further develop our KAAHU kid awards
 - c) Use the PB4L data to identify trends to resolve.
- 4) **Online Portfolios and reporting to parents**
 - a) Develop our use of Classdojo and community engagement.

Date Ratified:

Date Submitted to MOE: 1st March 2020

- b) Etap report - to develop instant reports that data from eTap can automatically produce.
- 5) **Learning Through Play (Longworth) & Inquiry (Kath Murdoch)** - Develop our “School Curriculum” document to integrating our Learning & teaching through Play & Inquiry (Kath Murdoch) to create authentic opportunities to learn.
 - a. Learning and Teaching through Play throughout 2020.
 - i. Link to the curriculum
 - ii. Assessing change - reading/writing/maths
 - iii. Ways to report to BoT/Parents
 - iv. On-going tracking curriculum coverage
 - v. Blogging options?
 - vi. Senior school practices - Bevan Holloway
 - vii. School resources and school ground development
 - viii. Flow of observations and teaching sessions and balance.
 - ix. Proof for ERO
 - x. Proof over time is developing oral language/core curriculum areas
 - xi. Showing change of learning/next steps etc
- 6) **Development of School grounds** - Develop school grounds to fit our direction of learning for the students as well as ant financial restraints.
 - a) Update our 5YA and 10PP to suit our current financial situation.
 - b) Paint the school using Carus.
 - c) Use and plan for other Property Projects from the school 5YA & 10PP
- 7) **Community engagements** - Use the wetland “Mangokowhiriwhiri wetland as a connection to the community.
 - a) Work with the PTA, local hapu, iwi to provide a range of opportunities to engage our community.
 - b) Find local projects or opportunities for our school to be a part of.
 - c) Continue to promote after school activities - touch rugby, squash etc.
- 8) **Enviro-schools.**
 - a) Start the journey into becoming an enviro-school.
- 9) **Branding**
 - a) Identify options to re-brand our school and share these with the community. Ensure this links to our school direction.

Outcomes and Results:

Evaluation:-

General Comments

Date Ratified:

Date Submitted to MOE: 1st March 2020