



WHAKAMARU SCHOOL

CHARTER 2021-2023

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

OUR SCHOOL AND COMMUNITY

History

Established on May 25, 1959, 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 a decile 4 primary school catering for students from Years 0-8, 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 led 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 92 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.
- 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)
- Use the Learning Cycle to create a positive Learning Journey for our ākonga (students)

THE UNIQUE POSITION OF THE MĀORI 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 programmes.
 - Alternative school placement

OUR INCLUSIVENESS

- Maintain a Special Needs register which is regularly updated to ensure best learning for our special needs students. (Circles and Niggles)
- 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 make a positive difference for ākonga in the Tuwharetoa rohe.

Purpose

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

- Be responsible for developing and approving the schools mission, strategic goals and objectives.
- Establish and review school all policies and procedures related to programmes and services
- 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.

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 share 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.
- Identify next steps and create personal goals from our school progressions for one's own learning journey.

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.
- Understand how important feedback from surveys or questionnaires are to ensure Whakamaru School continues to move forward.

Mission statement

We are
Growing Creative Thinkers
for the future

Learning Vision:

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

Knowledge seekers

- He tangata whai matauranga

Always respectful

- He tangata whai manaaki

Accountable

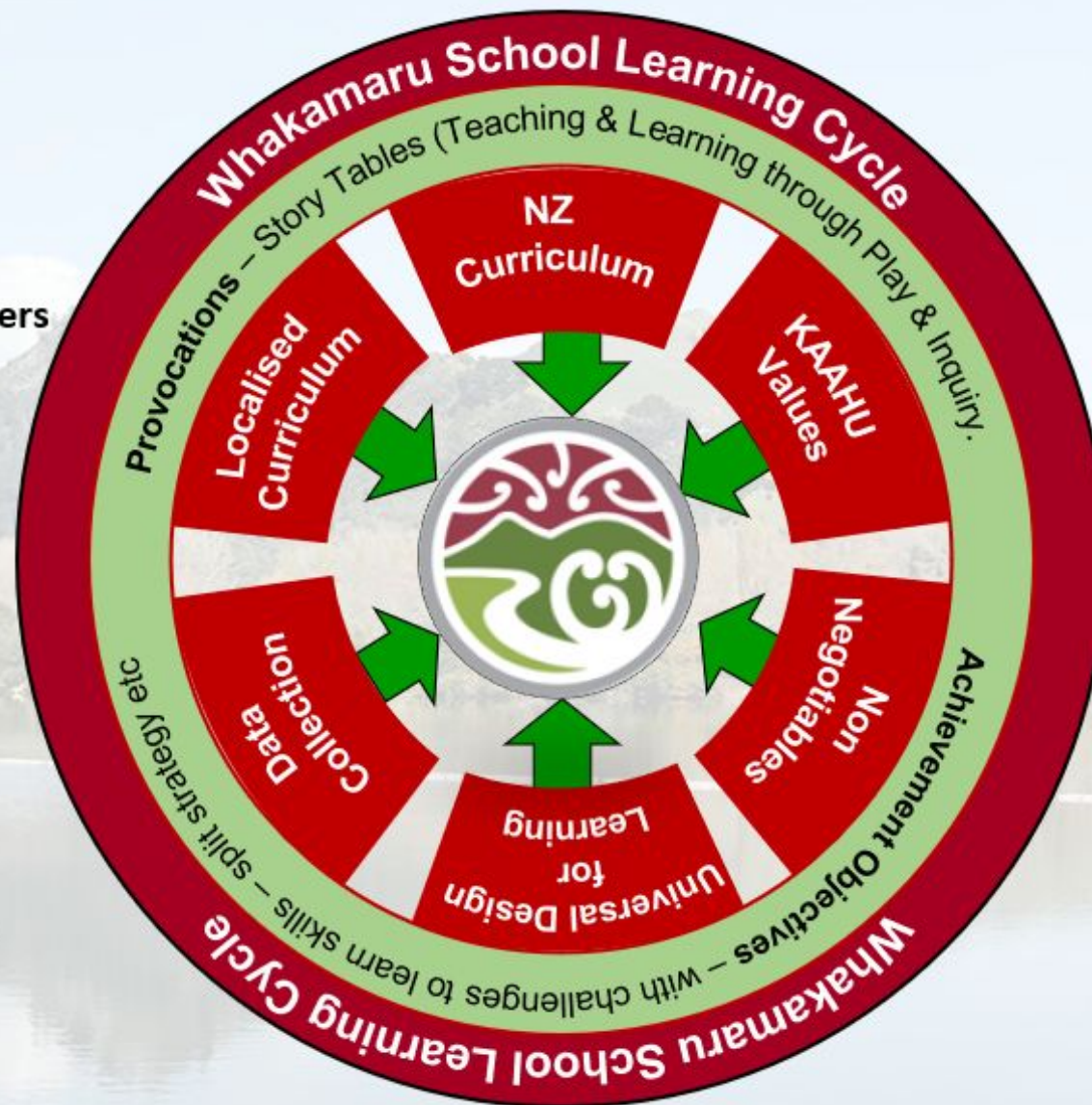
- He tangata whai whakaaro

High achievers

- He tangata piki ake ki te teitei

Unified

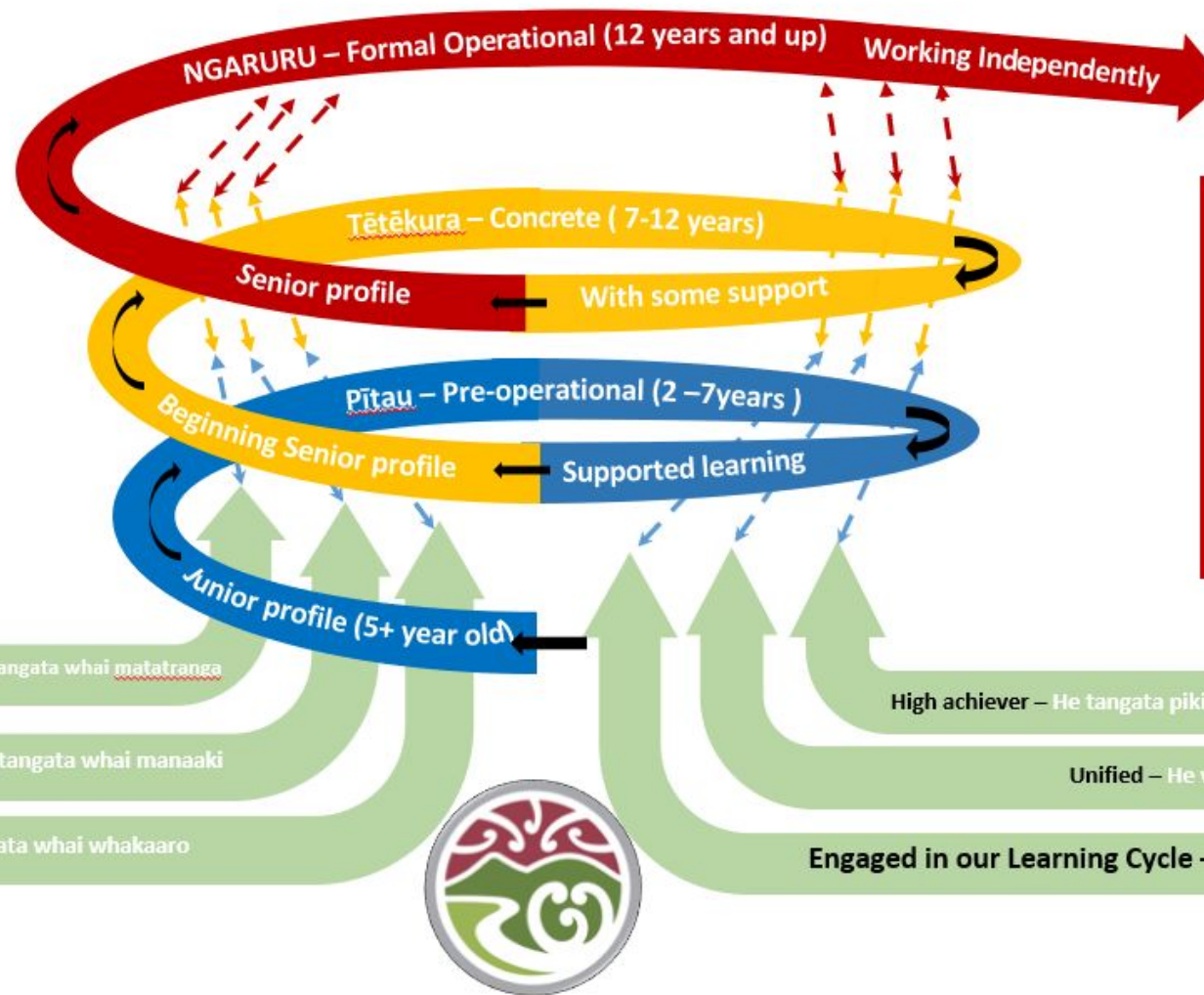
- He whanau kotahi



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 Learning Journey



Graduate Student

Mission statement:

We are Growing Creative Thinkers for the future,

Learning Vision:

We are KAAHU Kids.

Developmental stages

Piaget's Cognitive Developmental Stages

- Pre-operational - Stage (2-7 years) *Supported learning*
- Concrete - (7-11 years) *With supported learning*
- Formal Operational - (12 years & up) *Working Independently*

Thought provoking learning

Play Based learning / Self directed learning

- Urges – functional types of Play and inquiry.
- Direct acts of teaching – Provocations - UDL
- Learning Stories
- Integrated learning dispositions into story framework.
- Online portfolio - Classdojo

Whakamaru School Annual Plan 2021

<p><u>FINANCE</u></p> <ul style="list-style-type: none">• Finance reports from ID services employment monitor in review 2021 budget - particularly with the impact of the decreased funding if there is a roll drop.• Grant applications identified for school areas such as playgrounds, classroom programmes 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 and place on our school website - Finnz• Lodge Annual Report with the MoE.• BoT treasurer and principal to present monthly accounts to the BoT	<p><u>PROPERTY</u></p> <ul style="list-style-type: none">• Improve classroom spaces and resources.• 5YA/!OYPP project developments- improve Breakout spaces, create outside classroom, and the playground etc.• Look at developing our school grounds into an enviroschool, creating gardens using our compost bins and use our recycling programme effectively etc. also staying connected to the community wetland Mangakowhiriwhiri.• Maintaining and monitoring our school house and flats ensuring they are up to standard for rental properties.	<p><u>HEALTH & SAFETY</u></p> <ul style="list-style-type: none">• Ensure the school environment meets standards.• Ensure sanitizing standards are met• Ensure COVID-19 practises are applied and followed. Visitor register, scanning etc.• 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><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 or• 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.• Use the Rongohia te hau tool developed in 2020 to ensure we are a “Culturally Responsive” school..• Review and develop principal reporting to BOT - linking the NAGS, ERO - Effective school evaluation document also refer to the Board of Trustees governance manual.• Review and set annual targets that focus on accelerated student progress.	<p><u>PERSONNEL</u></p> <ul style="list-style-type: none">• Develop our Professional Growth Cycle to strengthen the peer review process, particularly incorporating observations and documenting this on Aranui or Google docs.• 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><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 that would allow students to get some part-time music tutors to build confidence and skills in the Arts - kapa haka, piano and guitar, Provide “Healthy Lunches in Schools”</p>		

Whakamaru School Context

Annual Plan 2021

Student achievement by the end of 2021

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 the 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 led mentors from Longworth Education. ● Use learning progressions in Writing, Reading and Numeracy effectively so students can easily identify next steps and set goals in their learning. ● 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 new school learning progression walls.

