



WHAKAMARU SCHOOL

CHARTER & STRATEGIC PLAN 2022-2024

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. REACHING FOR THE TOP

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 82 students from a diverse cultural mix including, Māori, NZ European, Asian, Fijian Indian, Tongan, Filipino 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 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 Ngati Tūwharetoa.

Mā te mahi tahi momoho e maunu i tēnei terenga akoronga mo ēnei tauira o roto i te rohe o Ngati 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

- Ngati Tūwharetoa Strategic Plan
- Community Engagement
- Localised Curriculum
- National Curriculum
- Global Citizens / Perspective
- Reciprocal whānau partnerships
- Poutama Pounamu & Rongohia te hau programme.

WHAKAMARU SCHOOL A PLACE WHERE

THE BOARD OF TRUSTEES WILL

- Be responsible for developing and approving the school's 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

- Use their thinking and inquiring minds to develop their creative skills.
- show the behaviour expectations of a KAAHU Kid.
- Be valued and respected
- Have a voice in our school - STUDENT AGENCY
- Be made to feel safe
- Be grouped appropriately for their individual 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 life.

Learning Vision:

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

Knowledge seekers

- He tangata whai matauranga

Always respectful

- He tangata whai manaaki

Accountable

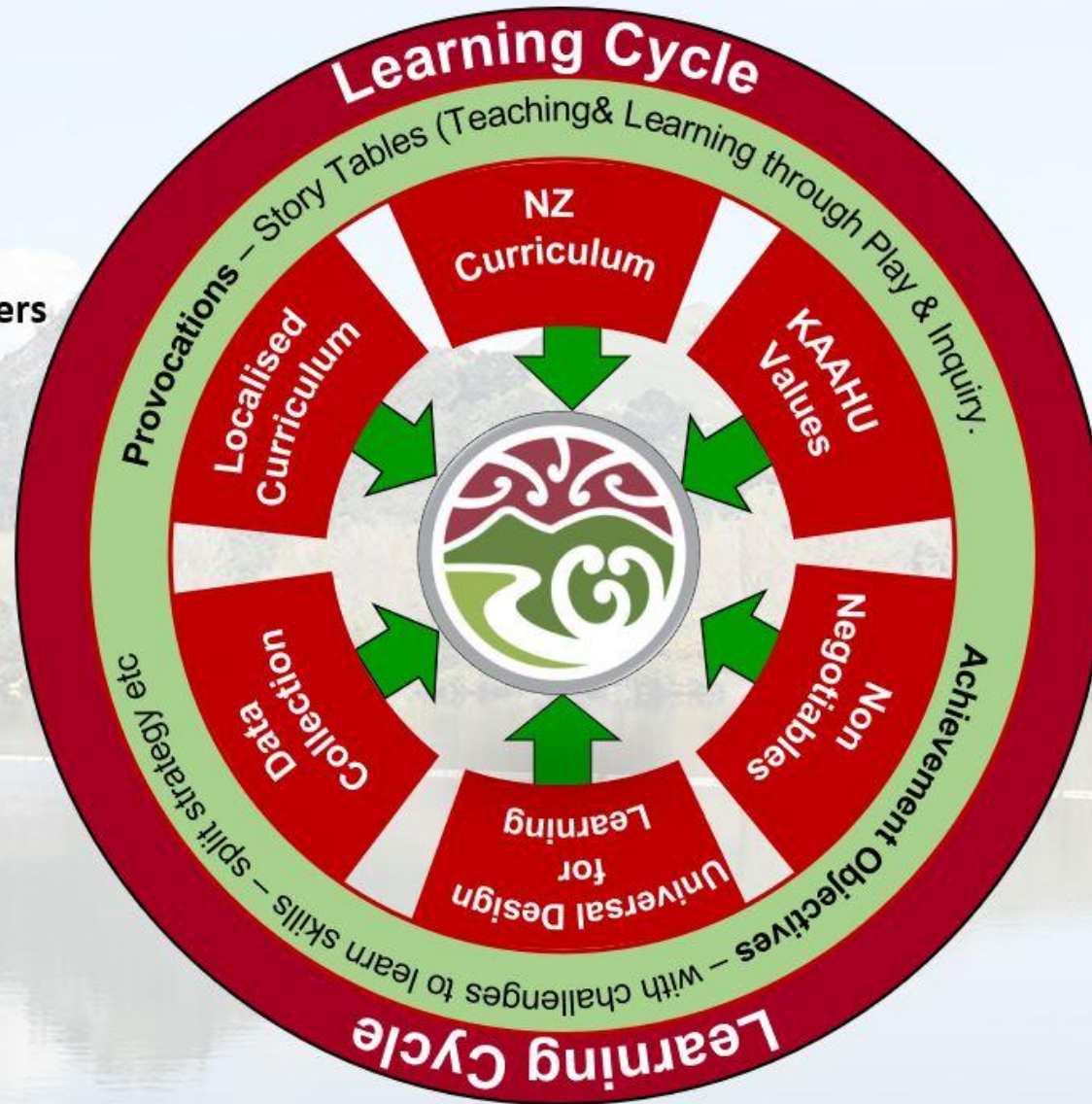
- He tangata whai whakaaro

High achievers

- He tangata piki ake ki te teitei

Unified

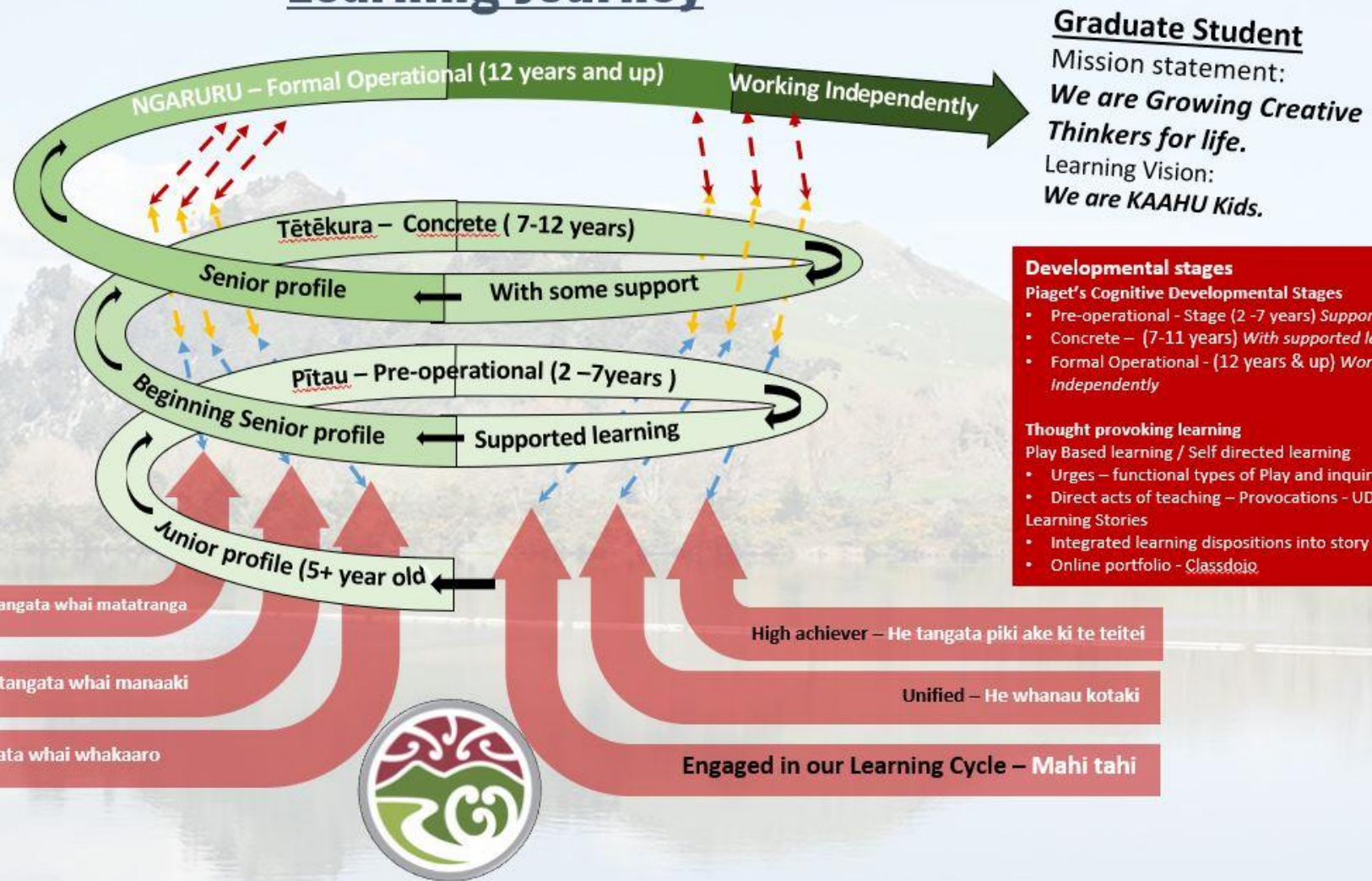
- He whanau kotahi



Our 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”

