



**WHAKAMARU  
SCHOOL**

**Growing Creative Thinkers**

*Statement of Variance 2022 Review*  
**2023 Annual Plan**

## Curriculum Targets – Reading 2023

**TARGET:** To raise students achievement to 80% of students achieving at the appropriate level according to the New Zealand Curriculum

- To focus on our Year 3, 4, 5 & 7 students 2023 with an aim to have 80% at or above their curriculum level.

**Assessment Tools:** Running Record from Yellow-Gold, PROBE from Gold + PAT Reading Comprehensions and Vocabulary (Year 4-8), KLST, Junior 6yr Net, Overall Teacher judgement, three times termly updates on Learning Progression boards, Class work, ongoing formative assessment, Circle groups & niggles students review.

**STRATEGY:**

- To use and develop student understanding of our school *“Reading progressions”* that are simple and specific. Students will be able to set individual goals and next steps to achieve. Teachers will use a range of assessment tools in reading along with reading progressions to identify “Deliberate Acts of Teaching” and place them in planning.
- Link and cover learning progressions for reading through *“Learning & teaching through play”*, identified in Learning Stories or Observation sheet
- Use a variety of programmes e.g *“Quick 60, Heggerty, The CODE, Alpha 2 Omega or phonic programmes (letterland) structured literacy programme”* for our targeted students in our circles and ESOL targeted students - Talk about programme.
- Identify the concerns and niggles students (Targeted students) from Circle and/or Niggles sheets to create programmes to suit a students' individual needs. With the support from our Learning Support, RTLB, LSC.

**PERSONNEL:**

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

**BUDGET CODE:**

Literacy 3330

**BUDGET:**

\$1000 Literacy- Reading  
\$500 PD

**BACKGROUND DATA:**

We have seen an improvement in all students' reading achievement. Our Structured Literacy at our school consists of **Letterland, Heggerty, The Code** along with our school **Reading Progressions**.

For our Junior school our phonics programme - **Letterland**, strengthens phonological awareness for reading. **Heggerty** programme helps students to understand spoken words that are made up of individual sounds called phonemes, to help early predictors for reading success. This year 2023 the introduction of **THE CODE** will give our students a clear understanding of the English language which we hope students make links to their reading. **Reading Recovery** helps our at-risk students to become more literate. **Buddy reading** and **Duffy books** have strengthened our students' love for reading. **Reading Progressions** give our students a clearer guide to identify achievement level and next steps to help students to progress.

PD in **Learning through Play** with **Longworth Education** continues to deepen students' thinking through **provocations** and link **reading to inquire**. This programme has seen students progress over the past few years.

**Previous year 2021 PERFORMANCE:**

**OUTCOME – END OF 2021**

78% of our students (65/84) are working at or beyond their recommended NZ Curriculum level.

Year 0-1	14/14 (100%)	<b>Ethnic group working at expected</b>
<b>Year 2</b>	<b>5/8 (63%)</b>	<b>European</b> 19/21 (90%)
Year 3	4/6 (66%)	<b>Maori</b> 31/46 (67%)
<b>Year 4</b>	<b>8/13 (61%)</b>	<b>Asian</b> 12/14 (85%)
Year 5	10/14 (71%)	<b>Pasifika</b> 3/3 (100%)
<b>Year 6</b>	<b>7/11 (64%)</b>	<b>Gender group working at expected</b>
Year 7	10/10 (100%)	<b>Male</b> 33/44 (75%)
Year 8	7/8 (88%)	<b>Females</b> 32/40 (80%)

**REASONS AND EVALUATION:**

Raw data of our current 63 students for the whole year 2021 shows that at the beginning of the year 43% or 27/63 students were reading at the expected curriculum level but that increased to 74% or 47/63 by the end of the year a **move of 31%**.

Current students that have data- school numbers of 84 show 19/84 (23%) students are still working below the expected reading levels.