Annual ONE Plan 2021–2023**Goal:****One - To ensure we provide a high quality education of best practice****Initiatives: (NELP objective 3/4/5)**

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- Professional Growth Cycle.
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
2021 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 Skjitrup, Sara Aiono Rob Stevenson	\$1500 Loose parts and intelligent Play things from their Schema. MoE PD support fund Longworth - Tracking sheets link to NZC	I. Upgrade our spaces 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/numeracy V. Create a learning story template, share with whanau either through Clasdojo or through other media tools. VI. Use mentors (Longworth ed) to coach teachers around the effectiveness of PBL within our school. Possibly use Kath Murdoch tools in planning for our seniors. VII. Link all learning to our “Learning Cycle”	Lead teacher - Keriana / Leanda Lianne (Senior) James
		Two coaching visits a term - Longworth Ed - Wk 3 & 7 Termly reflections End of term 1, 2, 3, 4 Staff meetings time - weekly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 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 Sara Aiono Jill Skjotrur, Lead teacher - Keriana / Sam / Leanda	\$1500 Gather more loose parts.	I. More PD related to PBL. and implement 2021 recommendations. II. Continue to develop learning spaces that have been developed. III. Effectively use tracking sheets linked to NZ Curriculum IV. Identify learning in our school learning stories template. V. Review and challenge our teaching practises.	Lead teacher - Keriana / Leanda
		Termly reflections End of term 1, 2, 3, 4				
Action	Measure	When	Who	Budget/ Resources	How	Drivers

Whakamaru School Charter 2021

2023 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 2022 recommendations.	Lead teacher/ principals
		Termly reflections End each of term				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 UDL (NELP Objective 1&2)	Look at planning and how we ensure the individual is learning.	Time Required	LSC - Pam Morrison to support RTLB	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 IV. Discuss and review UDL practises in Staff meetings. V. Check the classroom environment against the UDL model.	James Tracey Keriana Pam
		Weekly session in staff meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 UDL	Normalise UDL strategies in our teaching and planning	Time Required	RTLB & Learning Support	LSC Looking for resources. RTLB driven	I. Review UDL practises and create PD for any new teachers. II. Identify effectiveness of UDL for student achievement and behaviour. III. Implement 2021 recommendations.	James Tracey Keriana Pam
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 UDL	Normalise UDL strategies in our teaching and planning	Time Required	RTLB & Learning Support	LSC Looking for resources. LSC support RTLB driven	I. Review UDL practises and create PD for any new teachers. II. Implement 2022 recommendations.	James Tracey Keriana Pam

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Te Reo Māori Normalisation	MAC Anaru to help identify how to measure our progress.	Time Required	MAC Anaru Teachers Support Staff Grant Hohepa Tuwharetoa Raukawa	Te Reo Māori \$3,000 Funding from REAP Google Doc - Creating Cultural Capability and	I. Attend and work with MAC to further develop the school tikanga - karakia, assemblies and beliefs. II. Use the Te Reo Maori Stocktake to measure our te reo in school and see where the gaps are. III. Kapa Haka weekly and prepare for a community festival. IV. Share whakamarutereo site with ideas resources, Google folder - Te Reo oral language and sentence structure during Staff Meetings. V. Promote and grow Te Reo and tikanga in classes but also promote other languages within our school from students' own backgrounds. VI. Be involved in Cultural festivals in either Taupo or Tokoroa. VII. Create bi-lingual instruction for all school assemblies.	Donna James Anaru from MAC Marg McCarthy Community Te reo tutor
		Share new kupu in staff meetings weekly.				
		Termly review				

				Sustainability Whakamaru	VIII. Use the Rongohia te hau tool to improve cultural responsiveness of our school. IX. Use the Tuwharetoa - Cultural Knowledge Project with help from Taupo CoL. - floating classroom. X. Consult with the community around a Rumaki class. XI. Promote Matariki week and provide a range of activities around Te Reo Māori	
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Te Reo Māori 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. Become and maintain a level 2 Te Reo school. III. Normalise our practises of te reo and continue with Kapa Haka. IV. Develop a dual medium class	Donna James Anaru from MAC Marg McCarthy Community Te reo tutor
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Te Reo Māori 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 2022 recommendations.	As above
		Termly review				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Digital Curriculum	To have all students working to meet the outline for the school digital curriculum progressions through authentic contexts.	Time Required	James Teachers students	TTS - CoL Google Drive - Online learning PD Wintech 2020	I. Integrate digital curriculum into our own Localised Curriculum document. Begin integration of curriculum into classroom programmes. II. Continue to update our use of Class Dojo as the current ePortfolios III. Use tracking and trapping app to monitor pests in our wetland area IV. Continue to use Class Dashboard as a forum to help students develop their Google format use. V. Lead teacher to model different uses of digital tools for classroom programmes.	James Leanda
		Syndicate Meetings Staff Meetings Admin Meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers

2022 Digital Technology	Review digital curriculum effectiveness in school	Time Required	James Teachers students	TTS - CoL? Modelled sessions based on staff need - PLD Budget	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 child. IV. Review Classdojo use and effectiveness.	James
		Syndicate Meetings Staff Meetings Admin Meeting				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Digital Technology	As above	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

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Oral Language	PAT vocab (Seniors) NE - KLST (Juniors) ELLPs (ESOL) COL - PD options Record of Oral Language Reading recovery	Time Required	RTL Teachers Teacher aide Learning Support CoL across school teachers. LSC - Pam	PD - Play Longworth ed LSC	I. Work with our COL and observe the oral language PD within the CoL. II. Use Longworth education strategies and Play in class to improve oral language throughout the school. III. Timetable our ESOL programme and work with our Teacher aides to support this programme. IV. Whole school use of oral language through PBL and provocations.	Keriana James
		Weekly staff meetings Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Oral Language	PAT vocab (Seniors) NE - KLST (Juniors) ELLPs (ESOL) Record of Oral Language Reading recovery 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 and see developments in Taupo Kahui Ako (CoL) 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
2023 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
		Fortnightly SENCO meetings				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Learning support	Whakamaru Circles ETap data CoL Assay data	Time Required	SENCO Keriana, Jame, Staff, LSC -Pam Morrison, RTLB - Alison Lindup SWIS - Lucky Meade PHN - Jeanette McCutchan MoE/SL - Shelley Clements	Budget from a range of Teaching Resources LSC RTLB, SENCO SWiS, ESOL	<ol style="list-style-type: none"> 1. Use UDL philosophy with support from RTLB and LSC. 2. Create specialist programmes for under supported students (individual to group lessons). 3. Support TA and teachers with PD learning opportunities for targeted student programmes. 4. SENCO to implement data into the ASSAY or CoL platform with LSC support. 5. Use our circles and niggles effectively to identify the needs of students in learning or behaviour. 	James Keriana
		Weekly admin meetings Fortnightly SENCO meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Learning support	Whakamaru Circles ETap data CoL Assay data	Time Required	Keriana, James Staff, LSC -Pam Morrison, RTLB - Ali Lindup SWIS - Lucky Meade PHN - Jeanette McCutchan	SENCO, LSC SWiS, PHN, RTLB, ESOL	<ol style="list-style-type: none"> I. Review our school LSC link and make improvements to the programme. II. Look at 2021 and make adjustments to further improve classroom and school practises. 	James Keriana
		Fortnightly SENCO meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Learning support	Whakamaru Circles ETap data CoL Assay data	Time Required	Keriana, James Staff, LSC -Pam Morrison, RTLB - Ali Lindup SWIS - Lucky Meade PHN - Jeanette McCutchan	SENCO, LSC SWiS, PHN, RTLB, ESOL	<ol style="list-style-type: none"> I. Review our school LSC link and make improvements to the programme. II. Implement 2022 recommendations. 	James Keriana
		Fortnightly SENCO meetings				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Health & Physical Education	Engagement in programmes, Health and wellbeing. Positive visual and meaningful improvements in	Time Required	All teachers James KiwiS Sports Taupo KiwiCan Pinelands Cluster WFPS sports Taupo Sports	Kiwi Sport PE \$1000 Life ed - \$200 KiwiCan \$1800 PB4L	<ol style="list-style-type: none"> 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. 	James Donna
		Termly review				

	mental and physical approach to school.	Monthly review with Pinelands Cluster			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.	
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Health & Physical Education		Time Required	All teachers James	Kiwi Sport PE \$1000 Life ed - \$500 KiwiCan \$1800 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 lessons that would suit the students in 2021.	James Donna
		Termly review Monthly review with Pinelands Cluster	KiwiS Sports Taupo KiwiCan Pinelands Cluster			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Health & Physical Education		Time Required	All teachers James	Kiwi Sport PE \$1000 Life ed - \$500 KiwiCan \$1800 PB4L	I. Review our school Health & Physical Education programme and make improving changes to suit our students needs.	James Donna
		Termly review Monthly review	KiwiS Sports Taupo KiwiCan Pinelands Cluster			

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Literacy <i>See AoV for reading and Writing</i>	Regular writing moderation sessions linked to the exemplar sheets. Progressions for Reading & Writing, See Assessment Overview - deadline Running records PAT comp. PAT vocab.	Time Required	Teachers Support workers	Ops Grant \$1000 ARBS - online resourcing. Reading recovery (0.01, half hour daily) Reading & Writing Learning progressions Write that essay (CoL) NZCER marking	I. Use School Progressions in Literacy for students to identify where they are and next steps. II. Use COL support in writing through - Write that Essay - (Nick, Mandy, Amy) III. Regular moderation sessions linked to the exemplar sheets. IV. Use Quick60, Reading recovery programmes to improve reading levels. V. Target parents for the Reading Together Programme promoting partnerships. VI. Use PAT online assessment tools to find "Deliberate Acts to inform our teaching." VII. Use Learning Circles to identify targeted students to accelerate learning. (See AoV) VIII. Twice termly update Learning Progressions Boards, once each at syndicate and staff meetings. IX. Use digital tools and apps to hook students into reading and writing.	Leanda Keriana James (AoV)
		Week 6 every term to writing moderation. Progression Board updates, Reading - Wk 2 & 6 Writing - Wk 1 & 5 Termly AoV review	RTL Learning Support Coordinator. Lead in writing Leadna Lead in reading Keriana			

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Literacy <i>See AoV for Reading and Writing</i>	As above. Review effectiveness of the tools of measure..	Time Required	Lead in writing Leadna	ARBS - online resourcing. Reading recovery Reading & Writing Learning progressions NZCER marking	I. Identify Professional Development for future literacy programmes. II. Review current literacy programmes, and make improvements where needed including assessment. III. Continue to improve and use School Progressions in Reading and Writing for students easy use. IV. Review the effectiveness of our assessment tools and links to our learning progressions. V. Use 2021 data from 2021 AoV to identify target year group and subject.	Leanda Keriana James (AoV)
		Week 6 every term to mediate. Progression Board updates, twice termly.	Lead in reading Keriana			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Literacy <i>See AoV for Reading and Writing</i>	As above and review effectiveness of these tools of measurement	Time Required	Lead in writing Lead in reading	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 Keriana James

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Mathematics <i>See AoV for Numeracy</i>	Progressions in Math GLOSS PAT maths (on line)	Time Required	Lead in Math Lianne	NZCER Online PAT adaptive test Extra Maths for Ipads Progressions in Math	I. Use School Progressions in Mathematics for students to identify where they are and next steps. II. Using assessment tools such as GLOSS and online PATS results (Senior school) to inform our teaching. See Assessment Overview. III. Use identified activities on ARB's through NZCER results. IV. Develop math knowledge through (e.g. Prodigy Maths) activities online. V. Use provocations by developing mathematical problem solvers through urges in play, from our PBL mentors.	Lianne
		Termly Progression Board updates, Wk 3 & 7				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Mathematics <i>See AoV for Numeracy</i>	Progressions in Math GLOSS PAT maths (on line)	Time Required	Lead 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 easy use. III. Review current mathematical programmes and make improvements where needed including assessment. IV. Use 2021 data from 2020 AoV to identify the target year group in 2022.	Lianne
		Termly				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Mathematics <i>See AoV for Numeracy</i>	Progressions in Math GLOSS PAT maths (on line)	Time Required	Lead in Math	NZCER Online test 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 2022 recommendations.	Lianne

Annual Plan TWO 2021-2023**Goal:**

Two- To create student success through a strong sense of cultural identity (Tuakini), belonging (Turangawaewae) and connection (Whanaungatanga) with a focus on the health (Hauora) of our whole community.

Initiatives: (NELP 1 - 2)

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 - Mangakowhiriwhiri 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
2021 Community engagement	Use Classdojo, Skool Loop, school website and Facebook page through follows, likes and comments. BoT and PTA meetings and discussions Attendance at events.	Time Required	Phillipa CoL CoL Tuwharetoa - Mirama Prentice & Kirsty Northcroft Raukawa -	CoL survey Tuwharetoa monthly PD Mirama Prentice & Kirsty Northcroft Raukawa Mercury	I. Continue with community activities to encourage community engagement such as touch during term 1 & 4 II. Use Ronghia te hau survey results from 2020 to improve school cultural responsiveness. III. Link Enviro-schools to the wetland plan and native bush area. Look to encourage community engagement in the planning and planting of these areas. IV. Digital Curriculum - use the tracking and trapping pest app - pest free zone at Mangakowhiriwhiri. V. Tikanga from Tuwharetoa & Raukawa and how it fits in our community. VI. Find a iwi representative to support the school.	James All staff
		Weekly staff admin meetings BoT Monthly review from meetings.				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Community engagement	Use Classdojo, Skool Loop, school website and Facebook page BoT and PTA meetings and discussions	Time Required	CoL Principal CoL Tuwharetoa Raukawa	CoL survey Tuwharetoa monthly PD Raukawa Mercury	I. Implement findings from Ronghia te hau survey. II. Review current community activities and continue to improve community engagement. III. Support our iwi representative to support the school. IV.	James All staff
		Monthly review from meetings.				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Community engagement	BoT and PTA meetings and discussions	Time Required	CoL Principal CoL Tuwharetoa Raukawa	As above	I. Survey school community to review any priorities.	James All staff
		Monthly review from 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. Twice termly meetings to plan activities to fundraise throughout the year. II. Monitor and ensure there is transparency between school and PTA to where funding goes. III. Continue to look for other opportunities to find funding either through grants or fundraising activities. IV. Link funds and spending to our school mission and strategic plan.	James & PTA
		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 2021 targets and fundraising options. II. Look at grant options for 2022. III. Review spending towards school direction.	James & PTA
		Monthly meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Promote our PTA increase funding	Fundraising activities. Yearly plan	Time Required	PTA members	School yearly plan	I. Review 2021 targets and fundraising options. II. Look at grant options for 2023. III. Review spending towards school direction.	James & PTA
		Monthly meetings				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Enviro - schools & Wetland development	Enviro-schools Teachers kit evaluation	Time Required	James	Enviro-school theme areas folder Enviro school kit.	I. Use Enviro-schools resources to develop our learning and teaching through play. II. 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 and in our new native bush area with the support of enviro-schools. 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. Monitor our rubbish audit and promote recycling to become a Stage 5 Resource Wise School Taupo District Council.	James Alex Leanda Enviro Leaders Students
		Weekly staff meetings	Enviro-schools - Alex Daniel			
		Termly review	Wetland Mercury Natalie Haines			

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Enviro-schools & Wetland development	Enviro-schools Teachers kit evaluation	Time Required	James Envro-schools - Alex Daniel Wetland Mercury Natalie Haines	Enviro-school theme areas folder Enviro school kit.	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 Enviro Leaders Students
		Weekly				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Enviro-schools & Wetland development	Enviro-schools Teachers kit evaluation	Time Required	James Envro-schools - Alex Daniel Wetland Mercury Natalie Haines	Enviro-school theme areas folder Enviro school kit.	I. Start to embed some of the enviro-schools practises. II. Develop our school grounds into an enviro-school. III. Review 2022 practises and adapt them to our school plan and vision.	James Enviro Leaders Students
		Weekly				

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	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. Plan early at least 2 terms in advance. IV. Create a breakdown of expectations of camps.	James Community Students
		Yearly review				
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 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

2023 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
2021 Re-Branding	Survey community around the school brand,	Time Required	School Branding Matters - Craig Burton Students and School community	\$2500	I. Embed the new school logo and brand into everyday practise. II. Ensure students take ownership and pride of our new logo. III. Ensure our community are aware of their link to the school logo. IV. Develop and use our new school logo on school property.	James Community Students
		End of 2021				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Re-Branding	Make a decision of a new or revamped brand.	Time Required	School Branding Matters - Craig Burton Students and School community.	\$2500	I. Review effectiveness of logo. II. Review Curriculum documentation.	James Community Students
		Over the year				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Re-Branding	Promote the revamped or new school brand.	Time Required	Students and School community.	School Branding Matters	I. Review use and understanding of our logo.	James Community Students
		Over the year				

Annual Plan THREE 2021-2023**Goal:**

Three - To upgrade our space to ensure we deliver a high quality education, with support from our governing BoT, Community and students.

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
2021 School Property	Building BWoF	Time Required	Barry Reid MoE Kate Ford WSP James BoT	10PP - Cyclical Maintenance 5YA Ops Grant - Grounds Grants	I. Adjust Cyclical Maintenance plan to suit financial plan. II. Review current 5YA and start projects planned in 2020 Work with WSP to complete these projects. III. Paint the Whare Manaaki and surrounding sheds to match our new school colour, possibly use Carus. IV. Develop a rental property plan to keep property up to rental standards. V. Ensure the infrastructure of the school buildings is fit for purpose. VI. Follow up on removing Room 7 and block D inspection. VII. 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
2022	Building BWoF	Time Required	Barry Reid MoE Kate Ford WSP James BoT	10PP - Cyclical Maintenance 5YA Grants	I. Review the current situation of the Cyclical maintenance. II. Review rental plan. III. Work with MoE to ensure infrastructure meets the requirements of the school roll.	James PTA BoT Staff
	Argus property checklist	Monthly review with BoT				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023	Building BWoF	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
	Argus property checklist	Monthly review with BoT				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 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 as a teaching space. III. Furnish breakout spaces. IV. Create comfortable breakout spaces for TA's or students to use.	James PTA BoT Staff
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 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
2023 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
2021 Outdoor Classroom/ Playground/ Gardens	Property evaluation from BoT review, PTA review Staff review Student voice	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, linked to PB4L. IV. Develop our school grounds and link our school direction as an enviro-school..	James PTA BoT Staff
		Weekly				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022	Property evaluation from BoT review,	Time Required	Teachers Students	Source funding from external agencies	I. Review the space and identify the effectiveness and level of engagement on our students learning.	James PTA

Outdoor Classroom/ Playground/ Gardens	PTA review Staff review Student voice	Monthly meetings	James Bary Ried MoE Kate Ford - WSP Community	Capital Injection fund. MoE Kate Ford WSP James	II. Find grants to help develop this space further. III. Initiate plans to further improve this space for the learners.	BoT Staff
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Outdoor Classroom/ Playground/ Gardens	Property evaluation from BoT review, PTA review Staff review Student voice	Time Required Monthly meetings	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

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2021 Classroom / Whare Manaaki upgrades	Feedback from community consultations	Time Required Termly reviews	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. Make sure the infrastructure of the classrooms and whare manaaki are fit for purpose.	James PTA BoT Staff
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Classroom / Whare Manaaki upgrades	Feedback from community consultations	Time Required Termly reviews	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
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Classroom / Whare Manaaki upgrades	Feedback from community consultations	Time Required Termly reviews	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