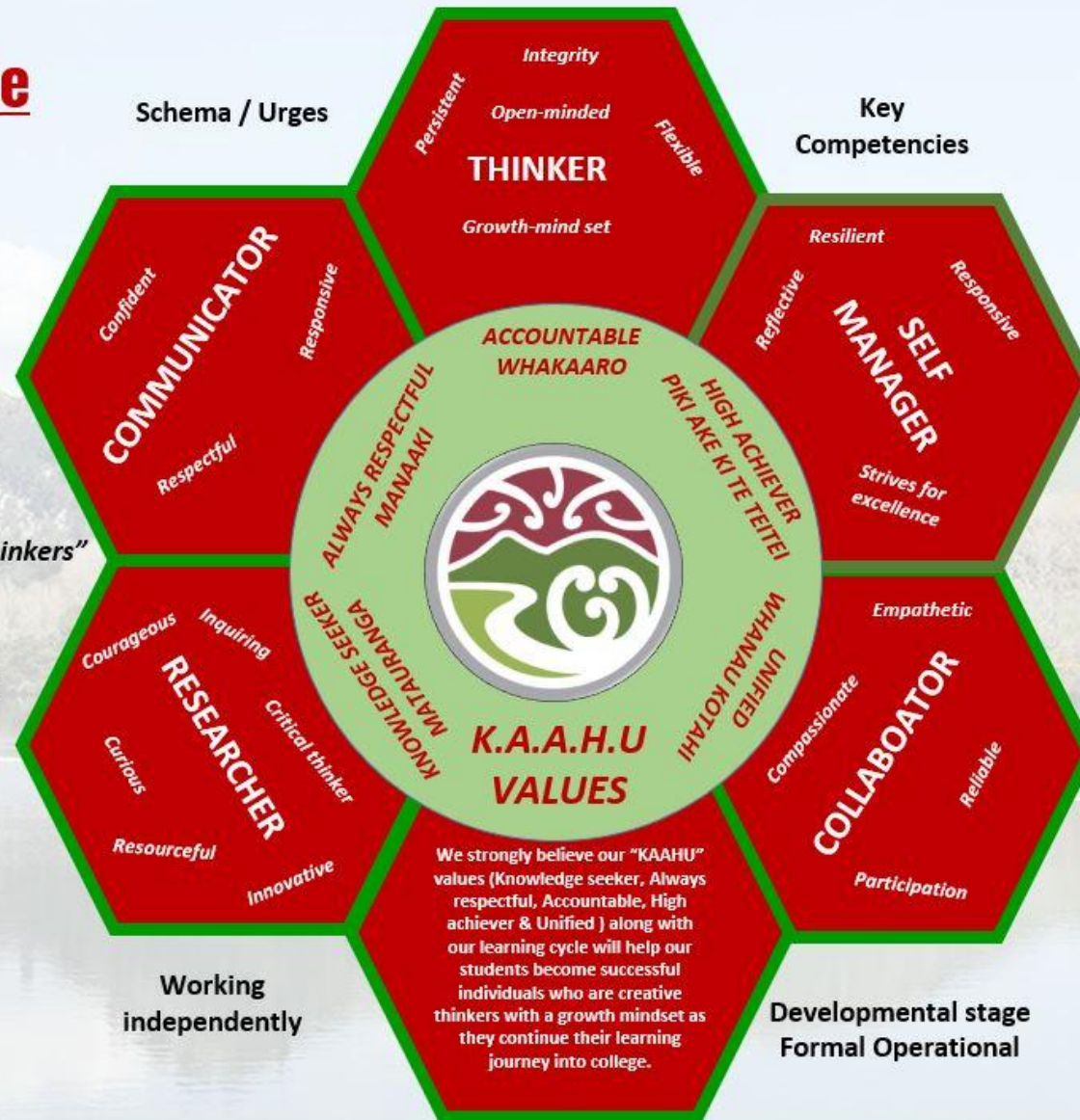
Learning Journey



Our Graduate Profile

Graduate Student
Mission statement:
We are **"Growing Creative Thinkers"**
for life.

Learning Vision:
We are KAAHU Kids.



The following **Key Competencies** underpin all learning at Whakamaru School.
Thinking
Using languages, symbols and text
Managing self
Relating to others
Participating and contributing

Whakamaru School Annual Plan 2022**FINANCE**

- Finance reports from ID services employment monitor in review 2022 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 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 & spending to the BoT

PROPERTY

- Improve classroom spaces and resources.
- 5YA/!OYPP project developments- improve Breakout spaces, create outside classrooms, and the classroom quality etc.
- Look at developing our school grounds into an enviroschool, creating gardens using our compost bins and our recycling programme effectively etc.
- Staying connected to the community wetland Mangakowhiriwhiri.
- Maintaining and monitoring our school house and flats ensuring they are up to standard for rental properties.
- Check tree safety

HEALTH & SAFETY

- Ensure the school environment meets MoH standards and guidelines.
- Ensure COVID-19 Protective Planning Framework practices are applied and followed. Visitor register, scanning etc.
- Ongoing review of behaviour management.
- Review & implement PB4L strategies.
- Check safety - links to the new health and safety legislative requirements.
- Complete risk analysis checks (Vulnerable children's ACT) on accepted staff in accordance with the VCA schedule
- School lunches set high for students

REVIEW

- Use our "Professional Growth Cycle" (PGC) to engage our self-review process, evaluating and analysing the effectiveness of teacher practises - document on Aranui or Google docs
- Keep up to date with ongoing self-review policies on our schools School Docs site.
- Charter and strategic plan format update for 2022.
- Review Learning Support programmes and work with CoL to improve practises, with our Learning Support Coordinator to strengthen effectiveness for our school.
- Use our Rongohia te hau matrix to ensure we are a "Culturally Responsive" school.
- Review ERO - Effective school evaluation documents also investigate the Board of Trustees governance manual.
- Review and set annual targets that focus on accelerated student progress.
- Principal to work in a Professional Learning Group to further assist with our PGC.

PERSONNEL

- Develop our Professional Growth Cycle to strengthen the peer review process, particularly incorporating observations and documenting this on Aranui or Google docs.
- Use the Aranui 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.

COMMUNITY PARTNERSHIP

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, Lunch in Schools*Up to date School 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, *Open the Whanau room/LSC space to the community groups * Provide opportunities to have sports teams and participate in a range of events throughout the region, *Provide a vehicle that would allow students to get some part-time music tutors to build confidence and skills in the Arts - kapa haka and guitar,"

Whakamaru School Context**Annual Plan 2022****Student achievement by the end of 2022**

GOAL for 2022 - At least 80% of students achieve to the appropriate level according to the New Zealand Curriculum (Refer School Assessment Guidelines booklet)

Literacy Reading To focus on our Year 4,5,7 students and raise Māori achievement in 2022 with an aim to have 75% at or above their curriculum level.

Literacy Writing - to raise student achievement to 80% reaching the NZ Curriculum level and improve our Māori progress levels. To aim for at least 70% of Māori & 75% of our male students achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)

Numeracy To aim for at least 75% of Year 5 & 8 students as well as 75% of Māori to be achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)

Taupo Kahui Ako (CoL) to improve student and staff Hauora (Wellbeing), Effective Pedagogy, Responsive Curriculum, Culturally responsive practises such as Rongohia te hau tool and the looking at the Poutama Pounamu programme.

Learning through Play – Link Play with learning and look at curriculum coverage through Play.

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 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. Review behavioural plan - Restorative Justice practice. Normalising Te Reo Maori in school Develop teacher capacity through the Reading Recovery programme. 	<ul style="list-style-type: none"> Longworth education implementing practices to strengthen learning and teaching through play pedagogy - links and tracking NZ curriculum coverage . Writing school wide focus - Write that essay, learning through play. MAC support to normalise Te reo maori in our school. Reading Recovery training to help teacher capacity throughout our whole staff. 	<ul style="list-style-type: none"> Using our newly developed Localised Curriculum documents. Monitor and focus creative thinking around trends and patterns in school-wide data. Education Outside the Classroom as a vehicle for developing student/teacher/whanau relationships and involvement. Identify and use individual student goal-setting practices that link to the current achievement level in reading writing and numeracy. Students will strengthen their ability to verbalise their goals and next steps to parents or caregivers when using our school learning progression walls.

STRATEGIC PLAN - Annual Plan ONE 2022-2024**Goal One: - To ensure we provide a high quality education of best practice****Initiatives: (NELP objective 3/4/5)**

1. Strengthen Learning through Play pedagogy within and across the school linking our localised and NZ curriculum, identifying core subjects and gain curriculum coverage..
2. Enhancing school wide consistency in our teaching practice using our Whakamaru School Localised Curriculum documents to integrate all aspects of NZC.
3. Improve teaching pedagogy to enhance all staff and student learning outcomes- Professional Growth Cycle & Learning through Play Observation sheets
4. Align assessment tools with "Deliberate Acts of Teaching" and our Curriculum document (review effectiveness of assessment data).
5. Move to level 2 Te Reo school while normalising Te Reo in the school.

Action 1A	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Play based learning Link aspects of PLAY to the curriculum and track curriculum coverage.	Student agency through the power of play. Longworth mentorship 2022 Recognising & Responding (R&R) staff meetings Observation sheets & Tracking sheets or discover any app	Time Required	All teaching staff	\$1500 Loose parts and intelligent Play things from their Schema. MoE PD support fund Longworth - Tracking sheets link to NZC Learning story apps	I. Implement 2021 recommendations from our Longworth mentor action plan.. II. Use observation sheets daily to help inform students learning based on curriculum areas. III. Track learning through the NZ curriculum tracking sheets to identify curriculum coverage. IV. Identify next learning opportunities from the fortnightly Recognising and Responding staff hui. V. Timetable non-negotiable sessions for 'Deliberate Acts of teaching' . VI. Create or find a learning story template, share with whanau either through Classdojo or through other media tools. VII. Use provocations whenever necessary to create depth of thinking and/or expand learning. VIII. Look to create learning spaces into clear areas of Learning through Play schema - Construction, Enclosure, Transporting, Trajectory, Transformation	Lead teacher - Keriana Leanda (Senior) James
		Two/three coaching visits a term - Longworth Ed - Wk 3, 6, 9 Weekly R&R hui Termly reflections End of term 1, 2, 3, 4 Staff meetings time - weekly review	Longworth Ed Jill Skjitttrup, Sara Aiono			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Play based learning	Use AoV data to identify learning improvements. Learning story template or app	Time Required	All teaching staff	\$1500 Gather more loose parts.	I. Implement 2022 actions from the Longworth PD II. Continue to budget for more PD related to PBL. III. Develop learning spaces into clear areas of Learning through Play schema - Construction, Enclosure, Transporting, Trajectory, Transformation IV. Use the Learning Stories template. V. Review and challenge our teaching practices.	Lead teacher - Keriana / Leanda
		Termly reflections End of term 1, 2, 3, 4	Longworth support, Lead teacher - Keriana			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2024 Play based learning	Continue to work with Longworth to improve PBL journey.	Time Required	Hope to have current	TBC 2024	I. Continue to review and challenge our teaching practices. II. Look into environmental changes to link to student learning. III. Implement 2023 recommendations from Longworth.	Lead teacher/ principals
		Termly reflections End each of term	facilitators involved,			

Action 1B	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Te Reo Maori To Normalisation Te Reo Māori in school Aspirations of reaching Level 2 Te Reo Maori - to a multilingual school.	MAC Wayne Lunjevich to help identify how to measure our progress. Teacher observations of student use and teacher oral delivery	Time Required	MAC Wayne Lunjevich Teachers Support Staff Grant Hohepa	Te Reo Māori \$3,000 Funding from REAP Google Doc - Creating Cultural Capability and Sustainability Whakamaru	I. Promote and grow Te Reo and tikanga in classes but also promote other languages within our school from students' own backgrounds. II. Attend and work with MAC to further develop the school tikanga - karakia, assemblies and beliefs. III. Kapa Haka weekly and prepare for a community festival in either Taupo or Tokoroa. IV. Share whakamarutereo site with ideas resources, Google folder - Te Reo oral language and sentence structure during Staff Meetings. V. Use the Ngati Tuwharetoa - Cultural Knowledge Project with help from Taupo CoL VI. Promote Matariki week and provide a range of activities around Te Reo Māori VII. Employ a part-time specialist Te Reo kaiako to further develop teachers' use of Te Reo in the classroom or around the school. VIII. Use te reo in all aspects of school. Improve teacher commands and requests. IX. Provide authentic context with yearly trips to different Marae for a noho.	Donna James Wayne Lunjevich from MAC Marg McCarthy Community Te reo tutor
		Share new kupu in staff meetings weekly.				
		Termly review	Ngati Tuwharetoa Raukawa Margret McCarthy			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Te Reo Māori Normalisation	MAC Wayne Lunjevich to help identify how to measure our progress.	Time Required	MAC Wayne Lunjevich Teachers Support Staff Grant Hohepa Ngati Tuwharetoa Raukawa	Te Reo Maori \$3,000 Funding from REAP	I. Review our school Te Reo practises and continue to improve. II. Become or 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 - visit other schools	Donna James Wayne Lunjevich from MAC Marg McCarthy Community Te reo tutor
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2024 Te Reo Māori Normalisation	MAC Wayne Lunjevich to help identify how to measure our progress.	Time Required	MAC Wayne Lunjevich Teachers Support Staff Grant Hohepa Ngati Tuwharetoa Raukawa	Te Reo Maori \$3,000 Funding from REAP	I. Review 2022 practices and look for ways to improve te reo in the school. II. Implement 2023 recommendations.	As above
		Termly review				

Action 1C	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Digital Curriculum	Digital curriculum effectiveness in school	Time Required	James Teachers students	TTS - CoL Google Drive - Online learning PD Wintech 2020	I. Use of Class Dojo as the current ePortfolios II. Use tracking and trapping app to monitor pests in our wetland area Mangakowhiriwhiri, III. Use the Hapara Teacher Dashboard in the senior class as a forum to help students develop their Google format use. IV. Provide websites and apps to help develop computational thinking such as coding and robotics skills. V. Use Minecraft to build and develop imagination and creativity.	James
		Syndicate Meetings Staff Meetings Admin Meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 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 and implement recommendations from students, staff and community. III. Review Classdojo use and effectiveness and see if the community is happy to continue the use of this app.	James
		Syndicate Meetings Staff Meetings Admin Meeting				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2024 Digital Technology	As above	Time Required	James Teachers students	TTS	I. Start to embed some digital tech practises in Play. II. Review 2022 Digital Tech use. III. Implement 2022 recommendations.	James

Action 1D	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. Observe the oral language PD within the CoL. II. Use our localised Pedagogy curriculum document to develop our oral language in Play, using the Longworth Tracking document to discuss learning with students as well as effective learning stories. 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. V. Teachers to use programmes such as Heggerty to strengthen literacy knowledge.	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	Time Required	RTL Teachers Teacher aide Learning Support CoL across	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				

Whakamaru School Charter 2022

	Reading recovery COL - PD options		school teachers. LSC - Pam			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Oral Language	PAT vocab (Seniors) NE - KLST (Juniors) ELLs (ESOL) CoL - PD options	Time Required	RTLB 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 1E	Measure	When	Who	Budget/ Resources	How	Drivers
2022 SENCO - Learning Support Coordinator To provide effective support for our SENCO by collaborating with school and external agencies to complete applications etc for students	Whakamaru Circles ETap data CoL Assay data	Time Required	SENCO Keriana, James & Staff, LSC -Rachel Te Heuheu RTLB - Alison Lindup SWIS - Jess Wana PHN - TBC MoE/SL - Shelley Clements	Budget from a range of Teaching Resources Transition plans *Social Story books *Support either teacher or the child to their new place IEP/CAP plans *Assessment tools that are applicable	I. Establish roles and responsibilities II. Fortnightly meetings with Principal, SENCo, RTLB and MoE III. Establish working relationships with MoE/RTLB staff that work at Whakamaru Primary School IV. Gather data for applications & support the completion of applications V. Collaborate and support when appropriate VI. Support New Entrant teacher to transition new students from ECE VII. Liaise with others for students with specific needs eg. whānau, iwi, MoE LS, RTLB VIII. Visit ECE, Intermediate, College IX. Help determine the most useful. assessment tool. X. Support with implementation programmes for the identified need. XI. Follow up with implementation plans and support where needed. XII. PD for teachers/TA if applicable	Keriana Rachel James
		Weekly admin meetings Fortnightly SENCO meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Learning support	Whakamaru Circles ETap data CoL Assay data	Time Required	SENCO Keriana, Jame, Staff, LSC -Rachel Te Heuheu RTLB - Alison Lindup SWIS - Jess Wana PHN - TBC MoE/SL - Shelley Clements	SENCO, LSC SWiS, PHN, RTLB, ESOL	I. Review our school LSC link and make improvements to the programme. II. Look at 2022 and make adjustments to further improve classroom and school practices. III. Reflect on established roles and review to see how effective these have been. IV. Complete applications for 2024 to support our at risk students.	Keriana
		Fortnightly SENCO meetings				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2024 Learning support	Whakamaru Circles ETap data CoL Assay data	Time Required	As above	SENCO, LSC SWiS, PHN RTLB, ESOL	I. Review our school LSC link and make improvements to the programme. II. Implement 2022 recommendations. III. Look at applications for 2025	James Keriana
		Fortnightly SENCO meetings				

Action 1F	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Health & Physical Education To provide a Health & Physical Education programme that strengthens wellbeing	Engagement in programmes, Health and wellbeing. Positive visual and meaningful improvements in mental and physical approach to school.	Time Required	All teachers Donna Kiwi Sports Taupo KiwiCan Pinelands Cluster WFPS sports Taupo Sports	Kiwi Sport PE \$1000 Life ed - \$200 KiwiCan \$1800 PB4L	I. Provide opportunities under the COVID-19 traffic light system for students to participate in sport. II. Providing a diverse PE programme that covers a range of sports and cultures - Kiwi sports, Taupo sport etc support III. Promotion of the KAAHU values through sporting events and Maunga challenges. IV. KiwiCan providing positive role models and direction for wellbeing, personal growth and supportive forum for students. V. Pinelands cluster provides opportunities to play sports against other schools. VI. Use School Lunches to promote healthy eating and raise awareness of eating well for personal health. Include school tikanga in eating. VII. Life Education provides a range of health lessons suited for the year level that improves learner knowledge around wellbeing and personal health. VIII. EOTC - provide more opportunities and new experiences on camp.	Donna James
		Termly review with staff Monthly review with Pinelands Cluster				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Health & Physical Education		Time Required	All teachers James KiwiS Sports Taupo KiwiCan Pinelands Cluster	Kiwi Sport PE \$1000 Life ed - \$500 KiwiCan \$1800 PB4L	I. Review all the programmes implemented in 2022 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 2023	James Donna
		Termly review Monthly review with Pinelands Cluster				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2024 Health & Physical Education		Time Required	All teachers James KiwiS Sports Taupo KiwiCan Pinelands Cluster	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				

Action 1G	Measure	When	Who	Budget/ Resources	How	Drivers
2022 - Literacy Writing To aim for at least 70% of Māori & 75% of our male students achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet) Reading To focus on our Year 3, 5 & 7 students 2022 with an aim to have 80% at or above their curriculum level.	Regular writing moderation sessions linked to the exemplar sheets. Progressions for Reading & Writing, See Assessment Overview - deadline Running records PAT comp. PAT vocab. PAT - Punctuation and Grammar Teacher observations and judgement	Time Required	RTLB Learning Support Coordinator.	Ops Grant \$1000 ARBS - online resourcing. Reading recovery (0.4 a fortnight) Reading & Writing Learning progressions Write that essay (CoL) NZCER marking <i>See AoV 2021 for Reading and Writing Actions & Goals</i>	I. Use School Progressions in Literacy for students to identify where they are and next steps. II. Continue to use COL support in writing through a range of PD opportunities such as 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. Support the development of a new Reading Recovery tutor in 2022. VI. Use Learning Circles to identify targeted students to accelerate learning. (See AoV) VII. Three week cycle to update Learning Progressions Boards, once each at staff meetings. VIII. Use digital tools and apps to hook students into reading and writing. IX. Use PAT online assessment tools to find "Deliberate Acts to inform our teaching.	Leanda
		Week 6 every term writing moderation.	Lead in writing Leadna			Keriana
		Progression Board updates, Writing T1Wk 1, 3 & 7 T2/3/4Wk 1, 4, 7	Lead in reading Keriana			James (AoV)
		Reading T1Wk 1, 4 & 8 T2/3/4Wk 2, 5, 8 Termly AoV review				Lianne (RR tutor)
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Literacy <i>See AoV 2022 for Reading and Writing Actions & Goals</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. Look at the effectiveness of our learning progressions. 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
		Week 6 every term to mediate.	Lead in reading Keriana			Keriana
		Progression Board updates, twice termly.				James (AoV)
						Lianne (RR tutor)
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2024 Literacy <i>See AoV 2023 for Reading and Writing Actions & Goals</i>	As above and review effectiveness of these tools of measurement	Time Required	Lead 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
		Progression Board updates, twice termly.	Lead in reading			Keriana James

Action 1H	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Mathematics To focus on Years 5 and 8. All Year groups we aim to have over 80% at or above.	Progressions in Maths GLOSS PAT Maths (on line) Teacher observations and judgement	Time Required	Lead in Maths Lianne	NZCER Online PAT adaptive test Extra Maths for Ipads Progressions in Maths See AoV 2021 for Numeracy	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 Maths knowledge through (e.g. Prodigy Maths) activities online. V. Use mathematical problems as provocations in play..	Lianne
		Termly Progression Board T1Wk 1, 5 & 9 T2/3/4Wk 3, 6, 8				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Mathematics See AoV for Numeracy	Progressions in Maths GLOSS PAT Maths (on line)	Time Required	Lead in Maths Lianne	NZCER Online PAT adaptive test Extra Maths for Ipads Progressions in Maths	I. Find Professional Development for future Maths programmes. II. Continue to improve and use School Progressions in Maths 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 See AoV for Numeracy	Progressions in Maths GLOSS PAT Maths (on line)	Time Required	Lead in Maths	NZCER Online test Progressions in Maths	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

STRATEGIC PLAN - Annual Plan TWO 2022-2024

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 & wellbeing (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.
2. Work with Raukawa & Ngati Tuwharetoa to create some documentation around the area - historical facts, stories and connections to the whenua (land)
3. Be involved in the Taupo & Tokoroa CoL to learn alongside and support future strategic plans for our ropu. As well as looking at culturally responsive practices such as the Rongohia te hau tool and the Poutama Pounamu tool.
4. Align our Localised curriculum with our current vision & mission statement and the Enviro-schools philosophy as well as our surrounding environment projects in our community - Mangokowhiriwhiri development.
5. Collect a range of stories from this area to share with our community.

Action 2A	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Community engagement After subsequent Lockdowns - reignite school 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	Snow Ramika CoL Ngati Tuwharetoa - Miriama Prentice & Kristy Northcroft Raukawa - Phyllis Tahere or Marley Jenkins	CoL survey Ngati Tuwharetoa monthly PD Miriama Prentice & Kristy Northcroft Raukawa Mercury	I. Re-start community activities to encourage community engagement such as touch during term 1 & 4 II. Link Enviro-schools to the wetland plan and native bush area. Look to encourage community engagement in the planning and planting of these areas. III. Digital Curriculum - use the tracking and trapping pest app - pest free zone at Mangakowhiriwhiri. IV. Tikanga from Ngati Tuwharetoa & Raukawa and how it fits in our community. V. Find an iwi representative to support the school. VI. Look at projects at school that could encourage parents to feel comfortable to engage in the school. VII. Encourage a new lot of PTA parents to drive fundraising ideas for the school. To help give some direction of the school.	James All staff Parents/ caregivers
		Weekly staff admin meetings BoT Monthly review from meetings.				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Community engagement	Use Classdojo, Skool Loop, school website and Facebook page BoT and PTA meetings and discussions	Time Required	CoL Principal CoL Ngati Tuwharetoa Raukawa - Phyllis Tahere or Marley Jenkins	CoL survey Ngati Tuwharetoa monthly PD Raukawa Mercury	I. Implement findings from the Poutama Pounamu tool. II. Review current community activities and continue to improve community engagement. III. Support our iwi representative to support the school.	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 Ngati Tuwharetoa Raukawa -	As above	I. Survey school community to review any priorities. II. Re-new support from our iwi, hapu and whanau	James All staff
		Monthly review from meetings.				

Action 2B	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Taupo Kahui Ako (CoL) To collaboratively and inclusively ensure the success of each akonga's journey within Ngati Tuwharetoa. CPPA hui	Wellbeing - Rongohia te hau tool	Time Required	Tracey Fraser (Lead of CoL)	Annual fee to be involved with the Kahui Ako	I. Collaborate around a common understanding II. Use tools such as Rongohia te hau & look into the Poutama Pounamu tool. III. Be involved in the Ngati Tuwharetoa Cultural knowledge project IV. Attend monthly Kahui Ako meetings - listen to the discussions and look at the impact on our school. V. Share opportunities to improve teacher practices with ongoing Kahui Ako PD options. The ASL's will also continue with the Strategic Plan foci: Literacy, Mathematics, Ngati Tuwharetoa Cultural Knowledge, Hauora and Culturally Responsive and Relational Pedagogy. VI. Look to create some professional relationships and look to provide opportunities to visit different schools in our area. VII. Look into how current Kahui Ako strategies will help our school such as Hauora/wellbeing, Literacies (WTB- oral language), Effective pedagogy (community engagement), Responsive Curriculum (Ngati Tuwharetoa, community, localised and national curriculum)	Tracy Fraser Lead principal All principals LSC, ASL, WSL James
	Poutama pounamu tool Writers toolbox Oral language LSC support	Monthly hui Monthly PD opportunities	James			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Taupo Kahui Ako	Wellbeing - Rongohia te hau tool Poutama pounamu tool Writers toolbox Oral language LSC support	Time Required	Tracey Fraser (Lead of CoL)	Annual fee to be involved with the Kahui Ako	I. Review our involvement in the Kahui Ako and the effectiveness of the support. II. Review LSC programme III. Look further into the Pounamu Poutama programme and how it will fit into our school. IV. Look at our Ngati Tuwharetoa Cultural Knowledge project and what we must do V. To ensure this is a developing and reviewed school programme.	Tracy Fraser Lead principal All principals LSC, ASL, WSL James
		Monthly hui	James			

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2024 Taupo Kahui Ako	Reviewed options	Time Required	Tracey Fraser (Lead of CoL)	Annual fee to be involved with the Kahui Ako	I. Review and support opportunities that the Kahui Ako provide that support our students, staff and community at Whakamaru School.	Tracy Fraser Lead principal All principals LSC, ASL, WSL James
		Monthly hui	James			

Action 2C	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Enviro - schools & Wetland development Due to subsequent lockdowns we will look at reviving this action	Use of the Enviro-schools Teachers kit	Time Required	James	Enviro-school theme areas folder Enviro school kit.	VIII. Use Enviro-schools resources to develop our learning and teaching through play. IX. Work with Mercury to develop the Mangakowhiriwhiri wetland. Start trapping and monitoring this area through the Trap NZ app. X. Plant and identify different species who use the wetland space and in our new native bush area with the support of enviro-schools. XI. Use resources and PD provided to become an Enviro-School. XII. Through the Enviro-Schools programme we will look at ways to strengthen our community connection. XIII. Monitor our rubbish audit and promote recycling to become a Stage 5 Resource Wise School Taupo District Council.	James Jennifer Leanda Enviro Leaders Students
		Termly review	Enviro-schools - Jennifer Scothern-King Wetland Mercury Natalie Haines			

Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Enviro-schools & Wetland development	Enviro-schools Teachers kit evaluation	Time Required	James Enviro-schools - Jennifer Scothern-King Wetland Mercury Natalie Haines	Enviro-school theme areas folder Enviro school kit.	VI. Start to embed some of the enviro-schools practises. VII. Develop our school grounds into an enviro-school. VIII. Review 2021 practices and adapt them to our school plan and vision.	James Enviro Leaders Students Taupo District council - Shannon Hanson
		Weekly				

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

Action 2D	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Education Outside the Classroom	Year 7-8 annually weekly camps Year 5-6 three day camps Year 1-4 overnight or 2x EoTC trips a year.	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. All students have an opportunity to go on a trip or overnight camp at least twice a year. IV. Plan early at least 2 terms in advance. V. Create a breakdown of expectations of camps.	All teachers Community Students
		Yearly review				
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 2020 camps and choose if it was to stay in the cycle. II. Implement the changes from the 2022 review.	James Community \ Students
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2024 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 2023 review.	James Community Students

STRATEGIC PLAN - Annual Plan THREE 2022-2024

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 complete the painting of the school - internal painting with external planned for 2029
- B. 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 3A	Measure	When	Who	Budget/ Resources	How	Drivers
2022 School Property Develop the 5YA plan to upgrade our school property according to our current school direction.	Building BWoF	Time Required	Dayle Franklyn - Watershed - Property Projects	10PP - Cyclical Maintenance	I. Adjust Cyclical Maintenance plan to complete our cycle of school painting. Internal painting to be complete.	James PTA BoT Staff MoE property advisor
	Argus property checklist	Monthly review with BoT	Kiri Cheetham MoE Property	5YA Ops Grant - Grounds	II. Renew the 5YA and start projects planned for 2022 - Watershed - MoE support	
	Inspections from Watershed	Review with MoE & Watershed TBC	Roger Allsopp WSP James BoT	Grants	III. Update a rental property plan to keep property up to rental standards. Align with rental standards. IV. Ensure the infrastructure of the school buildings is fit for purpose. V. Follow up on removing Room 7 and block D inspection. VI. Monthly inspections for compliance checks H&S manual and Rural Safe plan. VII. Plan to upgrade toilets and breakout spaces.	
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023	Building BWoF	Time Required	Kiri Cheetham MoE	10PP - Cyclical Maintenance	I. Review the current situation of the Cyclical maintenance plan	James PTA BoT Staff
	Argus property checklist	Monthly review with BoT	Roger Allsopp WSP James BoT	5YA Grants	II. Review rental plan. III. Work with MoE to ensure infrastructure meets the requirements of the school roll.	
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2024	Building BWoF	Time Required	Kiri Cheetham MoE	10PP - Cyclical Maintenance	I. Ensure infrastructure is sufficient to meet the needs of the current school roll.	James PTA BoT Staff
	Argus property checklist	Monthly review with BoT	Roger Allsopp WSP James	5YA Grants	II. Continue to develop plans from 2023. III. Review the current situation of the Cyclical maintenance plan get quotes to add to the 7-10 year plan.	

Action 3B	Measure	When	Who	Budget/ Resources	How	Drivers
2022 Learning through Play environment Modernise our school to help the pedagogical shift into 'Learning through Play'	Effectiveness and use of this space. Monitor student use or teacher use of space.	Time Required	Teachers Students James Kiri Cheetham MoE Roger Allsopp - WSP Helen - funding Connections BoT	5YA budget 10PP Helen - Grants Funding connections	I. Furnish school to help improve our 'Learning through Play philosophy II. Upgrade our breakout spaces for TA's or students to use. III. Look into funds to build a number of storage sheds to meet individual schema in Play - Develop storage for loose parts IV. Autex walls in the classroom and Whare Manaaki V. Investigate the implementation of a cycle track VI. Install our Playground in March 2022 VII. Develop school gardens and repurpose materials to create an outside classroom.	James PTA BoT Staff
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
2023 Learning through Play environment	Review use of learning spaces.	Time Required	Teachers Students James Kiri Cheetham MoE Roger Allsopp - WSP BoT	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
2024 Learning through Play environment	Continue to review the use of learning space.	Time Required	Teachers Students James Kiri Cheetham MoE Roger Allsopp - WSP BoT	5YA budget 10PP	I. Review spaces and plans to fit with the future direction and vision.	James PTA BoT Staff
		Termly review				