



Ruawai Primary

School Charter Strategic and Annual Plan

2019-2021

Principals' endorsement:	Curtis Gaylor
Board of Trustees' endorsement:	Kim Jenyns
Submission date to Ministry of Education:	21/12/2018



**Ruawai
Primary**

Empowering Learning
Whakamana Akoranga

Aspirational Profile for Ruawai Primary Learners

We aim to become and remain...



Ruawai Primary

Empowering Learning
Whānauata Māoranga

Ever-Growing Learners

Curious & Inquisitive

Literate & Numerate

Digitally Fluent

Problem Solvers



Engaged Learners

Collaborators

Innovators

Active

Kaitiaki



connected Learners

Sociable & Inclusive

Adaptable

Compassionate

Self-Managing



Individual Learners

Self Confident

Fair & Respectful

Culturally Aware

Located



the **Heru**

The heru symbolizes the uplifted symbol of Ngāti Whātua tribal authority and esteem or mana - something uniquely Ngāti Whātua to draw pride from and aspire to. It was the practice of Ngāti Whātua leaders to be at the forefront of travelling parties. These leaders could be easily recognised by the heru adorning the top knot of their hair.

OUR VISION:

We aspire to develop and nurture

INDIVIDUAL learners who are **ENGAGED**, **CONNECTED** and **EVER-GROWING**.

Ruawai Primary Learners
We aim to become and remain...

Individual Learners

Self Confident
Fair & Respectful
Located
Culturally Aware



Ruawai Primary

Ruawai Primary Learners
We aim to become and remain...

Engaged Learners

Collaborators
Active
Innovators
Kaitiaki



Ruawai Primary

Ruawai Primary Learners
We aim to become and remain...

Connected Learners

Compassionate
Self Managing
Adaptable
Sociable & Inclusive



Ruawai Primary

Ruawai Primary Learners
We aim to become and remain...

Ever-Growing Learners

Digitally Fluent
Problem Solvers
Literate & Numerate
Curious & Inquisitive



Ruawai Primary



**Ruawai
Primary**

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Whakamana Akoranga

House Teams



Healthy In-School Competition

School House Points Board



1st



2nd



3rd



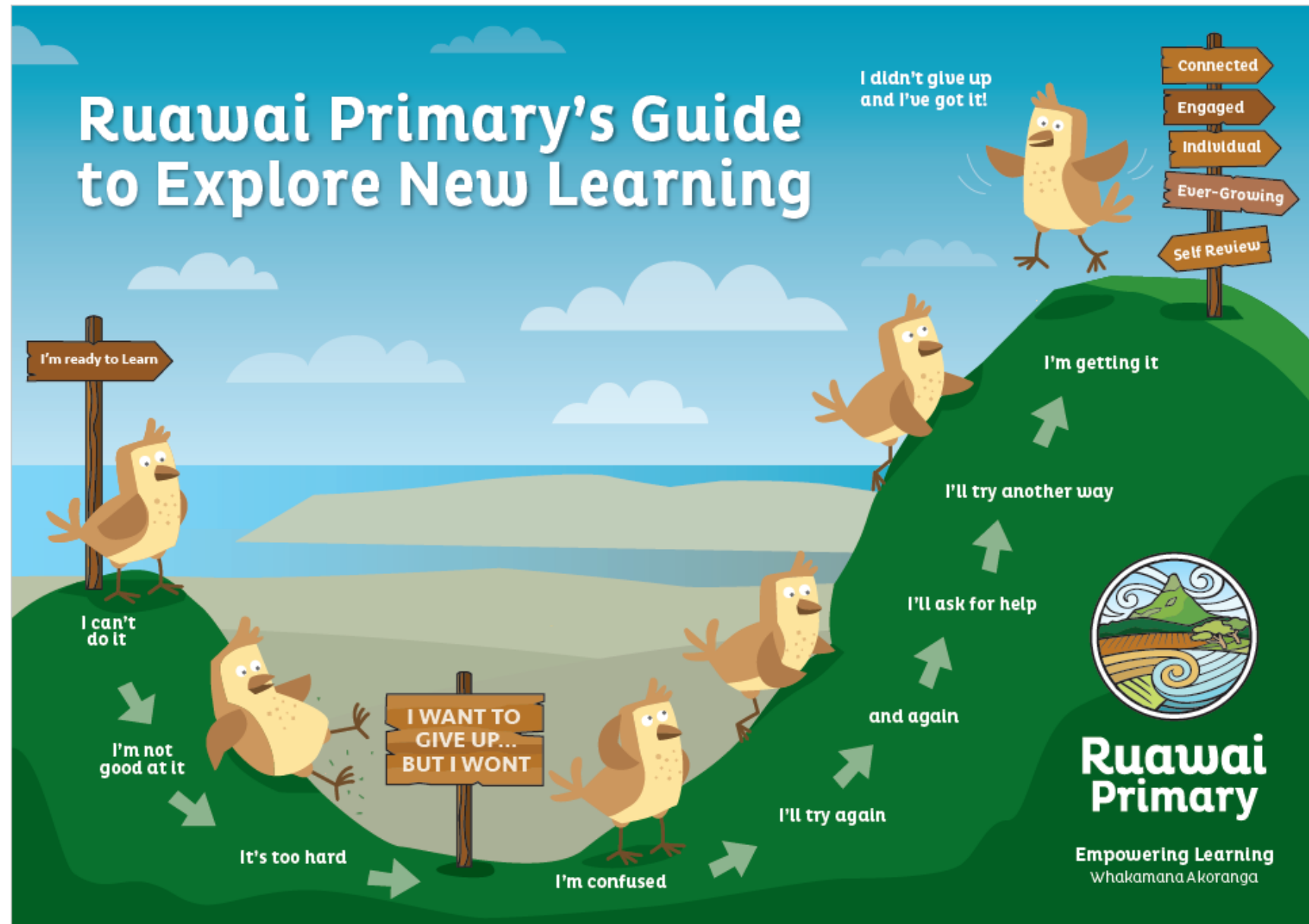
**Ruawai
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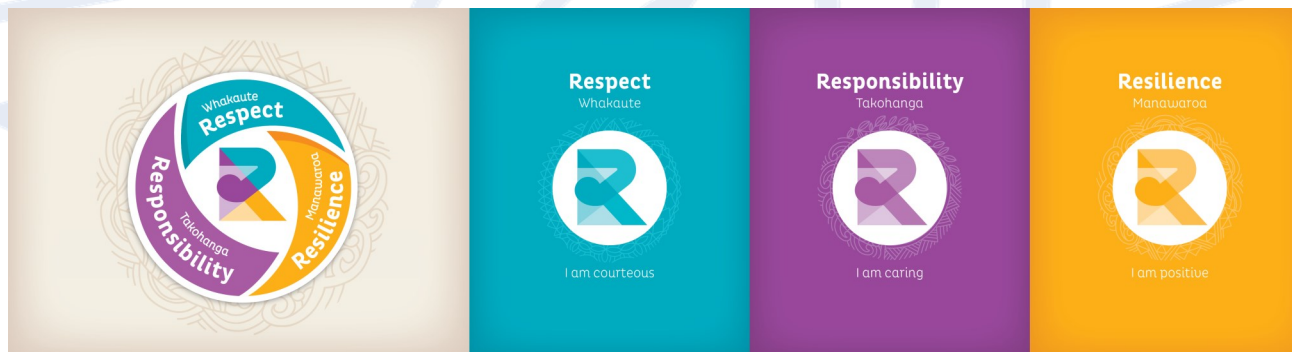
Proudly support our School Houses

“We have an ‘I Can, and I Will’ Attitude!”