**Ethnic breakdown of the 19 students**

- 15 Maori, 2 European, 2 Asian, 0 Pasifika

**Gender break down of the 19 students**

- 11 males & 8 females

**Current PERFORMANCE:**

**OUTCOME – END OF 2022** - 70% of our students (66/94) are working at or beyond their recommended NZ Curriculum level.

Year 0-1	17/17 (100%)	<b>Ethnic group working at expected or beyond their expected Curriculum Level at the end of 2022</b>
<b>Year 2</b>	<b>6/10 (60%)</b>	<b>European</b> 16/21 (75%)
Year 3	5/9 (55%)	<b>Maori</b> 33/49 (67%)
<b>Year 4</b>	<b>4/7 (57%)</b>	<b>Asian</b> 12/14 (86%)
Year 5	10/15 (66%)	<b>Pasifika</b> 4/7 (57%)
<b>Year 6</b>	<b>7/12 (55%)</b>	<b>Gender group working at expected</b>
Year 7	8/11 (73%)	<b>Male</b> 35/50 (70%)
Year 8	9/13 (69%)	<b>Females</b> 31/44 (70%)

**REASONS AND EVALUATION:**

Raw data of our current 76 students for the whole year 2022 shows that at the beginning of the year 51% or 39/76 students were reading at the expected curriculum level but that increased to 65% or 57/76 by the end of the year, a **move of 14%**.

**Current students** that we have data for, at school with numbers at 72 show **37/72 (51%)** students are still working below the expected reading levels.

**Ethnic breakdown of the 37 students**

- 19 Maori, 10 European, 4 Asian, 1 Pasifika, Others 2

**Gender break down of the 37 students**

- 20 males & 17 females

*Whakamaru School – Statement of Variance 2022 review*  
**2023 Annual School Improvement Plan**

Reading Action (A)	Measure - How will we know if it is successful?	When Time Required	Who?	Budget/ Resources	How	Drivers
<b>2023 Identify Targeted Learners</b>	See Staff information book (pg6) Circles (Niggle Sheets)	Week 2 of each term Niggle Sheets to be presented to SENCO	Keriana  All teachers	Teacher Aide  Quick60  Learning Support	I. Develop concise programmes and timetables to drive extra programmes for our targeted learners - CODE, Heggerty,, ESoL, Alpha 2 Omega, etc II. Whole class phonological awareness programme - Heggerty for targeted students. III. Reading to a teacher at least once weekly. IV. Develop Orton Gillingham programme for our ICS V. Continued upskilling of staff around some of programmes linked to our phonological awareness programmes.	James  Keriana SENCO  Rachel Te Heuheu - Taupo LSC
<b>2023 Learning through PLAY</b>	Observation Sheets, teacher judgement - provocations and play planning.	Daily on observations seen in	All teachers	Observation sheets	I. PD mentoring with Longworth II. Sharing observations during staff meetings III. Link learning to other areas of the curriculum to ensure coverage. Create learning stories.	All teachers
<b>2023 Learning Progressions</b>	Provide individual goal setting for students/teachers to discuss next steps. Individual students to blog progress	Termly	All teachers	Learning progressions on classroom wall	I. Share new Learning progressions with students. II. Identify the current position of each student and discuss where they are at and next steps. III. Use Reading progressions to guide and identify Deliberate Acts of Teaching with simple specific goals that can be used in planning and group WALTs.	All teachers  James  Students
<b>2023 Reading Recovery</b>	Reading recovery programme	Daily	Lianne	0.1 FTTE = 30 minutes each day session for one student.	I. Identify students II. Run the reading recovery programme in school- timetable programme III. Teacher in role to attend six PD sessions during the year.	Lianne  Keriana
<b>2023 Lead teacher drive</b>	Lead teacher to ask questions and share ideas to improve classroom pedagogy	Staff meeting once termly	Keriana	Learning progression etc	i. To share reading or lessons with staff at staff meetings. ii. Model session iii. Identify effective resources, website etc	Keriana
<b>2023 Assessment review</b>			All teachers		i. Reading reviews and discussions around progress - 3 times termly PB updates. ii. Review targeted learning programmes and effectiveness termly. iii. Review assessment tools and there effectiveness of informing student gaps and supporting teachers programmes	Lead teacher in Reading

## Curriculum Targets – Writing 2023

**TARGET:** to raise student achievement to 80% reaching the appropriate NZ Curriculum level

- To aim for at least 80% of Māori & Pasifika, as well as 80% of our male students achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)
- To focus on our Year 4, 5, 6 & 7 students 2023 with an aim to have 80% at or above their curriculum level.

**Assessment tool** – NZ Writing Progressions, Essential Word spelling (year 1-3), Schonell word list, The CODE, Junior 6yr Net, Teacher judgement class work, whole staff moderated discussions termly, twice termly updates on Achievement boards, ongoing formative assessment, circle & niggles students review.

**STRATEGY:**

- To use and develop student understanding of our school “*Writing progressions*” that are simple, specific and students will be able to set individual goals - next level and next steps to achieve. Teachers will moderate writing more often and use progressions to identify “Deliberate Acts of Teaching” and place them in planning.
- Link and cover learning progressions for writing through “*Learning & teaching through play*”, identified in *Learning Stories*.
- Consistently use ideas from a range of resources (*The Writer's Toolbox, the writing book, Heggerty, The Code, Letterland etc*) with all students alongside Inquiry based and Play-based provocations and curriculum level indicators.
- Identify the concerns and niggles students (Targeted students) from Circle and/or Niggle sheets to create programmes to suit a student's individual needs. With the support from our Learning Support, RTL, LSC.

**PERSONNEL:**

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

**BUDGET CODE:**

Literacy 3330

**BUDGET:**

\$1000 Literacy- Writing  
\$500 PD

**BACKGROUND DATA:**

Student confidence and attitude in writing continues to grow, with a number of opportunities arising in PLAY. Our school goal in writing is to create a love for writing.

**Quick writes** and a variety of **online tools** (eg. The Writing Shed), shared writing, modelled writing (Tuakana/teina) plus **The Writer's toolbox (Taupo COL)** has helped increase students' knowledge around writing. **THE CODE** we hope addresses the lack of language knowledge and improves spelling and enriches students' understanding of words to use in their writing. Our **Writing Progressions** help our students to link curriculum progressions to learning goals in writing. For teachers, using **NZC writing exemplars** as an assessment tool have helped identify “Deliberate Acts of Teaching” plus **Teacher moderations** are scheduled in the Assessment doc to allow us to compare and review students' writing. .

PD in **Learning through Play** with **Longworth Education** continues to deepen students' thinking through **provocations** and link **writing to inquire**. This programme has seen students progress over the past few years.

**CURRENT PERFORMANCE:****OUTCOME – END OF 2021**

66% of our students (56/85) are working at or above their recommended NZ Curriculum level

Year level	Number per year	Ethnic group working at expected
Year 0-1	14/14 (100%)	
Year 2	4/8 (50%)	European 16/21 (76%)
Year 3	4/6 (57%)	Māori 25/47 (53%)
Year 4	7/13 (54%)	Asian 12/14 (85%)
Year 5	8/14 (57%)	Pasifika 3/3 (100%)
Year 6	7/11 (64%)	<b>Gender group working at expected</b>
Year 7	6/10 (60%)	Male 27/44 (61%)
Year 8	6/9 (67%)	Females 29/41 (71%)

**REASONS AND EVALUATION:**

Raw data of our current 64 students for the whole year 2021 shows that at the beginning of the year 31% or 20/64 students were writing at the expected curriculum level but that increased to 61% or 39/64 by the end of the year a **move of 30%**.

Current students that have data- school numbers of 84 show 29/85 (23%) students are still working below the expected writing levels.

**Ethnic breakdown of the 29 students**

- 22 Māori, 5 European, 2 Asian, 0 Pasifika

**Gender break down of the 29 students**

- 17 males & 12 females

**Current PERFORMANCE:****OUTCOME – END OF 2022**

70% of our students (66/94) are working at or beyond their recommended NZ Curriculum level.

Year level	Number per year	Ethnic group working at expected or beyond their expected Curriculum Level at the end of 2022
Year 0-1	17/17 (100%)	
Year 2	7/10 (70%)	European 16/21 (75%)
Year 3	5/9 (55%)	Māori 26/49 (53%)
Year 4	3/7 (43%)	Asian 12/14 (86%)
Year 5	6/15 (40%)	Pasifika 4/7 (57%)
Year 6	6/12 (50%)	<b>Gender group working at expected</b>
Year 7	8/11 (73%)	Male 31/50 (62%)
Year 8	7/13 (53%)	Females 28/44 (65%)

**REASONS AND EVALUATION:**

Raw data of our current 76 students for the whole year 2022 shows that at the beginning of the year 40% or 30/76 students were writing at the expected curriculum level but that increased to 67% or 51/76 by the end of the year a **move of 27%**.

**Current students** that we have data for, with our school numbers at 72 show **56/72 (78%)** students are still working below the expected writing levels.

**Ethnic breakdown of the 56 students**

- 32 Māori, 12 European, 7 Asian, 3 Pasifika, Others 2

**Gender break down of the 56 students**

- 31 males & 25 females

*Whakamaru School – Statement of Variance 2022 review*  
**2023 Annual School Improvement Plan**

Writing Action (A)	Measure - How will we know if it is successful?	When Time Required	Who?	Budget/ Resources	How	Drivers
<b>2023 Identify Targeted Learners</b>	See Staff information book (pg6) Circles (Niggle Sheets)	Week 2 of each term Niggle Sheets to be presented to SENCO Term 1 Circles to be completed @ ToD	Keriana All teachers	Teacher Aide Writers toolbox (CoL) Learning Support	I. Develop concise programmes and timetables to drive extra learning for our targeted learners and to reduce the stress of writing (Writers toolbox, Quick writes etc) II. Provide opportunities to write daily, especially in PLAY. III. Providing the appropriate interventions such as Heggerty, letterland, Reading Recovery etc. IV. PD provided for all staff for any new programme.	James Keriana SENCO Leanda Rachel Te Heuheu
<b>2023 Moderating Writing</b>	Use our school Writing Progressions and NZ Curriculum Writing exemplars to identify writing levels.	Teachers will moderate writing samples on a rotational basis (week 6 termly).	James Leanda	Literacy budget Writers Toolbox Learning Progression Scoresheets	I. 'Writers toolbox' programme will be run for target students. II. Use Writing progressions and identify Deliberate Acts of Teaching with simple specific goals that can be used in planning and group WALTs.	Lead teacher in Literacy Keriana / Leanda
<b>2023 Learning Progressions &amp; Scoresheets</b>	Provide individual goal setting for students/teachers	Termly Learning Progression boards review	All teachers	Learning progressions on classroom walls for Y1-4, Y5-8 scoresheets in books.	I. Use Learning progressions with students. II. Identify the current position of each student and discuss where they are at and next steps. III. Post on Clasdojo next steps - juniors verbal or image with seniors through text message. IV. Use the scorecards effectively with our senior students so that they are able to set goals.	All teachers  James  Students
<b>2023 Writing in class and in PLAY</b>	Writers toolbox (Room 1)  School progressions in PLAY an in Writing  Learning stories	Daily	Leanda	Writing resources Some examples above.	I. Use a range of media to encourage writing. II. Encourage writing in Play, sign writing, lists, names, story, script writing, games - hangman etc III. Develop writing capacity, then develop writing accuracy - full stops, capital letters, etc with Quick writes, app use IV. Providing resources for writing identified from observations V. Model writing - make mistakes allow students to correct.	Whole staff
<b>2023 Assessment review &amp; Lead teacher</b>	NZ Writing Progressions, Essential words spelling (year 1-3), The CODE, Junior 6yr Net, Teacher judgement, whole staff term moderations, twice termly updates on Achievement boards, Class work, ongoing formative assessment, circle groups & niggle students review.	Staff meetings	All teachers		i. Writing reviews and discussions around progress - 3 times termly PB updates. ii. Review targeted learning programmes and effectiveness termly. iii. Review assessment tools and their effectiveness of informing student gaps and supporting teachers programmes in writing. iv. To share reading or lessons with staff at staff meetings. v. Model session vi. Identify effective resources, website etc	All teachers  Lead teacher in Writing



## Curriculum Targets – Numeracy 2023

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

To focus on Years 5 through to 8. All Year groups we aim to have over 80% at or above.

**Assessment tools:** Gloss, Maths Learning Progressions, On-going Formative Assessment and OTJ's, Junior 6yr Net, Teacher judgement, twice termly updates on Achievement boards, Class work, ongoing formative assessment, target & niggles students review. .

**STRATEGY:**

1. To use our school **“Mathematics progressions”** that are simple, specific and students will be able to set individual goals - next level and next steps to achieve. Teachers will also link these to planning for our **“Deliberate Acts of Teaching”**.
2. Link and cover learning progressions for maths through **“Learning & teaching through play”**, identified in *Learning Stories*.
3. Utilise staff strengths in numeracy to develop stronger maths teaching throughout the school.
4. Identify the concerns and niggles students (Targeted students) from Circle and/or Niggles sheets and create programmes to suit a students' individual needs. With the support from our Learning Support, RTLB, LSC

**PERSONNEL:**

Literacy Leaders  
Classroom teachers  
LSC  
Mathwise

**BUDGET CODE:**

Numeracy 3325

**BUDGET:**

\$1000 Numeracy  
\$500 PD

**BACKGROUND DATA:**

Numeracy has seen an improvement over 2021 by 19%

**Play Based learning** plus focus group sessions with our **Numeracy Progressions** will help our students link curriculum progressions to learning goals in maths. This gives teachers **“Deliberate Acts of Teaching”** to focus on the number knowledge students lack and a way to improve overall success in numeracy.

The introduction of programmes like **Prime Maths** for our targeted students will be a way for these students to get a consistent and set programme that will increase confidence in maths and improve basic number knowledge understanding.

The various online tools to support mathematical knowledge like **Prodigy** and a variety of **iPad apps** have increased a love for numeracy. The use of hands-on materials for tuakana/Teina maths challenges and a focus **Maths Week** annually has increased maths discussion both at school and at home.

Staff PD in **Learning through Play** with **Longworth Education** has helped us deepen students' thinking through **provocations** and use **maths thinking and urges to inquire**. This style of learning has helped to challenge our students' numerical thinking in real learning situations.

**Current PERFORMANCE:**

**OUTCOME – END OF 2021**

70% of our students (60/85) are working at or beyond their recommended NZ Curriculum level.

Year 1	14/14	(100%)	<b>Ethnic group working at expected</b>
Year 2	8/8	(100%)	European 19/21 (90%)
Year 3	4/6	(67%)	Maori 29/47 (75%)
Year 4	7/13	(54%)	Asian 12/14 (85%)
Year 5	9/14	(64%)	Pasifika 3/3 (100%)
Year 6	7/11	(64%)	<b>Gender group working at expected</b>
Year 7	5/10	(50%)	Male 33/44 (75%)
Year 8	6/9	(67%)	Females 27/41 (66%)

**REASONS AND EVALUATION:**

Raw data of our current 64 students for the whole year 2021 shows that at the beginning of the year 45% or 29/64 students in maths are at the expected curriculum level but that increased to 64% or 41/64 by the end of the year a **move of 19%**.

Current students that have data- school numbers of 84 show 25/85 (29%) students are still working below the expected mathematical levels.

**Ethnic breakdown of the 29 students**

- 21 Maori, 2 European, 2 Asian, 0 Pasifika

**Gender break down of the 25 students**

- 13 males & 12 females

**Current PERFORMANCE:**

**OUTCOME – END OF 2022**

65% of our students (61/94) are working at or beyond their recommended NZ Curriculum level.

Year 0-1	17/17	(100%)	<b>Ethnic group working at expected or beyond their expected Curriculum level at the end of 2022</b>
Year 2	8/10	(80%)	European 15/21 (71%)
Year 3	7/9	(78%)	Maori 29/49 (59%)
Year 4	5/7	(71%)	Asian 12/14 (86%)
Year 5	5/15	(34%)	Pasifika 4/7 (57%)
Year 6	6/12	(50%)	<b>Gender group working at expected</b>
Year 7	8/11	(73%)	Male 34/50 (68%)
Year 8	5/13	(49%)	Females 27/44 (61%)

**REASONS AND EVALUATION:**

Raw data of our current 76 students for the whole year 2022 shows that at the beginning of the year 47% or 35/76 students in maths are at the expected curriculum level but that increased to 66% or 51/76 by the end of the year a **move of 19%**.

**Current students** that we have data for, with our school numbers at 72 show **39/72 (54%)** students are still working below the expected numeracy level.

**Ethnic breakdown of the 39 students**

- 23 Maori, 9 European, 2 Asian, 3 Pasifika, 2 Others

**Gender break down of the 39 students**

- 18 males & 21 females

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**2023 Annual School Improvement Plan**

Mathematics Action (A)	Measure - How will we know if it is successful?	When Time Required	Who?	Budget/ Resources	How	Drivers
<b>2023 Identify Targeted Learners</b>	See Staff information book (pg6) Circles (Niggle Sheets)	Week 2 of each term Niggle Sheets to be presented to SENCO	Lianne All teachers	Teacher Aide  Learning Support  Localised Curriculum doc	I. Develop concise programmes and timetables to drive extra programmes for our targeted learners - Basic facts, number knowledge activities, Prime Maths etc II. Special programmes have daily or weekly support sessions with Teacher Aide, directed by his/her teacher. III. Provide a buddy maths programme in the senior classes based on number knowledge. IV. Regular check on Niggle sheet progress, twice termly during staff meetings around progress.	James Keriana SENCO Lianne  Rachel
<b>2023 Learning Progressions</b>	Provide individual goal setting for students/teachers to discuss next steps. Individual students to blog progress	Termly  Learning Progression Boards review	All teachers	Learning progressions on classroom wall (juniors) in books (seniors) Gloss Localised Curriculum doc	I. Use Learning progressions with students. II. Identify the current position of each student and discuss where they are at and next steps. III. Use Numeracy progressions and identify Deliberate Acts of Teaching with simple specific goals that can be used in planning and group WALTs.	Lianne  All teachers  James  Students
<b>2023 Maths in Play</b>	Learning Stories	Regularly	All teachers	Localised Curriculum doc Observation sheets	I. Use a range of media to encourage maths. Encourage Maths in Play, example shop keeping, measuring, building, II. Observation to notice - recognising and responding.	All teachers
<b>2023 Lead teacher drive</b>	Lead teacher to ask questions and share ideas to improve classroom pedagogy	Staff meeting once termly	Lianne	Learning progression etc  ETap data	i. To share numeracy readings or lessons with staff at staff meetings. ii. Model session with staff and teacher aides. iii. Identify effective resources, website etc iv. Develop a programme for our at risk students, working with SENCO.	Lianne
<b>2023 Assessment review</b>	Check student progress in Maths termly and use PB's for confirmation.	Staff meeting three times termly	All teachers	Numeracy budget  Etap data	i. Maths reviews and discussions around progress - 3 times termly progression board updates. ii. Review targeted learning programmes and effectiveness termly. iii. Review assessment tools and there effectiveness of informing student gaps and supporting teachers programmes	Lead teacher in Maths  All teachers to support

## Other Development Areas: 2023

- 1) **Learning Through Play (Longworth mentorship)**
- 2) Continue to evolve our “School Curriculum” document by reviewing last years document, make changes to ensure it becomes a living document that teachers use.
  - a. Learning and Teaching through Play throughout 2022 Mentor - Coaching Programme
    - i. Link to the NZ Curriculum
    - ii. Assessing change - especially reading/writing/maths
    - iii. On-going tracking curriculum coverage
    - iv. **Longworth Ed - Whole school coach Jill Skjitttrup,**
    - v. School resources and school ground development
    - vi. Observations and teaching sessions and balance between non-negotiables and Play.
    - vii. Find ways to prove over time that students are developing their oral language and also in their core curriculum areas
    - viii. Showing change of learning/next steps by using scorecards and learning stories over the year.
- 3) **Cultural Responsive** - work with the Taupo CoL Tuwharetoa representative and Raukawa around culturally responsive practices.
  - a) Tuwharetoa Cultural Knowledge Project: Participation in PLD for staff
  - b) Use the **Rongohia te hou** (Taupo CoL) tool to review termly and confirm our culturally responsive practices are working.
  - c) Use resources supplied by the Taupo Kahui Ako around Hauora of our tamariki - looking at the Poutama Pounamu programme.
  - d) Be involved in the Taupo Kahui Ako PD - Mana Whenua of Tuwharetoa
- 4) **Community engagements** - Use the wetland “Mangokowhiriwhiri wetland and native bush area as a connection to the community.
  - a) Work with school whanau, local hapu, iwi to provide a range of opportunities to engage our community.
  - b) Find local projects or opportunities for our school to be a part of.
  - c) Continue to promote after school activities - touch rugby, squash, rippa rugby, Te Reo Maori etc.
- 5) **Normalise Te Reo Maori at Whakamaru School**
  - a) Use the Maori Achievement Collaborative (MAC) - Raukawa, Koroki Kahukura, Maniapoto, to support us to find ways to strengthen our Maori tikanga. Also to help find iwi and hapu links to our school.
  - b) Normalise our te reo maori programme, developed by the Lead teacher in Te Reo and supported by our Te Reo Specialist in Te Reo Maori
  - c) Support our part time specialist teacher to help normalise te reo in the school
  - d) Look at school tikanga and what it looks like at our school.
  - e) Develop a generic whaikorero and language to suit different situations.
- 6) **Enviro-schools.**
  - a) Start the journey into becoming an enviro-school.
  - b) Start to use some Enviro-schools resources in Play or Self-directed learning provocations.

### Outcomes and Results:

Evaluation:

### General Comments: