



School Charter

Strategic and Annual Plan for

Whangamarino School



2021 - 2023

Principals' endorsement:	Lorraine Northey
Board of Trustees' endorsement:	Glenda Gates
Submission date to Ministry of Education:	March 2021
	School No. 2083

Ngati Pikiaotanga Whakatauaki



Whangamarino School 2021 - 2023

Introductory Section - Strategic Intentions

Mission Statement	At Whangamarino School we will stand tall, be caring and honest in all aspects of life so we may strive to do our personal best.
Vision	Our vision is for young people who will be confident, connected, actively involved, lifelong learners, who are proud of their unique cultural identity.
School Motto	<i>Kia pono ki to mahi, kia whai hua ai</i>
Values	<p><u>Aroha, Manaakitanga and Whakawhanaungatanga</u></p> <p>Whangamarino School has recently revised and implemented our school Values in consultation with our students and whanau. Everything we do at kura encompasses these values.</p>
Principles	<p>Confident Positive in their own identity Motivated and reliable Resourceful Enterprising and entrepreneurial Resilient</p> <p>Connected Able to relate well to others Effective users of communication tools Connected to the land and environment Members of communities International citizens</p> <p>Actively involved Participants in a range of life contexts Contributors to the well-being of New Zealand – social, cultural, economic, and environmental</p> <p>Lifelong learners Literate and numerate Critical and creative thinkers Active seekers, users, and creators of knowledge Informed decision makers</p>
Māori Dimensions and Cultural Diversity	<ul style="list-style-type: none"> • All cultures within the school will be valued and celebrated. • Students will value each other's heritage and culture.

	<ul style="list-style-type: none"> • All staff members will ensure that students from all cultures are treated with respect and dignity. <p><i>WHAT REASONABLE STEPS WILL WHANGAMARINO SCHOOL TAKE TO INCORPORATE TIKANGA MAORI INTO THE SCHOOL'S CURRICULUM</i></p> <p>Daily programmes will include Te Reo Maori at Level 4 for Mainstream and Level 1 for Rumaki.</p> <p>Te Reo Maori me Nga Tikanga will be timetabled into all class programmes and will be monitored by the teacher in charge of Maori programmes.</p> <p>All teaching staff will undertake professional development in Te Reo Maori me nga Tikanga as part of our weekly staff meetings.</p> <p>Rumaki classes have been established in the school for the past 11 years.</p> <p><i>WHAT WILL WHANGAMARINO SCHOOL DO TO PROVIDE INSTRUCTION IN TE REO MAORI FOR FULL TIME STUDENTS?</i></p> <p>All such requests will be considered by the Board of Trustees with regard to:</p> <ul style="list-style-type: none"> • Personnel with the requisite skill and qualifications. • Overall school financial position. • Availability of places in the Rumaki classes. <p><i>WHAT STEPS WILL BE TAKEN TO DISCOVER THE VIEWS AND CONCERNS OF WHANGAMARINO SCHOOL'S MAORI COMMUNITY?</i></p> <p>A range of steps will be taken to gather the voice of the Maori community. These will include:</p> <ul style="list-style-type: none"> • Parent Interviews • Whanau Hui • Board of Trustee Surveys • Newsletters • Face to face discussions during school events. • Maintaining a welcoming open door policy.
Special Character / Māori Medium status	<i>THE UNIQUE POSITION OF MAORI CULTURE</i>

	<p>Whangamarino School is predominantly Maori. We have 5 Rumaki classes - Teina & Tuakana. All staff are expected to develop an awareness of Te Reo Maori me o Nga Tikanga and this will be an integral part of classroom programmes.</p>
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SECTION A - Strategic Section
CURRICULUM

Goal - In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students

Objectives	2021 - Development	2022 - Consolidate	2023 Maintain
Support our students in addressing the achievement challenges and goals.	Take part in Matawhaura Cluster PLD Digital Curriculum. Take part in Assessment for Learning PLD.	Appoint leaders in charge of technology to support other staff	Take part in PLD
Provide rich child-centred learning opportunities through our local curriculum Ngati Pikiao Marautanga, NZ curriculum and Te Marautanga o Aotearoa.	Investigate the use of specialist teachers to support and deliver in areas that are traditionally hard to teach. E.g. Music	Review Curriculum Plan to ensure it is meeting the needs of students and community. Specialist teaching of music/ whakairo	Review use of specialist teachers to deliver music and whakairo
Foster a love of learning based on a framework of values and attitudes. Whakaaro Rangatira.	Raise the profile of our school values based on our Ngati Pikiao Marautanga, NZC and TMOA.	Make greater use of the school visual environment to articulate our vision and values, behaviour expectations and local history.	Ensure a culture of mutual respect for staff and students through a clear understanding of our values and expectations.
Introduce collaborative teaching as a teaching and learning model utilising our teaching skills.	10 teachers working collaboratively in learning spaces.	10 teachers working collaboratively in learning spaces.	10 teachers working collaboratively in learning spaces.

SECTION B: STRATEGIC SECTION - OUR STRATEGIC GOALS

PERSONNEL

Goal - In collaboration with BOT and senior leadership team will aim to recruit, retain and support the development of highly qualified staff.

Objectives	2021 Development	2022 Consolidate	2023 Maintain
<ul style="list-style-type: none"> Recruitment and Retention Employ the best person for the job while being aware of EEO regulations Employ staff who will support and uphold our school's Mission Statement and Vision Provide an environment where staff are encouraged to explore leadership opportunities and personal and professional interests. 	<ul style="list-style-type: none"> Where possible seek to address the current gender balance (8 female and 2 male teachers) Support Beginning Teachers Support Teachers who wish to pursue further study 	<ul style="list-style-type: none"> Continue to address the gender balance. Support teachers who wish to pursue further study ie. Higher qualifications. 	<ul style="list-style-type: none"> Support teachers who wish to pursue further study.

**SECTION B : STRATEGIC SECTION - OUR STRATEGIC GOALS
PROPERTY AND FINANCE**

Goal - In collaboration, the BOT and Leadership Team will endeavour to provide safe and effective teaching and learning environment

Objectives	2021 Development	2022 Consolidate	2023 Maintain
<ul style="list-style-type: none"> 5YP projects to be completed 	<ul style="list-style-type: none"> Review 5 YPP with school property consultant Works to B Block for ORS student Toilets in B Block 	Refer to 5 YPP for specific targets Complete upgrade	Refer to 5 YPP and 10YPP for specific targets.
New 10 YPP	<ul style="list-style-type: none"> Review 10YPP with school property consultant. \$400K supplementary grant approved. Toilets in A Block Playground upgrade RDC. Gates and fences around kura Roofing New Driveway 	Refer to 10YPP for specific targets. Continue to work with MOE and school property consultant	Continue to work with MOE on targets
Roll Growth Classroom	<ul style="list-style-type: none"> Preliminary design prepared and design will move to detailed design this year. Removal of school house mid 2021 Construction of new roll growth classroom 	Refer to 5 YPP for upgrade of new furniture	Continue to work with MOE on targets.

New Hall and Admin Block	<ul style="list-style-type: none"> • A concept design prepared 	Construction planned for 2022	Refer to 5YPP and 10YPP for specific targets
Maintain effective and prudent financial procedures	<ul style="list-style-type: none"> • Look at Xero accounting system • Target relevant funding organisations through Local Trusts and Grant applications 	<ul style="list-style-type: none"> • Review financial accounts providers contract. 	<ul style="list-style-type: none"> • Target relevant funding organisations through Local Trusts and Grant applications

SECTION B STRATEGIC SECTION - OUR STRATEGIC GOALS GOVERNANCE

GOAL : The Board of Trustees will confidently and effectively govern Whangamarino School

Objectives	2021 Development	2022 Consolidate	2023 Maintain
Ensure that student achievement through effective governance is the major focus of the BOT	<ul style="list-style-type: none"> • Ensure student achievement data and progress against targets and goals is monitored through principal reports to the board and review process. • Trustees are committed to attending professional development workshops, webinars and / or NZSTA conference. 	<ul style="list-style-type: none"> • Continue to promote Professional Development opportunities to trustees (such as annual STA conferenceA) 	<ul style="list-style-type: none"> • Review the Governance Handbook.
Ensure a succession plan is in place for new trustees with the Triennial BOT elections in 2022	<ul style="list-style-type: none"> • A process for identifying / encouraging people to put themselves forward as candidates is in place 	<ul style="list-style-type: none"> • Induction pack for new trustees - promotion of the role of a trustee through personal voice of current elected trustees • A board induction policy/package developed and included in Governance Policies 	<ul style="list-style-type: none"> • Review the Governance Handbook. • A process for identifying / encouraging people to put themselves forward for the BOT as candidates is in place.
Community Engagement- explore ways of strengthening communication between home and kura.	<ul style="list-style-type: none"> • Support the Te Roopu Manaaki • Communicate and engage with the community through regular slots in the newsletter. 	<ul style="list-style-type: none"> • Communicate and engage with the community through regular slots in the newsletter. 	<ul style="list-style-type: none"> • Communicate and engage with the community through regular slots in the newsletter.

STUDENT DATA - AURAKI & RUMAKI 2020
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Baseline Data or School Context	
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Students' Learning	Auraki Writing 2020
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END OF YEAR WRITING RESULTS - DECEMBER, 2020

71.7% of our students are achieving AT and ABOVE expectations.

16.4% are achieving BELOW expectations

11.9% are achieving WELL BELOW expectations.

Whangamarino
 skill set used: 15139 Overall Writing Level 14
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 Percentage of Pupils - for 2020 Printed: 09 Dec 2020

	LB	LBH	LBH	L2	L3	L4	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	75% (1)	25% (1)					0%	0%	75% (1)	25% (1)	6%
Y1	22% (2)	33% (3)	44% (4)				0%	22% (2)	33% (3)	44% (4)	13%
Y2	20% (1)			80% (4)			20% (1)	0%	0%	80% (4)	7%
Y3			100% (4)				0%	0%	100% (4)	0%	4%
Y4	50% (4)	25% (4)		25% (1)			75% (4)	0%	25% (4)	0%	6%
Y5		13% (2)	13% (2)	60% (3)	7% (1)	7% (1)	13% (2)	13% (2)	60% (3)	13% (2)	22%
Y6			13% (1)	38% (3)	50% (4)		13% (1)	38% (3)	50% (4)	0%	12%
Y7				18% (2)	45% (3)	36% (4)	0%	18% (2)	45% (3)	36% (4)	16%
Y8				13% (1)	25% (2)	63% (3)	13% (1)	25% (2)	63% (3)	0%	12%
Total pupils	12 % (6)	10 % (7)	15 % (10)	30 % (20)	18 % (12)	15 % (10)	12% (6)	16% (11)	49% (33)	22% (14)	(67)

2020

19/67 Auraki students in 2020 were operating below and well below for Writing. . 3 students were Year 8's and have now left our kura.

2021- **16 Students are targeted for 2021** – 2 x Year 8 students, 4 x Yr 7's, 4 x Year 6, 3 x Year 5's and 1 x Year 3, 2 x Year 2's.

Auraki - Reading End of Year Data

READING End of Year Data 2020

70.2% of Auraki students are achieving AT or ABOVE the expectations for their year group.
29.8% of students are achieving BELOW or WELL BELOW the expectations.

	Well Below	Below	At	Above	Total
			100% (4)		4
		89% (8)	11% (1)		9
	20% (1)		80% (4)		5
		67% (2)		33% (1)	3
	50% (2)	25% (1)		25% (1)	4
	20% (3)	7% (1)	27% (4)	47% (7)	15
	13% (1)	13% (1)	25% (2)	50% (4)	8
				100% (11)	11
			25% (2)	75% (6)	8
	10.4% 7	19.4% 13	25.4% 17	44.8% 30	67

2020

20/67 Auraki students in 2020 were operating below and well below NZ Curriculum Levels for Reading.

2021 - 20 Students are targeted for 2021 – 2 x Year 7 students, 4 x Yr 6's, 3 x Year 5, 2 x Year 4's, 1 x Year 3, 8 x Year 2's

Auraki - Mathematics End of year 2020 data shows that :

Mathematics End of Year Data - 2020

74.7% (50) of our students are achieving AT or ABOVE expectations.

22.4% (15) students are achieving BELOW expectations.

3% (2) students are achieving WELL BELOW expectations. One of these students is ORRs funded while the other has diagnosed medical and learning issues.

Whangamarino School
E - GLOSS T4

OTJ Mathematics 2020
Admin Auraki

8489	Well Below Standard	Below Standard	At Standard	Above Standard	Well Below	Below	At	Above	Total
Y0		50% (2)	50% (2)			50% (2)	50% (2)		4
Y1			78% (7)	22% (2)			78% (7)	22% (2)	9
Y2		20% (1)	40% (2)	40% (2)		20% (1)	40% (2)	40% (2)	5
Y3		67% (2)	33% (1)			67% (2)	33% (1)		3
Y4		75% (3)		25% (1)		75% (3)		25% (1)	4
Y5	7% (1)	20% (3)	60% (9)	13% (2)	7% (1)	20% (3)	60% (9)	13% (2)	15
Y6	13% (1)	25% (2)	38% (3)	25% (2)	13% (1)	25% (2)	38% (3)	25% (2)	8
Y7		9% (1)	36% (4)	55% (6)		9% (1)	36% (4)	55% (6)	11
Y8		13% (1)	50% (4)	38% (3)		13% (1)	50% (4)	38% (3)	8
Totals	3% 2	22.4% 15	47.8% 32	26.9% 18	3% 2	22.4% 15	47.8% 32	26.9% 18	67

2020 - (50) Students in Auraki are achieving at or above the NZC in Mathematics. (17) Students' are achieving below and below standard in Mathematics.

28/71 Auraki students in 2019 were operating below and well below the NZC for Mathematics.

2021

17/67 Auraki students in 2020 were operating below and well below the NZC for Mathematics. One student Yr 8 has now left our kura. **16 Students are targeted for 2021** – 1 x Year 8 student, 3 x Year 7 students, 4 x Year 6's, 3 x Year 5's, 2 x Year 4's, 1 x Year 3, 0 x Year 2's and 2 x Year 1's

RUMAKI

Te Arohaehae i ngā raraunga Pānui 2020

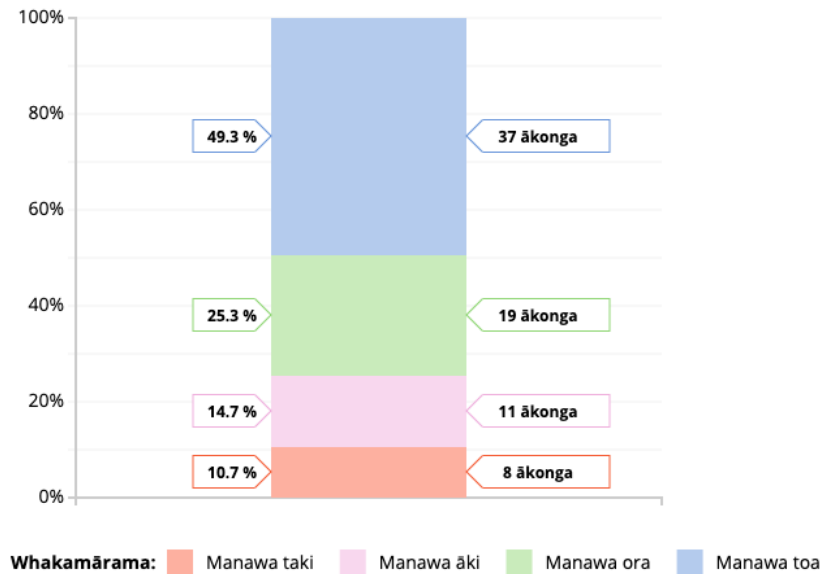
Panui

2020

He tirohanga whānui mō Pānui

Kura: Whangamarino School **Rōpū:** Rumaki tamariki 2020 **Taumata tau:** Ngā tau katoa

Wāhanga: Q4 (Whiringa-ā-nuku - Hakihea) 2020



Panui 2020 (19) ngā tamariki kei te Manawa Taki me te Manawa Aki.

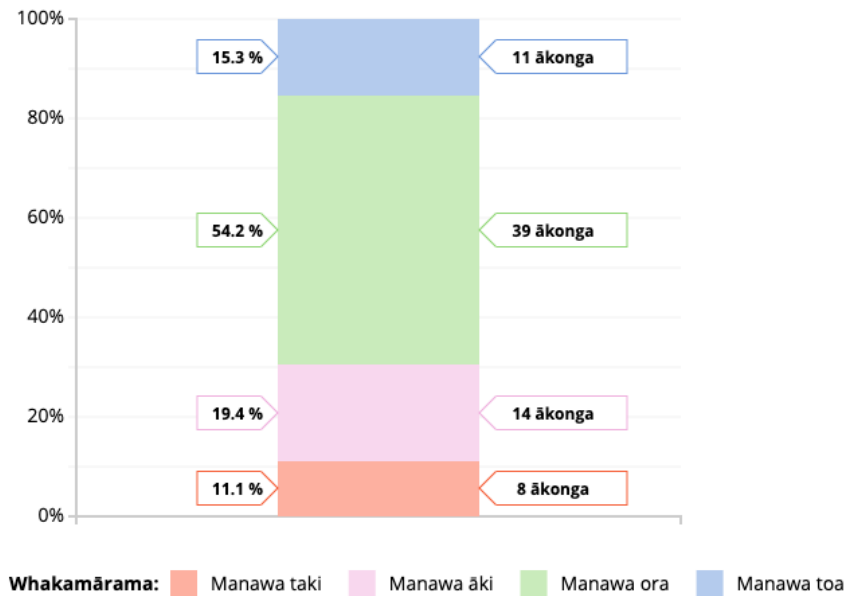
18 ngā tamariki hei aronga mo te tau 2021

2 x tau waru, 3 x tau whitu, 2 x tau ono, 3 x tau rima, 2 x tau wha, 4 x tau toru, 3 x tau rua

Te Arohaehae i ngā raraunga Pāngarau 2020

He tirohanga whānui mō Te Tau

Kura: Whangamarino School Rōpū: Rumaki tamariki 2020 Taumata tau: Ngā tau katoa
Wāhanga: Q4 (Whiringa-ā-nuku - Hakihea) 2020



Pangarau - 5

Pangarau 2020 (22) ngā tamariki kei te Manawa Taki me te Manawa Aki.

22 ngā tamariki hei aronga mo te tau 2021

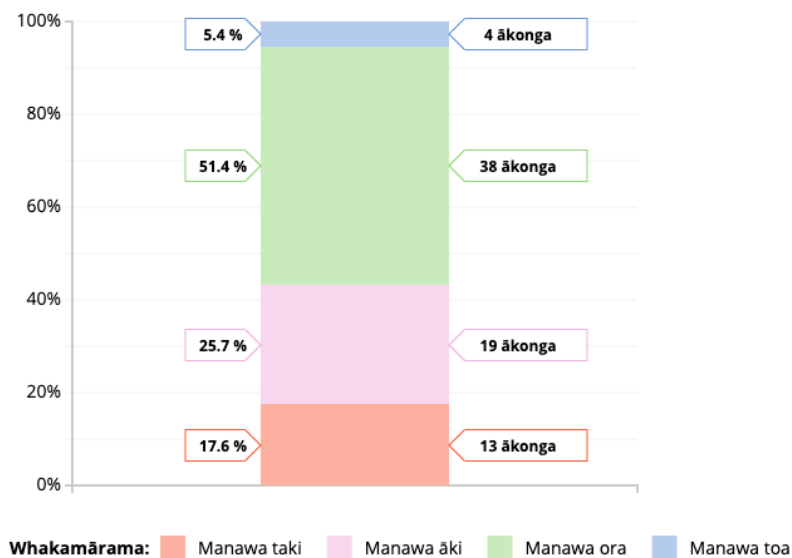
1 x tau waru, 4 x tau whitu, 8 x tau ono, 2 x tau rima, 3 x tau wha, 1 x tau toru, 3 x tau rua

Te Arohaehae i ngā raraunga tuhituhi 2020

He tirohanga whānui mō Tuhituhi

Kura: Whangamarino School **Rōpū:** Rumaki tamariki 2020 **Taumata tau:** Ngā tau katoa

Wāhanga: Q4 (Whiringa-ā-nuku - Hakihea) 2020



Tuhituhi 2020 (32) ngā tamariki kei te Manawa Taki me te Manawa Aki.

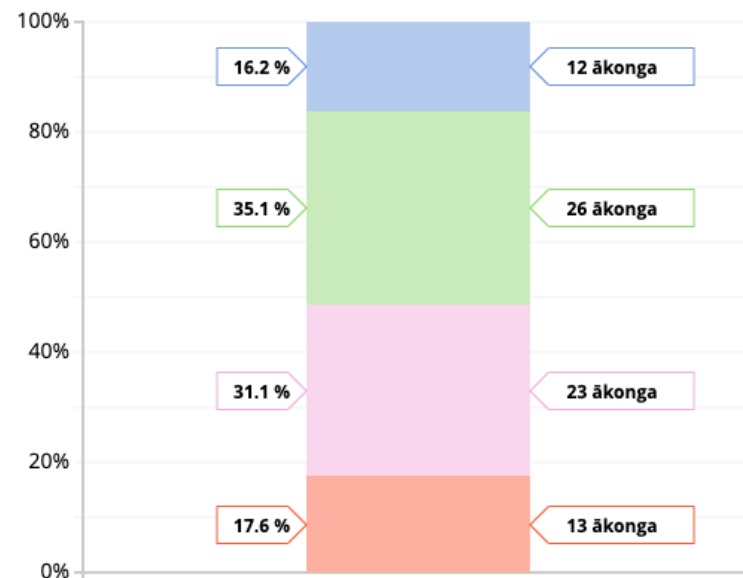
32 ngā tamariki hei aronga mo te tau 2021

	<p>2 x tau waru, 7 x tau whitu, 4 x tau ono, 3 x tau rima, 3 x tau wha, 7 x tau toru, 6 x tau rua</p> <p><u>Korero</u></p>
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He tirohanga whānui mō Kōrero

Kura: Whangamarino School **Rōpū:** Rumaki tamariki 2020 **Taumata tau:** Ngā tau katoa

Wāhanga: Q4 (Whiringa-ā-nuku - Hakihea) 2020



Whakamārama: Manawa taki Manawa āki Manawa ora Manawa toa

Korero 2020 (33) ngā tamariki kei te Manawa Taki me te Manawa Aki.

33 ngā tamariki hei aronga mo te tau 2021

3 x tau waru, 6 x tau whitu, 6 x tau ono, 10 x tau rima, 4 x tau wha, 2 x tau toru, 5 x tau rua

<p>STRATEGIC AIM 1: - Auraki To provide a learning environment that allows all students to achieve their academic best All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation the NZ Curriculum levels. All students will partake in our Pikiao Marautanga</p> <p>STRATEGIC AIM 2 : - Rumaki Students in Rumaki settings are engaged in their learning and are achieving educational success as evidenced by progress and achievement in relation to Te Marau o Aotearoa Curriculum levels. All students will partake in our Pikiao Marautanga</p>	
<p>Related NEGS: National Education Goals (These will be changing to NELP's)</p> <ul style="list-style-type: none"> • The highest standards of achievement • Equality of educational opportunity • A sound foundation in early years • Increased participation and success by Māori • Excellence through clear learning • Success for those with special needs 	<p>Related NAGS: National Administration Guidelines</p> <ul style="list-style-type: none"> • Develop and implement teaching and learning programmes • Give priority to student achievement in literacy and numeracy • Give priority to regular quality physical activity • Provide a range of assessment practices to enable progress and achievement to be evaluated • Identify students who are achieving, at risk of not achieving, gifted and talented • Consult with the school's Māori community • Report to students and parents on progress and achievement • Report to parents in plain language. Investigate new reporting template with our parents/caregivers.
OBJECTIVES	ACTIONS
<p>1.1 To increase the number of students reading at, or above NZC levels in Reading To increase the number of akonga panui at, or above TMOA</p>	<ul style="list-style-type: none"> • Outlined actions are in our Improvement plan
<p>1.2 To increase the number of students writing at, or above NZC levels in Writing To increase the number of akonga tuhituhi at, or above TMOA</p>	<ul style="list-style-type: none"> • Outlined actions are in our Improvement plan

<p>1.3 To increase the number of students mathematics at, or above NZC levels in Mathematics To increase the number of akonga pangarau at, or above TMOA</p>	<p>• Outlined actions are in our Improvement plan</p>
<p>1.4 To increase the number of akonga ki te korero at, or above TMOA.</p>	<p>• Outlined actions are in our Improvement plan</p>
<p>1.5 What is the commitment by the Board of Trustees?</p>	<ul style="list-style-type: none"> • Board of Trustees will commit to providing appropriate finances to continue to purchase appropriate literacy and numeracy resources. • Commit to providing appropriate finances for professional development including Staff Wellbeing. • Commit to financial support for : Intervention programmes, personnel for intervention programmes, support for classroom programmes and learning dyslexia and dyscalculia strategies • Provide Reading Eggs Programme for Auraki students
<p>1.6 What are the leaders of learning going to do?</p>	<ul style="list-style-type: none"> • Leaders of Learning will implement and oversee Ngati Pikiaotanga Marautanga by ensuring the Leader of this unit covers the new Poutama Ako with all staff. • Support Assessment for Learning Professional Learning Development. • Support Digital Curriculum PLD with Matai Matihiko • Support and source MOE PLD support intervention programmes. • Communities of learning within the kura. • Set up New numeracy programmes e.g. Whakairo Club and Whangamarino Dycalculia Project (URF) • Support all kaiako to implement and oversee students Action Plans • Support New Beginning Teacher

<p>1.7 How are the teachers going to provide effective literacy and numeracy practices in teaching and learning programmes?</p>	<ul style="list-style-type: none"> ● Establish a shared language of learning in relation to Ngati Pikiao Marautanga. ● Engage in Professional Learning Development in Assessment For Learning through Evaluative Associates - continuing in 2021. ● Teacher Inquiry and learning progressions – gather evidence to demonstrate student progress and achievement. ● Teacher and Leadership team regularly monitor targets for students through their Action Plans and IEP's. ● The leadership team will support and enhance collegial professional development. ● Observe and model in classroom practice. ● Establish a shared language of learning in the classroom ● Continue to use itinerant teachers. ● DP/SENCO to monitor Ngati Whakaaue and itinerant interventions i.e. (Mult Lit and Early Words in Auraki and Matific in both Auraki and Rumaki, Te Huinga Raukura in Rumaki) ● Ensure balanced literacy and numeracy programmes are in place. ● Collaborate with kaiako to implement Professional Growth Cycle for Appraisals. ● Set up New numeracy programmes e.g. Whakairo Club and Whangamarino Dycalculia Project ● Implement and Oversee Play Based learning
<p>1.8 How are our akonga going to participate in effective literacy and numeracy programmes?</p>	<ul style="list-style-type: none"> ● Our tamariki will participate and learn about the korero tawhito encompassing Ngati Pikiao Marautanga ● Our tamariki are able to describe the learning intentions and learning process. ● They are able to indicate commitment and support of the learning process and motivation improves. ● Our tamariki are engaged in their learning intentions and success criteria.

	<ul style="list-style-type: none"> • Our tamariki have more ownership of the lesson as responsibility shifts from the teacher to the student for learning. • They can korero about their learning and understand how to learn. • Our tamariki seek feedback, receive feedback and act on feedback. • Our tamariki display a growth mindset when problem solving. • Our tamariki's context for mathematics learning and practicing knowledge and strategies will include games, individual, partner/peer and group practice activities. • Literacy learning interventions, achievement and progress is monitored.
1.9 What are the assessment tools being used?	<ul style="list-style-type: none"> • Poutama Ako mo te marau o Ngati Pikiao • Through teacher inquiry, teachers will be gathering relevant evidence to demonstrate student progress against annual targets. • Auraki and Rumaki use formative and summative assessment practices in writing effectively to record our tamariki's achievement in literacy and mathematics. • Monitoring using student Action Plans. • Engage our tamariki in effective assessment practices that provide reliable, valid, moderated and relevant information.

STRATEGIC AIM 3:

Staff are supported to improve their pedagogy, teaching, learning and assessment practices which will lead to increased student progress and achievement.

Related NEGS: National Education Goals (These will be changing to NELP's)

- The highest standards of achievement

Related NAGS: National Administration Guidelines

- Develop and implement teaching and learning programmes associated with Ngati Pikiao Marautanga.

<ul style="list-style-type: none"> ● Equality of educational opportunity ● A sound foundation in early years ● Increased participation and success by Māori ● Excellence through clear learning ● Success for those with special needs 	<ul style="list-style-type: none"> ● Develop and implement teaching and learning programmes. ● Give priority to student achievement in literacy and numeracy ● Give priority to regular quality physical activity ● Provide a range of assessment practices to enable progress and achievement to be evaluated ● Identify students who are achieving, at risk of not achieving, gifted and talented ● Consult with our kura community around all kaupapa including our Designated Character application. ● Report to students and parents on progress and achievement including Key Competencies ● Report to parents in plain language. Investigate new reporting template include key competencies.
OBJECTIVES	ACTIONS
3.1 Teachers continue to refine and improve performance, through Assessment for Learning PLD (teaching as inquiry, use of data and on going monitoring of achievement data), Digital Matai Matihiko PLD, Whakaaro Rangatira PLD. Wellbeing PLD and MAC Hui Maori Achievement Collaboration.	<ul style="list-style-type: none"> ● PLD Assessment for Learning ● PLD Positive Behaviour For Learning (Whakaaro Rangatira) ● PLD Digital Curriculum Matai Matihiko ● MAC Māori Achievement Collaborative

STRATEGIC AIM 4: The school culture is reflective of the needs of the students and community and promotes the accelerated progress and achievement of the students	
Related NEGS: National Education Goals (These will be changing to NELP's) <ul style="list-style-type: none"> ● The highest standards of achievement ● Equality of educational opportunity ● A sound foundation in early years 	Related NAGS: National Administration Guidelines <ul style="list-style-type: none"> ● Develop and implement teaching and learning programmes within Ngati Pikiao Marauranga. ● Develop and implement teaching and learning programmes.

<ul style="list-style-type: none"> ● Increased participation and success by Māori ● Excellence through clear learning ● Success for those with special needs 	<ul style="list-style-type: none"> ● Give priority to student achievement in literacy and numeracy ● Give priority to regular quality physical activity ● Provide a range of assessment practices to enable progress and achievement to be evaluated ● Identify students who are achieving, at risk of not achieving, gifted and talented ● Consult with our kura community around all kaupapa including our Designated Character application. ● Report to students and parents on progress and achievement
OBJECTIVES	ACTIONS
4.1 Inclusive practice - PB4L New Name (Whakaaro Rangatira)	<ul style="list-style-type: none"> ● Positive Behaviour For Learning Professional Learning Development (Whakaaro Rangatira)
4.3 Community Consultation / involvement Designated Character Application Whole School Haerenga ki Lake Ranch 2021 Revisit School Vision / Mission Statement	<ul style="list-style-type: none"> ● Parents will continue to come to Whanau Hui (wholeschool). ● Religious Education Feedback ● Whole school hui re: Designated Character Status application. ● Update School Vision ● Whole School Haerenga ki Lakes Ranch

Improvement Plan - Domain: Learning	
Strategic Goal Improve Reading/Panui Progress and Achievement	Annual Goal: Improve Reading/Panui Progress and Achievement
Baseline data and Annual Target <i>Where do we want to be at the end of 2020? The focus is on student outcomes.</i>	

<p>AURAKI</p> <p>2020 20/67 Auraki students in 2020 were operating below and well below National Standards for Reading.</p> <p>2021 - 20 Students are targeted for 2021 – 2 x Year 7 students, 4 x Yr 6's, 3 x Year 5, 2 x Year 4's, 1 x Year 3, 8 x Year 2's</p>	<p>RUMAKI</p> <p>2020 Panui - 74.6% - (56) of our tamariki are achieving at or above expectations in Panui. (14.7%) - (11) Tamariki are achieving below in Panui (10.7%) - (8)Tamariki are achieving well below in Panui</p> <p>2021 - 18 ngā tamariki hei aronga mo te tau 2021 2 x tau waru, 3 x tau whitu, 2 x tau ono, 3 x tau rima, 2 x tau wha, 4 x tau toru, 3 x tau rua</p>	<p>By the end 2021 -we want the 20 Students that are targeted for 2021 – 2 x Year 7 students, 4 x Yr 6's, 3 x Year 5, 2 x Year 4's, 1 x Year 3, 8 x Year 2's. We want these students to be achieving at AT or Above expected level.</p> <p>By the end of 2021 we want the 19 akonga in Rumaki currently achieving manawa taki and manawa aki in Te Whanaketanga Te Reo Maori Panui to accelerate by at least 1 year's progress in Panui.</p>
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Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.

Key Improvement Strategies *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Term 1 Weeks 6 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans, Assessment for Learning continued. Build a learning focused relationship, using the strategies students and teachers need in order to involve students in the assessment of their learning. Implement Reading Eggs Programme and Matific. Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forwards. Design everything that happens	Principal, DP's, PLD Facilitators, teachers, whanau	By the end of term one, leaders will.... See that teachers' will have completed action plans for students. Teachers planning and action plans reflect the needs of these learners. Assessment tools will show children are making progress in reading. IEP's have been started for identified target students.

	in the classroom so that both students and teacher can be originators and experience high personal causation. (shared control of learning/teaching process). WALTS, KTAM, show students how to use		
Ongoing	Identify students' current achievement. IEP's, Teacher's Action Plans. Digital Curriculum implementation. . Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM (Kei te ako matou), Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forwards.	Leadership Team PLD Facilitator Teachers, whanau, RT Lit	By the end of term two, teachers will... have updated action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.
Term 2 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning to build teacher capability and improve educational outcomes for these students. Continue to implement Reading Eggs and Matific.	Leadership Team, Teachers, Whanau, RT Facilitator, RT Lit.	By the end of term two, Teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.
Term 3 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forwards	Leadership Team, Teachers, Whanau, RT Lit	By the end of term three, teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.

Term 4 Week 6	Gather assessments including student voice about their learning. Report to Parents. Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forwards	Leadership Team, Teachers, Whanau, RT Lit	By the end of term four, students will have accelerated by 1 year or more.
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Monitoring - Assessment Schedule for 2021

Term 1	Term 2	Term 3	Term 4
PM Benchmarks / Running Records – PROBE / 6 year net Peters Spelling - Essential Lists SEA - Ongoing alphabet /word knowledge. Panui Haere – Nga kete Korero Korero	PM Benchmarks / Running Records - PROBE / SEA / 6 year net / Probe Panui Haere – Nga kete Korero Korero Reports to Parents/ Parent Interviews	PM Benchmarks / Running Records - PROBE / 6 year net Peters Spelling - Essential Lists SEA - Ongoing alphabet /word knowledge. Panui Haere – Nga Kete Korero Korero	PM Benchmarks / Running Records - PROBE/ Ongoing Alphabet & word knowledge. Peters Spelling Reports to Parents / Parent Interviews Panui Haere – Nga Kete Korero Korero
Week 6 & Week 9 – Monitor Action Plans / IEP's / Goals Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.	Week 3 & Week 9– Monitor Action Plans / IEP's / Goals. Gather mid-year data. Report to Board of Trustees. Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.	Week 3 & Week 9– Monitor Action Plans / IEP's / Goals Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.	Week 6 – Gather end of year data. Report to parents and Board of Trustees to inform them of educational outcomes for 2020. Set targets for 2021 and record in Analysis of Variance on 2020 data. Data will be used to inform teacher practice in 2021. Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve

			teacher capability and educational outcomes for our tamariki.
Resourcing : Literacy Budget, setting up Multi Literacy, Early Words and Te Huinga Raukura (Ngati Whakaue Funding)			
Improvement Plan - Domain: Learning			
Strategic Goal Improve Writing/Tuhituhi Progress and Achievement		Annual Goal: Improve Writing/Tuhituhi Progress and Achievement	
Baseline data and Annual Target			
AURAKI 2020 19/67 Auraki students in 2020 were operating below and well below National Standards for Reading. 3 students were Year 8's and have now left our kura. 2021- 16 Students are targeted for 2021 – 2 x Year 8 students, 4 x Yr 7's, 4 x Year 6, 3 x Year 5's and 1 x Year 3, 2 x Year 2's.	RUMAKI Tuhituhi – 56.8% - (42) of our tamariki are achieving at or above expectations in Tuhituhi. (25.7%) - (19) Tamariki are achieving below in tuhituhi (17.6%) – (13) Tamariki are achieving well below in tuhituhi 11 Year 8 Akonga left Whangamarino School at the end 2020. 2021 - 32 ngā tamariki hei aronga mo te tau 2021 2 x tau waru, 7 x tau whitu, 4 x tau ono, 3 x tau rima, 3 x tau wha, 7 x tau toru, 6 x tau rua	By the end of 2021 we want 16/67 Auraki students currently achieving well below and below to accelerate by at least 1 year's progress in Writing. By the end of 2021 we want the 32 akonga currently achieving manawa taki and manawa aki in Te Whanaketanga Te Reo Maori Tuhituhi to accelerate by at least 1 years progress in Tuhituhi.	

Key Improvement Strategies			
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Weeks 6 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans, Assessment for Learning - Build a learning focused relationship, using the strategies students and teachers need in order to involve students in the assessment of their learning. Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feedforwards. Design everything that happens in the classroom so that both students and teacher can be originators and experience high personal causation. (shared control of learning/ teaching process). WALTs, KTAM, Ngati Whakaue – Tuakana Teina Writing programme.	Principal, DP's, Aroha Heaslip PLD Facilitator, Ngati Whakaue, teachers, whanau	By the end of term one, leaders will.... See that teachers' inquiries have the foundations from Assessment for Learning. Teachers planning and action plans reflect the needs of these learners. Assessment tools will show children are making progress in writing. IEP's have been started for identified target students.
Ongoing	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feedforward.	Leadership Team - Aroha Heaslip PLD Facilitator, Ngati Whakaue, Teachers, whanau	By the end of term two, teachers will... have updated action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.
Term 2 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Continue with Assessment for Learning Inquiries to build	Leadership Team, Teachers, Whanau,	By the end of term two, teachers will continue to update action plans weekly, held learning

	teacher capability and improve educational outcomes for these students. Report to parents. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward		conversations in their teams, implemented their inquiries, re-visited inquiry questions.
Term 3 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forwards	Leadership Team, Teachers, Whanau,	By the end of term three, teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.
Term 4 Week 6	Gather assessments including student voice about their learning. Report to Parents. Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forwards	Leadership Team, Teachers, Whanau,	By the end of term four, students will have accelerated by 1 year or more.
Monitoring - Assessment Schedule for 2021			
Term 1	Term 2	Term 3	Term 4
Peters Spelling - Essential Lists SEA - Ongoing alphabet /word knowledge.	Reports to Parents NZC Writing Exemplars - Internal Moderation	Peters Spelling - Essential Lists SEA - Ongoing alphabet /word knowledge.	Peters Spelling Reports to Parents

NZC Writing Exemplars - Internal Moderation. Nga Manu Tuhituhi – Internal Moderation	Nga Manu Tuhituhi – Internal Moderation	NZC Writing Exemplars - Internal Moderation Nga Manu Tuhituhi – Internal Moderation	NZC Writing Exemplars - Internal Moderation Nga Manu Tuhituhi – Internal Moderation
<p>Week 3 & Week 9 – Monitor Action Plans / IEP's / Goals</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p>	<p>Week 3 & Week 9– Monitor Action Plans / IEP's / Goals. Gather mid-year data. Report to Board of Trustees.</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p>	<p>Week 3 & Week 9– Monitor Action Plans / IEP's / Goals</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p>	<p>Week 6 – Gather end of year data. Report to parents and Board of Trustees to inform them of educational outcomes for 2019. Set targets for 2020 and record in Analysis of Variance on 2019 data. Data will be used to inform teacher practice in 2020.</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p>

Improvement Plan - Domain: Learning

Strategic Goal Improve **Mathematics** Progress and Achievement

Annual Goal: Improve **Mathematics** Progress and Achievement

Baseline data and Annual Target

<p style="text-align: center;">AURAKI</p> <p>2020 - (50) Students in Auraki are achieving at or above the National Standards in Mathematics. (17) Students' are achieving below and below standard in Mathematics. 28/71 Auraki students in 2019 were operating below and well below National Standards for Mathematics.</p>	<p style="text-align: center;">RUMAKI</p> <p>Pangarau - 79.5% - (50) of our tamariki are achieving at or above expectations in Pangarau</p> <p>(19.4%) - (14) Tamariki are achieving below in Pangarau</p> <p>(11.1%) (8) Tamariki are achieving well below</p>	<p>By the end of 2021 we want 17 / 67 Auraki students, currently achieving well below and below in the National standards to accelerate by at least 1 year's progress in Mathematics.</p> <p>By the end of 2021 we want 22 / 104 Rumaki students, currently achieving well below and below in Te Whanaketanga Pangarau to accelerate by at least 1 year's progress in Pangarau.</p>
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2021 17/67 Auraki students in 2020 were operating below and well below National Standards for Reading. One student Yr 8 has now left our kura. 16 Students are targeted for 2021 – 1 x Year 8 student, 3 x Year 7 students, 4 x Year 6's, 3 x Year 5's, 2 x Year 4's, 1 x Year 3, 0 x Year 2's and 2 x Year 1's	22 Akonga are achieving below and well below in Te Whanaketanga Pangarau. 11 Year 8 akonga have now left our kura. 22 ngā tamariki hei aronga mo te tau 2021 1 x tau waru, 4 x tau whitu, 8 x tau ono, 2 x tau rima, 3 x tau wha, 1 x tau toru, 3 x tau rua	
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Key Improvement Strategies

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Weeks 6 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans, Assessment for Learning - Build a learning focused relationship, using the strategies students and teachers need in order to involve students in the assessment of their learning. Promote further learning – Growth Mindset (ALIM), Feedback, Learning Conversations, Reinforcement and Feedforwards. Design everything that happens in the classroom so that both students and teacher can be originators and experience high personal causation. (shared control of learning/teaching process). WALTS, KTAM.	Principal, DP's, Tarraleigh Teepa (lead of mathematics) teachers, whanau	By the end of term one, leaders will.... See that teachers' inquiries have the foundations from Assessment for Learning. Teachers planning and action plans reflect the needs of these learners. Assessment tools will show children are making progress in mathematics. IEP's have been started for identified target students.

	<ul style="list-style-type: none"> Continue sharing of ideas across whole school through staff meetings. <p>Target Group:</p> <ul style="list-style-type: none"> Accelerated learning and achievement of maths in year one and two using 'teaching as inquiry' approach. Build teacher capability, consistency in teaching mathematics. Embed the principles of effective pedagogy in mathematics and link effective practice back to current research. Participate in Dyscalculia and Whakairo Projects. <p>Whole School</p> <ul style="list-style-type: none"> Share ideas across whole school. 		
Ongoing	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feedforward.	Leadership Team – Tarraleigh Teepa, Aroha Heaslip PLD Facilitator, Teachers, whanau	By the end of term two, teachers will... have updated action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions. PD by Tarraleigh Teepa re: Dyscalculia will take place at fortnightly staff meetings.
Term 2 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Continue with Assessment for Learning Inquiries to build teacher capability and improve educational outcomes for these students. Report to parents.	Leadership Team, Teachers, Whanau,	By the end of term two, teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.

	<p>Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward.</p> <ul style="list-style-type: none"> ● Build teacher capability, consistency in teaching mathematics. ● Embed the principles of effective pedagogy in mathematics and link effective practice back to current research. <p>Whole School</p> <ul style="list-style-type: none"> ● Share ideas across whole school. 		<p>PD by Tarraleigh Teepa will take place at fortnightly staff meetings.</p>
<p>Term 3 Weeks 3 & 9</p>	<p>Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward.</p> <ul style="list-style-type: none"> ● Build teacher capability, consistency in teaching mathematics. ● Embed the principles of effective pedagogy in mathematics and link effective practice back to current research. <p>Whole School</p> <ul style="list-style-type: none"> ● Share ideas across whole school. 	<p>Leadership Team, Teachers, Whanau,</p>	<p>By the end of term three, teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.</p> <p>PD by Tarraleigh Teepa will take place at fortnightly staff meetings.</p>

Term 4 Week 6	<p>Gather assessments including student voice about their learning. Report to Parents. Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward.</p> <ul style="list-style-type: none">● Build teacher capability, consistency in teaching mathematics.● Embed the principles of effective pedagogy in mathematics and link effective practice back to current research. <p>Whole School</p> <ul style="list-style-type: none">● Share ideas across whole school.	Leadership Team, Teachers, Whanau,	<p>By the end of term four, students will have accelerated by 1 year or more.</p> <p>Evaluate Dyscalculia and Whakairo Projects.</p>
Improvement Plan - Domain: Learning			
Strategic Goal Improve Korero Progress and Achievement		Annual Goal: Improve Korero Progress and Achievement	
Baseline data and Annual Target			
<p>RUMAKI</p> <p>Korero - 51.3% - (38) of our tamariki are achieving at or above expectations in korero</p> <p>(31.1%) - (23) Tamariki are achieving below in Korero</p> <p>(17.6%) (13) Tamariki are achieving well below</p>		<p>By the end of 2021 we want 36 Rumaki students, currently achieving well below and below in Te Whanaketanga Korero to accelerate by at least 1 year's progress in Korero.</p>	

<p>36 Akonga are achieving below and well below in korero. 11 Year 8 akonga have now left our kura.</p> <p>36 ngā tamariki hei aronga mo te tau 2021</p> <p>3 x tau waru, 6 x tau whitu, 6 x tau ono, 2 x tau rima, 8 x tau wha, 6 x tau toru, 5 x tau rua</p>			
Weeks 3 & 9	<p>Identify students' current achievement. IEP's, Teacher's Action Plans, Assessment for Learning - Build a learning focused relationship, using the strategies students and teachers need in order to involve students in the assessment of their learning. Promote further learning – Growth Mindset, Feedback, Learning Conversations, Reinforcement and Feedforwards. Design everything that happens in the classroom so that both students and teacher can be originators and experience high personal causation. (shared control of learning/ teaching process). WALTs.</p> <ul style="list-style-type: none"> Continue sharing of ideas across whole school through staff meetings. 	Principal, DP's, kaiako, teachers, whanau	<p>By the end of term one, leaders will....</p> <p>See that teachers' inquiries have the foundations from Assessment for Learning. Teachers planning and action plans reflect the needs of these learners. IEP's have been started for identified target students.</p>
Ongoing	<p>Constant practice of whakapapa and karakia, waiata and moteatea. All Rumaki planning reflects the kaupapa of Rumaki, Te Reo Maori me ona tikanga Maori. With a specific link to Ngati Pikiaotanga Marautanga.</p> <p>Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, Learning conversations, collaboration between</p>	Leadership Team –Aroha Heaslip PLD Facilitator, Teachers, whanau	<p>Our akonga will have the confidence and skill to korero Maori i nga wa katoa (everyday settings). Hopukina will be used to assess their reo.</p> <p>By the end of term two, teachers will... have updated action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.</p>

	teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feedforward. Whakanui ngā tamariki korero Maori (Certificate every Friday)		
Term 2 Weeks 3 & 9	All of these akonga will be given the opportunity to participate in the kura Manu Korero. Identify students' current achievement. IEP's, Teacher's Action Plans. Continue with Assessment for Learning Inquiries to build teacher capability and improve educational outcomes for these students. Report to parents. Monitor children / success criteria. WALT's, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward.	Leadership Team, Teachers, Whanau,	Akonga will participate in Manu Korero – (Peer Assessment) By the end of term two, teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.
Term 3 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward.	Leadership Team, Teachers, Whanau,	By the end of term three, teachers will continue to update action plans weekly, held learning conversations in their teams, implement their inquiries, re-visited inquiry questions.

Term 4 Week 6	Gather assessments including student voice about their learning. Report to Parents. Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward.	Leadership Team, Teachers, Whanau,	By the end of term four, students will have accelerated in Te Reo Maori Korero by 1 year or more.
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Whangamarino School Board of Trustees

2021 Annual Plan

Nag 1 – Curriculum

Student Progress - Auraki

- By the end of 2021 we want the 20/67 Auraki students in 2020 operating below and well below for Reading to accelerate by at least 1 years progress in Reading.
- By the end of 2021 we want the 16 / 67 Auraki students currently achieving below and well below to accelerate by at least 1 years progress in Writing.
- By the end of 2021 we want 16 students currently achieving below and well below standard in Mathematics to accelerate by at least 1 year's progress in Mathematics.

PANGARAU - There will be 22 akonga targeted for Pangarau in 2021

- By the end of 2021 we want 22 akonga currently achieving below and well below in Pangarau to accelerate by at least 1 year's progress in Pangarau.

TUHITUHI – There will be 32 akonga targeted for Tuhituhi in 2021

- By the end of 2021 we want the 32 akonga currently achieving below and well below in tuhituhi to accelerate by at least 1 years progress in tuhituhi.

PANUI - There will be 18 akonga targeted for Panui in 2021.

<ul style="list-style-type: none"> By the end of 2021 we want the 18 akonga in 2021 operating below and well below for Panui to accelerate by at least 1 years progress in Panui.. <p>KORERO - There will be 36 akonga targeted for Korero in 2021</p> <ul style="list-style-type: none"> By the end of 2021 we want the 36 akonga in 2021 operating below and well below for korero to accelerate by at least 1 years progress in Korero. 		
<p>Full Board of Trustees</p> <ul style="list-style-type: none"> Schedule of meetings set up for the year Election of Chairperson Succession planning for BOT election in place Board of Trustees attending NZSTA conference in Rotorua. 	<p>Education Review Office</p> <ul style="list-style-type: none"> Implement ERO recommendations i.e. For sustained improvement and future learner success, priorities for further development are in: <ul style="list-style-type: none"> continue with our Poutama Ako to show expected progress across the local curriculum strategies and processes to enable students to monitor and review their own progress. Board Assurance Statement completed by Board and Principal prior to review 	<p>Nag 4 - Finance</p> <ul style="list-style-type: none"> Budget approved by the board Prepare for annual audit Monthly accounts to be presented with monthly financial summary to BOT. Annual Accounts completed and uploaded to the school website. Prepare 2021 budget in December. Funding application for: Urgent Response Funding - Dyscalculia / Whakairo Club Possible funding for a new bus.
<p>Learning Area Reports</p> <ul style="list-style-type: none"> Curriculum leaders report to BOT mid year and end of year. Ngati Pikiaotanga Marautanga report to BOT Mid year and end of year. Ngati Whakaue Education Endowment Trust Milestone reports completed in June and November Student progress reports in Term 2 and Term 4. PB4L (Whakaaro Rangatira) Report 	<p>Policy and Procedures</p> <ul style="list-style-type: none"> Policies for review: School Docs See 3 year overview for review. 	<p>Nag 4 - Property</p> <ul style="list-style-type: none"> 5YP projects to be completed Update Works to block B for ORS funded Student : The drawings and specifications are now at the detailed design stage. The plan is to send out for contractor pricing early in the 2021 with the works completed during the year. Works to start and be completed in the 2021 year. Roofing Painting of playgrounds (RDC)

		<ul style="list-style-type: none"> • Develop 10 Year plan • Gates and fencing around kura. • Update/ clean toilets / Paint walls • New cover for turf in Junior school • Sunshades around kura
<p>Nag 1- Teaching and Learning</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Ngati Pikiao Marautanga • Digital Curriculum • Assessment for Learning • Whakaaro Rangatira (PB4L) • Neuro Science - Nathan Mikaere Wallis • Play Based Learning / Junior School • PD Korero (Rumaki Kaiako/ BT) • He Akoranga Timatanga o te Hanganga Reo Matatini • Taki Ākina Reo- a waha • Pikiaotanga • Maori Achievement Collaboration • Downs Syndrome Training • Teaching in house professional development in reading, writing and mathematics as needed. • Teaching as Inquiry • Collaborative Inquiry • Continue to refine and improve achievement data practices and stream line effective moderation to consistently inform planning and teaching. • Staff Wellbeing/Mindfulness <p>Other</p>	<p>Personnel</p> <ul style="list-style-type: none"> • Job descriptions set up with appraisal procedures in place • Principal Appraisal will be carried out by a registered appraiser • Performance Agreement for the principal in place 	<p>Nag 2 – Self Review and Reporting –</p> <p>Regular Self Review – BOT Timetable and Workplan</p> <p>Review progress of target students twice a term. Action Plans developed for all targeted students. Special needs and ability programme termly with report.</p> <p>Consultation and Communication</p> <p>Parents and extended whanau, group consultation, students and staff. Reporting to parents twice a year, School surveys, Charter, , Curriculum and Policy Reviews. Religious Instruction</p>

<p>Curriculum reporting twice yearly to Board of Trustees and parents.</p> <ul style="list-style-type: none"> • Continue to develop student leadership programme. • Identity (Sharing out stories) • Implement Year 7 & 8 Career Development Programme • Students participate in Matariki Ball. • Whole School Noho to Rakeiao. • Interschool sports (Matawhaura Cluster) • Share learning through newsletters, Facebook, interviews and hui. This year introducing Seesaw. • Special Needs / SENCO <p>Develop our values.</p>		
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