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School Description

Ruawai Primary School is a vibrant, well-resourced school catering for children Year 1 to Year 6. We are situated in a beautiful rural location on State Highway 12, 45km west of SH 1 and 20km east of Dargaville. We are a Decile 3 school with U3 status, nestled in beside the mighty Wairoa River and the Kaipara Harbour. Ruawai Primary School is fortunate to be located beside a modern new kindergarten and directly opposite Ruawai College, which caters for students in Years 7 – 13. There are very close ties between us all, forming a vibrant educational community.



Ruawai Primary



Our School

The local population tends to be employed in the farming and horticulture industries in the local area or they commute to Dargaville for work.

The school roll is currently 116 learners.

58% Male

42% Female

56% European

40% Māori

4% other

The 2019 staffing level is 6.31 FTTE and we operate five classrooms that are staffed with dedicated, enthusiastic and committed teachers. The school employs a clerical assistant, kapahaka and Te reo Māori teacher, part time caretaker, and a cleaner. Learning assistants (teacher aides) are employed to assist in the library and to work with children as required.

School History

A school was first built on the grounds in March 1901; then known as Raupo School. In 1913, the main block of the school was built. Then the decision was made in 1927, to consolidate the five area schools: Whenuanui, Raupo, Naumai, and Awaroa, into a District High School on the present Ruawai Primary School site. Being an ex-district High School, the school has unusually large grounds for its roll size. The grounds boast an established native bush area, which was planted around 1929.

Our legend of the Northern Wairoa

Mangaraho, Toka Toka, Kewipahutai, Okiriahī and Motuwheke once lived on the East Coast of Northland. They heard about the scrumptious toheroa on Ripiro Beach. Because of this, they decided to travel across the land to discover this seafood. As they were travelling, the Northern Wairoa River came into sight. They were surprised because they had not heard about the river.

All five mountains were able to cross the river. It was very hard for Okiriahī and Motuwheke, but they swam hard and made it to the other side. The mountains reached Ripiro Beach soon after the toheroa were fat and they had a delicious feed. Feeling fat and very full they began their return journey to the East Coast. Mangaraho led because he was the strongest and Okiriahī and Motuwheke, trailed behind as they were the smallest, they finally reached the river.

Now you know that Mangaraho was the biggest and strongest, so he just strode across the river and Toka Toka was the second biggest and he just strode across too. Now Tekewipahutai was younger than his older brothers but he still took his swimming lessons and he just made it. When he did, he dropped head first into the sand with his feet still dangling in the water. He is still there today.

Since Okiriahī saw his brother had reached the other side, he thought he could get there too, so he started walking into the river. Just as he reached the middle he fell and drowned. When Motuwheke saw this, he knew he was the smallest and would probably drown too, so he stayed there on the other side refusing to cross.

When Mangaraho and Toka Toka saw what had happened to their two brothers they were sad. They decided to wait until Motuwheke grew older and stronger so that he could cross.
They are still waiting there today.



**Ruawai
Primary**
Empowering Learning
Whakamana Akoranga



Vision, Mission, Values and Beliefs – in consultation with our community



Ruawai Primary School Vision:

To develop and nurture

INDIVIDUAL learners who are **ENGAGED**, **CONNECTED** and **EVER-GROWING**.

Ruawai Primary School Mission Statement:

Whakamana Akoranga—Empowering Learning

Values to be woven into our curriculum:



Responsibility
I am caring



Respect
I am courteous



Resilience
I am positive



Our staff will:

- Have a belief that EVERY child can achieve!
- Be innovative and adaptable
- Work collaboratively to promote learning
- Have high expectations of student learning and reflect on outcomes
- Foster open communication between home and school.

Our school families and whānau will be encouraged to:

- Participate in school activities
- Support their children's learning
- Support the school to improve learning opportunities
- Assist in the development of ongoing knowledge and value of the local area for our learners

Our school environment will:

- Be safe, friendly and stimulating
- Promote and value our learners' work
- Demonstrate that we are the kaitiaki of our whenua
- Cater for the wide range of our learners' passions
- Be inspiring and attractive
- Support and promote future focused learning needs.



Our teaching and learning programmes will:

- Prepare our learners to participate successfully in the modern, ever-changing world
- Use digital technologies to enhance learning
- Promote thinking; creativity, curiosity, collaboration, innovation, problem solving and reflection
- Reflect best practice in teaching and learning
- Incorporate integrated inquiry learning
- Promote student ownership of learning and build confidence in their capacity to learn
- Be inclusive and value cultural differences
- Be stimulating and provide challenge for learners
- Provide opportunities for EOTC, environmental studies, sport and physical activity
- Reflect learner passions
- Promote collaboration and communication skills



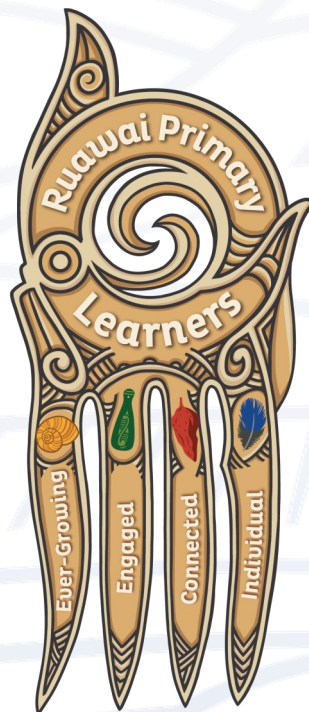
**Ruawai
Primary**

Recognising New Zealand's Cultural Diversity

At Ruawai Primary all cultures within the school will be valued and nurtured. Staff members will ensure that learners from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children, irrespective of cultural background. Teachers have guidelines of 'best practice' to support the development of our Māori learners

The unique position of Māori

We will recognise and value the unique position of Māori in New Zealand and the importance of the Treaty partnership. All learners will have the opportunity to acquire some knowledge of Māori language and culture. Māori learners will be supported to experience success as Māori. We will acknowledge and respect the values, traditions and histories of both Māori and Pākehā New Zealanders.



The school will incorporate Tikanga Māori into the curriculum by:

- Consult with Te Rūnanga o te Ngāti whātua
- Pronouncing names correctly
- Practice respect for each culture
- Teacher planning reflects New Zealand's dual cultural heritage
- EEO principles are used when employing staff
- Tikanga Māori is incorporated in class programmes as appropriate e.g. karakia, himene, days of the week, body parts, numbers, greetings, commands, simple conversations
- Waiata incorporated into singing time and assemblies.
- Sing the National Anthem in both Māori and English.
- Bilingual signage and instructions where appropriate
- Powhiri – as appropriate
- Marae visits
- Basic protocol – including karakia timatanga and whakatau when appropriate
- Kapa Haka group
- Te reo Māori embedded into classroom practices.

What will the school do to provide instruction in Te Reo Māori for full time learners whose parents ask for it?

The Board of Trustees will give careful consideration to any such request, based on the availability of personnel with the requisite skills and the school's financial position. Staff will embed Tikanga Māori into our school curriculum.

What steps will be taken to discover the views and concerns of the school's Māori community?

The Board seeks to ensure Māori representation on the Board of Trustees. A Māori consultaion ropu is curently being formed to assist in strategy development. School newsletters, phone calls, website, Facebook page, questionnaires, personal letters, community meetings, one on one conversations, and student led conferences are implemented at different times to consult with the Māori community.

Our local marae—Naumai marae

Naumai marae is located in Ruawai. It belongs to the iwi of Te Uri o Hau within the confederation of Ngāti Whātua. This Ngāti Whātua cluster of tribes trace their descent from the waka named Māhuhu-ki-te-rangi.

The wharenui is named Ngā Uri o te Kotahitanga, the wharekai is Mereana and the urupa is Kāpehu. **Naumai marae** connects to the maunga Tokatoka and to the Wairoa River, which flows into the Kaipara Harbour.



Marae: Naumai	Rohe: Te Tai Tokerau
Whare: Ngā Uri o te Kotahitanga	Iwi / Rūnanga: Te Uri o Hau
Wharekai: Mereana	Waka: Māhuhu-ki-te-rangi
Awa: Kaipara, Wairoa	Maunga: Tokatoka
Urupa: Kapehu	



Baseline Data & School Context

<p>Our Curriculum Statement</p>	<p>Our curriculum plan is an expression of how we aspire to achieve our vision of developing and nurturing INDIVIDUAL learners who are ENGAGED, CONNECTED and EVER-GROWING. We are happy to add ideas that have the potential to improve our school. We see our curriculum plan as a 'living document' that is designed and approached through 3 main lenses; Environment, Te Ao Māori and Digital Technologies. It is able to be adapted and changed as required. It has an integrated inquiry approach, is concept based and student centred. It is our intention to meet the learning needs of all of our learners through learning programmes, such as play-based, that nurture and provide for their interests, passions, and learning styles.</p>
<p>Student Engagement</p>	<p>The average rate of student attendance in 2018 was over 86.93%. An average of 5% of these absences were identified as unjustified.</p>
<p>School Organisation and Structures</p>	<p>The principal is released to lead and manage the school on a full time basis. He is supported by a deputy principal and department leaders.</p> <p>The junior school is divided into three classes. For 2019, there will be a Reception/New entrant class, Year 1/2 class and a Year 2/3 class. The senior school is divided into two classes. For 2019, there will be a Year 4/5 class and a Year 5/6 class.</p> <p>The Board of Trustees is currently comprised of seven trustees. Each has responsibilities within the Board. These include finance, personnel, property, community consultation and Māori representation.</p>
<p>Review of Charter and Consultation</p>	<p>Consultation with the Ruawai Primary community was carried out both formally through the surveys, parent information evenings and informally through the Board and principal having conversations with a wide range of the school stakeholders. A draft copy was also available on front desk in the office.</p>





Annual Goal / Target MAJOR FOCUS

(iii) Literacy – The writing levels of all learners will be improved, enabling children to be effective writers in a variety of genres, improving their skills as effective communicators. We expect to have 85% at or above the expected level.

- All learners who are Well Below (4, 1=Māori) will progress to Below and all learners who are Below (20, 7=Māori) will progress to At by the end of the year.

Baseline data—End of 2018	Writing by levels	Well below	Below	At	Above
	After 1 year at school	6.7%	26.7%	66.7%	
	After 2 years at school	5.6%	11.1%	83.3%	
	After 3 years at school		13.3%	73.3%	13.3%
	By the end of year 4	11%	27.8%	44.4%	16.7%
	By the end of year 5		10.5%	68.4%	21.1%
	By the end of year 6		31.3%	37.5%	31.3%
	Maori learners	2.5%	17.5%	67.5%	12.5%

Summary of Key Improvement Strategies to Achieve Target—See following pages**Monitoring**

- Regular sharing and discussions at Staff Hui—ideas, programs, concerns, analysis of shifts
- Share and celebrate writing successes through increased , regular use of Seesaw – creates the ability for a learner's piece of writing to be commented on and given feedback by peers, teachers and parents
- Monitor timetables, to ensure that writing happens every day. Informal observations within classes (by Principal and Lead Teacher) as well
- Check data progress regularly – ie/ teachers to sample their target group (at least once a term)

Resourcing

- Internal PD.
- Classroom release time for observations of good practice.

When	What	Who	Indicators of Progress
Beginning of Term 1, 2019	<p>Collect baseline data ('clean' & 'transient').</p> <p>New teacher to have collected a 'best' writing sample from end of previous year for each student – to be put in front of each learner's writing book., and set the standard /expectation.</p> <p>Identify trends/gaps etc. from class data.</p> <p>Identify priority learners by name – use own class data and school-wide end-of-year (previous) data collation done by Principal/Lead Teacher</p> <p>Use data to create a specific target (eg/ teach complex sentences) and agree that it be schoolwide.</p> <p>Create a target group and 'target' teachers.</p>	<p>All teachers</p> <p>Curtis or Janiece to collect transient data</p> <p>“</p> <p>“</p> <p>“</p> <p>Selected teachers</p>	<p>All teachers have 'clean' data for their class at the beginning of the term (ie/ 2018 data sheet from previous year's teacher).</p> <p>Teachers have an example of 'best practice' for each student, from which to formulate the first learning intention for the year (ie/ last L.I. from previous year). Teachers discuss this L.I. with learners and have agreed expectations for writing standards</p> <p>All teachers have identified the 'gaps' in their students' writing,</p> <p>All teachers have identified students needing additional support in writing—to inform planning for intervention programs</p> <p>All teachers agree to the target , commit to it and be accountable.</p> <p>A targeted group of learners (e.g./ specific Year level?) and the relevant targeted teachers plan a writing program that will promote achievement of the goal (through the use of an Accelerated Learning plan)</p>
During the term	<p>All teachers create an Accelerated Learning Plan for their target group</p> <p>Learners to have individual goal cards, to be put in their Writing books</p> <p>Teachers create an individual 'Teaching As Inquiry' model related to the writing goal—an expectation</p>	<p>All teachers</p> <p>“</p> <p>“</p>	<p>Goals are used for teaching and formative assessment purposes— ensure discussion with learners takes place, so they know what they have achieved and what their next steps are</p> <p>A 'T.A.I.' model is evident in each individual teachers' performance appraisal site.</p>
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When	What	Who	Indicators of Progress
Ongoing	<p>Agree on using consistent approach to teaching, including using consistent 'artefacts' (teaching tools) across all classrooms (e.g./ 'The Writing Book').</p> <p>Wall display of writing is one that shows a continuum of e-asTTle scoring</p> <p>All teachers to use RPS Writing Indicators (year-level appropriate) schoolwide.</p> <p>Conduct a student 'Learner Survey' at the beginning of Term 1, 2019, with the school-wide .</p> <p>Use the eAsTTle writing rubric and marking sheet to suit our purposes (eg/ add what sample shows and what are the next steps – within each domain).</p> <p>Ensure that all teachers know that eAsTTle resources are for summative assessment, and that the R.P.S. Writing indicators are for formative assessment.</p> <p>At Syndicate and Staff meetings, reflect on weekly practice – eg/any noticeable shifts. Have PD, readings when necessary</p>	<p>“</p> <p>“</p> <p>Students and all teachers</p> <p>Janiece</p> <p>All teachers</p> <p>“</p> <p>All teachers</p> <p>“</p>	<p>Planning in all classrooms reflects use of “The Writing Book’ as main reference source.</p> <p>Consistent displays in all classrooms (using ‘The Writing Book’ scaffolds, writing indicators etc.)</p> <p>Learners in classrooms are aware of where they are at on the continuum, and can use it for setting goals</p> <p>All students have the appropriate Indicators in their writing book, with evidence that they understand it (i.e. it has been ‘unpacked’ for them) so that they have ownership.</p> <p>Analyse the students’ thoughts/feelings about writing, to inform individual strengths and needs as well as any barriers to learning</p> <p>Greater consistency in marking, through collaborative moderation. Use marking sheet in discussions with learners, so they know what they need to do to ‘score more points’ (and thus make progress)</p> <p>Agreed understanding and consistent approach to assessment in writing.</p> <p>Teachers have data/anecdotal evidence/ samples/ observations to discuss and share (especially their Accelerated Planning for their priority learners).</p>
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When	What	Who	Indicators of Progress
Ongoing	<p>Once a term, do some sample moderation (in conjunction with Matakohē School, where possible). Formal Exemplars to be done at end of Terms 2 and mid-Term 4</p> <p>Use an unassisted writing session to ‘assess’ a small group of children against their writing goals – build into group rotation on a regular basis.</p> <p>Continue to run a parallel writing program in the Nikau and Rata class, so that learning intentions, teaching programs, classroom taskboards etc. are consistent.</p>	<p>All teachers</p> <p>“</p> <p>Denise & Regina</p>	<p>An improvement in skill and efficiency at moderating writing samples. More timely data provided more regularly, to help inform our practice. Professional knowledge and collegiality is strengthened.</p> <p>More timely, ongoing assessment, using authentic writing situations, to support learning programmes (eg/ Play-Based Learning)</p> <p>Consistency in teaching and learning, in Writing, within the two Junior classes.</p>
End of Year	<p>Use Seesaw to post an EOY writing sample from 2018 and an example of best writing from 2019—to show progress made over the year</p> <p>Conduct a student ‘Learner Survey’ at the end of Term 4 for the schoolwide target group</p>	<p>All teachers</p> <p>Janiece</p>	<p>All teachers ensure that Seesaw postings are made, so parents have the opportunity to view and comment</p> <p>Compare to Term 1 survey results, and note any trends, changes in writing engagement etc.</p>

Annual Goal / Target **MINOR FOCUS**

Literacy – The **reading** levels of all learners will be improved to enable children to be effective readers as a foundation skill of learning to learn. We expect to have **85%** at or above the expected level by the end of the year.

All learners who are Well Below (4, 1=Māori) will progress to Below and all learners who are Below (22, 7=Māori) will progress to At by the end of the year.

Baseline data—End of 2018	Numeracy by levels	Well below	Below	At	Above
	After 1 year at school	6.7%	53.3%	26.7%	13.3%
	After 2 years at school	5.6%	11.10%	55.6%	27.8%
	After 3 years at school		20%	53.3%	26.7%
	By the end of year 4	11%	22.2%	33.33%	33.33%
	By the end of year 5		5.3%	47.4%	47.4%
	By the end of year 6		25%	43.8%	31.3%
	Maori learners	2.5%	17.5%	67.5%	15.5%

Summary of Key Improvement Strategies to Achieve Target

When	What	Who
End of term 4 2018	Identify priority learners for 2019. Update Reading Eggs programme subscription, to assist in improving levels of engagement and learner agency for year 2-6 learners.	All teacher & Principal
Beginning to middle of term 1	Purchase new junior readers to assist in increasing engagement. Identify passions and interests and begin to resource accordingly. Establish reading groups that cater for specific learning differentiation. Identify learners who need immediate intervention and acceleration. Continue Reading Eggs & STEPS for the priority learners from 2019.	
Ongoing	Focus on needs in relation to reading progressions and target teach in small groups. High quality guided reading programs - using accelerative principles learned through ALL.	All teachers & principal
Mid year	Management and teachers to review priorities based on assessment data.	All teachers
Ongoing	Running records.	All teachers

Monitoring

1. Formative and summative
2. Middle and end of term data analysis to identify learners who need accelerating.

Resourcing

- Reading Eggs \$770, STEPS \$300, new junior readers \$1536

Annual Goal	SPECIFIC IMPROVEMENT STRATEGIES TO ACHIEVE TARGET
<p>Literacy – The <u>reading</u> levels of all learners will be improved to enable children to be effective readers as a foundation skill of learning to learn. We expect to have 85% at or above the expected level by the end of the year.</p> <p>All learners who are Well Below will progress to Below and all learners who are Below will progress to At by the end of the year.</p>	<ul style="list-style-type: none"> *Teachers will obtain learner voice about what supports them as readers. Most current views include more time to read their own books and online reading activities. *Learner Agency - learners will be active learners and take responsibility for their own learning; setting goals from the new school-wide Reading progressions to ensure the learning is at the expected level. Teachers to facilitate activities at the expected level (refer Literacy Learning Progressions) and display progressions on the wall. *Teach comprehension strategies explicitly to all from Year 3 up; Refer to HIGH 5 Dymock & Nicholson NCER 2012. Use Sheena Cameron and Alison Davis resources. *High quality grouped guided reading programs, four days a week minimum (where practical & purposeful). *Focus on Essential words; read, write, say, spell. *Purchase and use high interest reading texts and resources – Pearson; Sails, Nitty Gritty. Jill Eggleton resources, