



Whangamarino School Charter Strategic and Annual Plan



2022 - 2024

Principals' endorsement:	Lorraine Northey
Board of Trustees' endorsement:	Glenda Gates
Submission date to Ministry of Education:	March 2022 School No. 2083

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.

Kia pono ki to mahi, kia whai hua ai.

Confident Learners
Motivated and reliable
resourceful
enterprising and
entrepreneurial
resilient

Things we value:

Aroha
Manaakitanga
Whakawhanaungatanga

Actively Involved
Participants in a range of
life contets
Contributors to the well
being of Aotearoa

Connected
Able to relate well to others
Effective users of communication
tools
Connected to land and
environment
Members of communities
International citizens

Proud of Cultural Identity

All cultures are valued and celebrated
We value each other's heritage and
culture

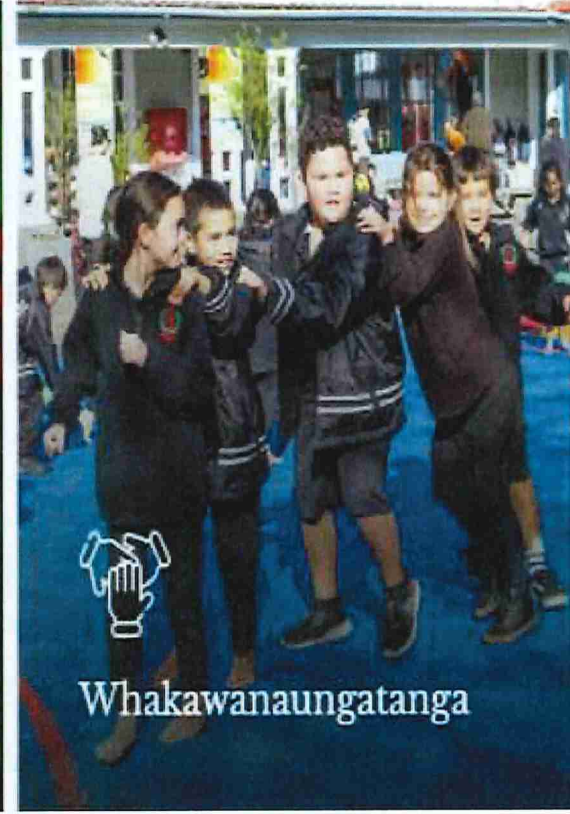
Lifelong Learners
Literate and numerate
Critical and creative thinkers
Active seekers, users and creators
of knowledge
informed decision makers.



Aroha



Manaakitanga



Whakawanaungatanga

Student Voice

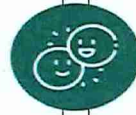
Whakaaro pai ki ngā tāngata katoa. Me pai tōku ahua ki ngā tāngata, Awhi ngā tamariki kaore i te mohio ki te reo Māori. Tiaki tetahi ki tetahi. Awhiawhi i tētahi i te wā kei te pukuriri, kei te mamae ki te pouri rānei.



Aroha is about treating each other with aroha, care about each other, always use kind words, work with others and make sure they are alright and put others before myself.

Student Voice

Be kind to others and treat others the way you want to be treated.



Whakaaro Rangatira. Whakaute i ngā wa katoa. Tu hei akonga manawanui. Korero Māori. Awhi nga kaiako.

Student Voice

We work together as a whānau.
We experience noho marae and camps together.
We help each other no matter what!



Tu hei Whānau.
Kai tahi, mahi tahi, noho kotahi.
Hapai nga tamarki hou.

Strategic Goals

1. Curriculum - To provide the highest possible learning outcomes for tamariki (See targets in Annual Plan)

2. Health & Wellbeing
To continue to support a school culture that embraces student, staff and whānau wellbeing.

3. Personnel - In collaboration with BOT and senior leadership team we will aim to recruit, retain and support the development of passionate, well trained, staff who are highly engaged.

4. Property - In collaboration, the BOT and Leadership Team we will endeavour to actively push for school facilities that are safe and provides for an effective teaching and learning environment.

5. Finance - Continue to maintain highly effective and prudent financial procedures

6. Governance - The Board of Trustees will confidently and effectively govern Whangamarino School

SECTION A - Strategic Section
CURRICULUM / HEALTH & WELLBEING

Goal 1. - In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students
Goal 2. - To continue to support a school culture that embraces student, staff and whanau wellbeing.

Objectives	2022 - Development	2023 - Consolidate	2024 Maintain
Support our students in addressing the achievement challenges and goals.	Take part in Matawhaura Cluster PLD Digital Curriculum.	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, 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 Begin Aotearoa NZ Histories PLD with Tamsin Hanley	Review Curriculum Plan to ensure it is meeting the needs of students and community. Specialist teaching of music/ whakairo Planned Ngati Pikiao Teacher Only Days Implement Aotearoa NZ Histories	Review use of specialist teachers to deliver music and whakairo Review curriculum Plan which includes Aotearoa NZ Histories
Foster a love of learning based on a framework of values and attitudes. Whakaaro Rangatira.	Continue to take part in PB4L PLD. Tier 2. Raise the profile of our school values based on our Ngati Pikiao Marautanga, NZC and TWOA. Continue with PB4L Hui weekly	Make greater use of the school visual environment to articulate our vision and values, behaviour expectations and local history. Continue with PB4L PD in Tier 3. C	Ensure a culture of mutual respect for staff and students through a clear understanding of our values and expectations.
Health & Wellbeing Whangamarino School is committed to continuing to create a school culture that embraces student, staff and whānau wellbeing.	Implement explicitly the Te Whare tapa Whā Model of Hauora, which focuses on the Physical, Social, Mental and Emotional and Spiritual wellbeing of our students. - Explicitly teach our school values, so our students are demonstrating on a daily basis.	Continue to implement Te Whare Tapa Wha. Continue to implement Physical Education programme	Revisit Te Whare Tapa Wha Model of Hauora and how we are teaching this in the kura.

	<ul style="list-style-type: none"> - Promote wellbeing through the developing of healthy coping strategies and an understanding of student's own emotions as well as those of others. - Introduce Emotional Intelligence Mood Meters to Staff, students and whanau. <p>Deliver a Physical Education program that</p> <ul style="list-style-type: none"> • ensures all students have the opportunity to develop the fundamental movement skills, social skills and competence to excel in a wide range of physical activities , in a broad and balanced curriculum with opportunities for all to be enjoyed. 		
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SECTION B: STRATEGIC SECTION - OUR STRATEGIC GOALS

PERSONNEL

Goal 3. - In collaboration with BOT and senior leadership team will aim to recruit, retain and support the development of passionate, well trained, staff who are highly engaged.

Objectives	2022 Development	2023 Consolidate	2024 Maintain
<ul style="list-style-type: none"> Employ the best person for the job while being aware of EEO regulations 	<ul style="list-style-type: none"> Where possible seek to address the current gender balance (8 female and 1 male teacher) Support Beginning Teachers Support Teachers who wish to pursue further study 	<ul style="list-style-type: none"> Continue to support the wellbeing and development of passionate, well trained, staff who are highly engaged. 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.



Our Waka NGAPINI, a gracious old canoe of the lake. Now it lies at the entrance at the front of our kura.

Deed to the school by Mr Rota Taiatini, it was hauled and skidded on to a grassy hump and then transported to the kura without mishap. The canoe bears witness to the skill, good eye and sure hand of some master carver. Memories flooded back to the neighbour, Mrs C Williams: "That was the first canoe I rode in which I came here." Story from the Whangamarino Māori School Bulletin, Vol 4, Num 5, Jun '67.

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

Goal 4. Property - In collaboration, the BOT and Leadership Team will endeavour to actively push for school facilities that are safe and provide for an effective teaching and learning environment.
Goal 5. Finance - Maintain effective and prudent financial procedures

Objectives	2022 Development	2023 Consolidate	2024 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 	Refer to 5 YPP for upgrade of new furniture	Continue to work with MOE on targets.

	<p>this year.</p> <ul style="list-style-type: none"> • Removal of school house mid 2021 • Construction of new roll growth classroom 		
Senior Playground	<ul style="list-style-type: none"> • Apply for funding for a new senior playground. 	<ul style="list-style-type: none"> • Build new playground, Endure playground design and equipment meets NZ standard 5828:2015: Playground and equipment surfacing. • Ensure the project meets Ministry's management requirements. 	<ul style="list-style-type: none"> • Upkeep playground.
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' contracts. 	<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 6. : The Board of Trustees will confidently and effectively govern Whangamarino School

Objectives	2022 Development	2023 Consolidate	2024 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 conferences. 	<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 • Elections in September 2022 	<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.



STUDENT DATA - AURAKI & RUMAKI 2021

Baseline Data or School Context

Goals 2022 Auraki

- By the end of 2022 we want the 13/67 Auraki students in 2021 operating below and well below for Reading to accelerate by at least 1 years progress in Reading.
- By the end of 2022 we want the 13 / 67 Auraki students currently achieving below and well below to accelerate by at least 1 years progress in Writing.
- By the end of 2022 we want 15 students currently achieving below and well below standard in Mathematics to accelerate by at least 1 year's progress in Mathematics.

Goals 2022 Rumaki

PANGARAU - There will be 41 akonga targeted for Pangarau in 2022

- By the end of 2022 we want 41 akonga currently achieving below and well below in Pangarau to accelerate by at least 1 year's progress in Pangarau.

TUHITUHI - There will be 55 akonga targeted for Tuhituhi in 2022

- By the end of 2022 we want the 55 akonga currently achieving below and well below in tuhituhi to accelerate by at least 1 years progress in tuhituhi.

PANUI - There will be 32 akonga targeted for Panui in 2022.

- By the end of 2022 we want the 32 akonga in 2022 operating below and well below for Panui to accelerate by at least 1 years progress in Panui..

KORERO - There will be 40 akonga targeted for Korero in 2022

- By the end of 2022 we want the 40 akonga in 2022 operating below and well below for korero to accelerate by at least 1 years progress in Korero.

Students' Learning

Auraki Writing 2021

This data tells us that:

- 79% (48) of students are achieving AT or ABOVE the expectation for their year group in Writing
- 18% (11) of students are achieving BELOW the expectation
- 3% (2) of students are achieving WELL BELOW the expectation
- Both these WELL BELOW students have had very poor attendance. One of them is receiving assistance from various outside support agencies for his learning and behaviour
- 62% (8) of Year 8 students are writing AT the expectation for their year group. They are well prepared in their writing skills for their secondary education.

2021

21% of Auraki students in 2021 were operating below and well below for Writing.

2022- **13 Students are targeted for 2022**

Auraki - Reading End of Year 2021 Data

Year group	Well Below	Below	At	Above
Year 2	0%	17% (2)	75% (9)	8% (1)
Year 3	0%	0%	17% (1)	83% (5)
Year 4	0%	25% (1)	50% (2)	25% (1)
Year 5	0%	25% (1)	25% (1)	50% (2)
Year 6	0%	27% (4)	73% (11)	0%
Year 7	0%	0%	100%	0%
Year 8	15% (2)	23% (3)	62% (8)	0%
TOTAL	3% (2)	18% (11)	64% (39)	15% (9)

- 79% of our Auraki tamariki are reading AT or ABOVE the expectation for their year group.
- 21% are reading BELOW or WELL BELOW the expectation for their year group.
- All Year 7 tamariki have reached the expectation in reading for their year group.
- 62% of our Year 8 students have attained the expectation in reading. This is very positive as it shows that they are well prepared for their secondary education.

2022 - 13 Students are targeted for 2021

	<p><u>Auraki - Mathematics End of year 2021 data shows that :</u></p> <ul style="list-style-type: none"> • 75% (56) of all Auraki students are achieving AT or ABOVE the expectation for their age group. • 20% (15) are achieving BELOW the expectation. • 5% (4) are achieving WELL BELOW the expectation. 3 of these students have very high <p>needs and receive SENCO support. The other student has been referred to RTLB and will receive learning support in 2022.</p> <ul style="list-style-type: none"> • 84% (11 out of 13) of our Year 8 students are achieving AT or ABOVE the expectation. This means that they will begin their High School education with a solid foundation of Mathematical skills and knowledge upon which they will continue to build. • Target year group: Year 5. 33% (2) of these students are achieving or BELOW, 33% (2) are achieving WELL BELOW the expectation. However 34% (2) are AT or ABOVE. <p>2021 - (56) Students in Auraki are achieving at or above the NZC in Mathematics. (19) Students' are achieving below and below standard in Mathematics.</p> <p><u>2022</u></p> <p>19 Students are targeted for 2022</p>
	<u>RUMAKI</u>
	Te Arohaehae i ngā raraunga Pānui 2020
	<u>Panui</u>

	<p>Panui 2021 (66) ngā tamariki kei te Manawa Taki me te Manawa Aki.</p> <p>32 ngā tamariki hei aronga mo te tau 2022</p>
	<p>Te Arohaehae i ngā raraunga Pāngarau 2020</p>
	<p>Rūmaki - Pangarau i te mutunga tau 2021</p> <p>(3%) - 3 students achieving Manawa Toa for Pangarau (56%) - 39 students achieving Manawa Ora for Pangarau (37%) - 14 studnets achieving Manawa Aki for Pangarau (4%) - 11 studnets achieving Manawa Taki for Pangarau</p> <p>(59%) - 59 students are achieving Manawa Aki and Manawa Taki for Pangarau</p> <p>41 students are targeted for 2022</p>
	<p>Te Arohaehae i ngā raraunga tuhituhi 2021</p>
	<p>Raraunga whakamutunga o te Tau 2021</p>

	<p>Tuhituhi – 36%% - (39) (of our tamariki are achieving at or above expectations in Tuhituhi.</p> <p>(33%) - (36) Tamariki are achieving below in tuhituhi</p> <p>(17%) – (19) Tamariki are achieving well below in tuhituhi</p> <p>55 ngā tamariki hei aronga mo te tau 2022</p> <p><u>Korero</u></p>
	<p>Rūmaki - Korero i te mutunga tau 2021</p> <p>(0%) - no students are achieving Manawa Toa for Korero</p> <p>(55%) - 49 students achieving Manawa Ora for Korero</p> <p>(28%) - 25 students achieving Manawa Aki for Korero</p> <p>(16%) - 15 students achieving Manawa Taki for Korero</p> <p>40 students are targeted for 2022</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 to the NZ Curriculum levels. All students will partake in our Pikiao Marautanga

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

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

- 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

Related NAGS: National Administration Guidelines

- 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

OBJECTIVES**ACTIONS****1.1**

To increase the number of students reading
To increase the number of akonga panui at, or above TMOA

- **Outlined actions are in our Improvement plan**

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

- **Outlined actions are in our Improvement plan**

1.3

- **Outlined actions are in our Improvement plan**

<p>To increase the number of students mathematics at, or above NZC levels in Mathematics</p> <p>To increase the number of akonga pangarau at, or above TMOA</p>	
<p>1.4</p> <p>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</p> <p>What is the commitment by the Board of Trustees?</p>	<ul style="list-style-type: none"> • The 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</p> <p>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. • Finalize Assessment for Learning Professional Learning Development. • Complete Digital Curriculum PLD with Matihiko • Support and source MOE PLD support intervention programmes. • Communities of learning within the kura. • Continue with Set Whangamarino Dyscalculia Project • Support all kaiako to implement and oversee students Action Plans • Support New Beginning Teacher • Begin Aotearoa NZ Histories PD with Tamsin Hanly

<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. ● 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. ● Leadership team and Consultant employed to 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 Whakaue 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. ● Consultant employed to work with staff through Professional Growth Cycle ● Continue with Whakairo Club and Whangamarino Dyscalculia 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
- 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

Related NAGS: National Administration Guidelines

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

OBJECTIVES

3.1

Teachers continue to refine and improve performance, through Assessment for Learning PLD (teaching as inquiry, use of data and ongoing monitoring of achievement data), Digital Matai Matihiko PLD, Whakaaro Rangatira PLD. Wellbeing PLD and MAC Hui Maori Achievement Collaboration.

ACTIONS

- PLD Positive Behaviour For Learning (Whakaaro Rangatira)
- PLD Digital Curriculum Matai Matihiko
- MAC Māori Achievement Collaborative
- Aotearoa NZ Histories

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 • Increased participation and success by Māori • Excellence through clear learning • Success for those with special needs 	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. • 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). Incorporate new health statement for student wellbeing
4.3 Community Consultation / involvement Designated Character Application Whole School Whakawhanaungatanga Day Feb 2022 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 • Whakawhanaungatanga Feb 2022

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 <u>student outcomes</u>.</i>		
<p>AURAKI</p> <p>2021</p> <ul style="list-style-type: none"> 79% of our Auraki tamariki are reading AT or ABOVE the expectation for their year group. 21% are reading BELOW or WELL BELOW the expectation for their year group. All Year 7 tamariki have reached the expectation in reading for their year group. 62% of our Year 8 students have attained the expectation in reading. This is very positive as it shows that they are well prepared for their secondary education. <p>2022 - 13 Students are targeted for 2022</p>	<p>RUMAKI</p> <p>Rūmaki - Pānui i te mutunga tau 2021 (10.2%) - 10 students achieving Manawa Toa for Pānui (57%) - 56 students achieving Manawa Ora for Pānui (15%) - 15 students achieving Manawa Aki for Pānui (17%) - 17 students achieving Manawa Aki for Pānui (67.2%) - 19 students are achieving Manawa Aki and Manawa Taki for Pānui</p> <p>2022 - 32 ngā tamariki hei aronga mo te tau 2022</p>	<p>By the end 2022 13 Students that are targeted for 2022. We want these students to be achieving at AT or Above expected level.</p> <p>By the end of 2022 we want the 32 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>
<i>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.</i>		
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>		

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 in the classroom so that both students and teachers can be originators and experience high personal causation. (shared control of learning/ teaching process). WALTs, KTAM, show students how to use	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.
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, hold learning conversations in their teams, implement 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, hold 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	Leadership Team, Teachers, Whanau,	By the end of term four, students will have accelerated by 1 year or more.

	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	RT Lit	
Monitoring - Assessment Schedule for 2022			
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 / IEPs / 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 / IEPs / Goals. Gather mid-year data. Report to the 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 / IEPs / 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			
<div><div>AURAKI</div><div><u>Writing 2021 End of Year Data</u></div><div>79% students are achieving AT and ABOVE expectations 18% are achieving Below expectations 3% are achieving Well Below expectations.</div><div>2022- 13 Students are targeted for 2022</div></div>		<div><div>RUMAKI</div><div>Raraunga whakamutunga o te Tau 2021</div><div>Tuhituhi – 36%% - (39) (of our tamariki are achieving at or above expectations in Tuhituhi.</div><div>(33%) - (36) Tamariki are achieving below in tuhituhi</div><div>(17%) – (19) Tamariki are achieving well below in tuhituhi</div><div>2022 - 55 ngā tamariki hei aronga mo te tau 2022</div></div> <div>By the end of 2022 we want 13 Auraki students currently achieving well below and below to accelerate by at least 1 year’s progress in Writing.</div> <div>By the end of 2022 we want the 55 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.</div>	
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 teachers 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 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	Leadership Team, Teachers, Whanau,	By the end of term two, teachers will continue to update action plans weekly, hold learning conversations in their teams, implement 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, hold 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, 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 2022			
Term 1	Term 2	Term 3	Term 4
Peters Spelling - Essential Lists	Reports to Parents	Peters Spelling - Essential Lists	Peters Spelling

SEA - Ongoing alphabet /word knowledge. NZC Writing Exemplars - Internal Moderation. Nga Manu Tuhituhi – Internal Moderation	NZC Writing Exemplars - Internal Moderation Nga Manu Tuhituhi – Internal Moderation	SEA - Ongoing alphabet /word knowledge. NZC Writing Exemplars - Internal Moderation Nga Manu Tuhituhi – Internal Moderation	Reports to Parents NZC Writing Exemplars - Internal Moderation Nga Manu Tuhituhi – Internal Moderation
Week 3 & Week 9 – Monitor Action Plans / IEPs / 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 / IEPs / Goals. Gather mid-year data. Report to the 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 / IEPs / 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 2019. Set targets for 2020 and record in Analysis of Variance on 2019 data. Data will be used to inform teacher practice in 2020. 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.

Improvement Plan - Domain: Learning	
Strategic Goal Improve Mathematics Progress and Achievement	Annual Goal: Improve Mathematics Progress and Achievement
Baseline data and Annual Target	
AURAKI <u>2021</u> • 75% (56) of all Auraki students are achieving AT	RUMAKI Rūmaki - Pangarau i te mutunga tau 2021

By the end of 2022 we want 15/ 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>or ABOVE the expectation for their age group.</p> <ul style="list-style-type: none"> • 20% (15) are achieving BELOW the expectation. • 5% (4) are achieving WELL BELOW the expectation. 3 of these students have very high needs and receive SENCO support. The other student has been referred to RTLB and will receive learning support in 2022. • 84% (11 out of 13) of our Year 8 students are achieving AT or ABOVE the expectation. This means that they will begin their High School education with a solid foundation of Mathematical skills and knowledge upon which they will continue to build. • Target year group: Year 5. 33% (2) of these students are achieving or BELOW, 33% (2) are achieving WELL BELOW the expectation. However 34% (2) are AT or ABOVE. <p>2022 - 15 students are targeted in</p>	<p>(3%) - 3 students achieving Manawa Toa for Pangarau</p> <p>(56%) - 39 students achieving Manawa Ora for Pangarau</p> <p>(37%) - 14 students achieving Manawa Aki for Pangarau</p> <p>(4%) - 11 students achieving Manawa Taki for Pangarau</p> <p>(59%) - 59 students are achieving Manawa Aki and Manawa Taki for Pangarau</p> <p>41 students are targeted for 2022</p>	<p>By the end of 2022 we want 41 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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2022			
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	<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 (ALIM), Feedback, Learning Conversations, Reinforcement and Feedforwards. Design everything that happens in the classroom so that both students and teachers can be originators and experience high personal causation. (shared control of learning/ teaching process). WALTS, KTAM.</p> <ul style="list-style-type: none">Continue sharing ideas across the whole school through staff meetings. <p>Target Group:</p> <ul style="list-style-type: none">Accelerated learning and achievement of mathematics 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 the whole school.	Principal, DP's, Tarraleigh Teepa (lead of mathematics) 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. Assessment tools will show children are making progress in mathematics.</p> <p>IEP's have been started for identified target students.</p>
Ongoing	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue	Leadership Team – Tarraleigh Teepa,	By the end of term two, teachers will... have updated action plans weekly, held learning conversations in their

	<p>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.</p>	Aroha Heaslip PLD Facilitator, Teachers, whanau	<p>teams, implemented their inquiries, re-visited inquiry questions.</p> <p>PD by Tarraleigh Teepa re: Dyscalculia will take place at fortnightly staff meetings.</p>
<p>Term 2 Weeks 3 & 9</p>	<p>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, 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 the whole school. 	Leadership Team, Teachers, Whanau,	<p>By the end of term two, teachers will continue to update action plans weekly, hold learning conversations in their teams, implement their inquiries, re-visited inquiry questions.</p> <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 the whole school. 	Leadership Team, Teachers, Whanau,	<p>By the end of term three, teachers will continue to update action plans weekly, hold learning conversations in their teams, implement 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 the 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>Rūmaki - Korero i te mutunga tau 2021</p> <p>(0%) - no students are achieving Manawa Toa for Korero (55%) - 49 students achieving Manawa Ora for Korero (28%) - 25 students achieving Manawa Aki for Korero (16%) - 15 students achieving Manawa Taki for Korero</p> <p>40 students are targeted for 2022</p>		<p>By the end of 2022 we want 40 Rumaki students, currently achieving well below and below in Te Whanaketanga Korero to accelerate by at least 1 year's progress in Korero.</p>	
Weeks 3 & 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	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</p>

	<p>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 teachers can be originators and experience high personal causation. (shared control of learning/ teaching process). WALTs.</p> <ul style="list-style-type: none"> Continue sharing ideas across the whole school through staff meetings. 		plans reflect the needs of these learners. IEP's have been started for identified target students.
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 teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feedforward. Whakanui ngā tamariki korero Maori (Certificate every Friday)</p>	Leadership Team –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>
Term 2 Weeks 3 & 9	<p>All of these akonga will be given the opportunity to participate in the kura Manu Korero.</p> <p>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.</p>	Leadership Team, Teachers, Whanau,	<p>Akongas will participate in Manu Korero – (Peer Assessment)</p> <p>By the end of term two, teachers will continue to update action plans weekly, hold learning conversations in their teams, implement their inquiries, re-visited inquiry questions.</p>
Term 3 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue	Leadership Team, Teachers, Whanau,	By the end of term three, teachers will continue to update action plans weekly, hold learning conversations

	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.		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.



Whangamarino School Annual Plan 2022

Ngā 1 – Curriculum Student Progress – Auraki & Rumaki

- By the end of 2022 we want the 13/67 Auraki students in 2021 operating below and well below for Reading to accelerate by at least 1 years progress in Reading.
- By the end of 2022 we want the 13 / 67 Auraki students currently achieving below and well below to accelerate by at least 1 years progress in Writing.
- By the end of 2022 we want 15 students currently achieving below and well below standard in Mathematics to accelerate by at least 1 year's progress in Mathematics.

Student Progress - Rumaki

PANGARAU - There will be 41 akonga targeted for Pangarau in 2022

- By the end of 2022 we want 41 akonga currently achieving below and well below in Pangarau to accelerate by at least 1 year's progress in Pangarau.

TUHITUHI - There will be 55 akonga targeted for Tuhituhi in 2022

- By the end of 2022 we want the 55 akonga currently achieving below and well below in tuhituhi to accelerate by at least 1 years progress in tuhituhi.

PANUI - There will be 32 akonga targeted for Panui in 2022.

- By the end of 2022 we want the 32 akonga in 2022 operating below and well below for Panui to accelerate by at least 1 years progress in Panui..

KORERO - There will be 40 akonga targeted for Korero in 2022

- By the end of 2022 we want the 40 akonga in 2022 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"> • Continue to 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 Ngati Pikiao 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 2023 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 <p>See 3 year overview for review.</p>	<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 : • Roofing • Painting of playgrounds (RDC) • Develop 10 Year plan • Gates and fencing around kura. • Update/ clean toilets / Paint walls • New cover for turf in Junior school • Sunshades around kura • New senior playground
<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) • 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 	<p>Personnel</p> <ul style="list-style-type: none"> • Job descriptions set up with PGC procedures in place for Kaiako (Consultant Tony Pope to work with kaiako this year) • Support staff (Principal) • Principal PGC - Joining Matawhaurau Cluster Principals for Mentoring with Tony Pope. PGC carried out by either BOT Chairperson or another principal colleague. • Principal's Performance Agreement for 2021-March 2022 completed and given to BOT 	<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>

<ul style="list-style-type: none"> ● 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>Curriculum reporting twice yearly to the Board of Trustees and parents.</p> <ul style="list-style-type: none"> ● Continue to develop a student leadership programme. ● Identity (Sharing out stories) ● Implement Year 7 & 8 Career Development Programme ● Students participate in Leadership lunchtime clubs. ● 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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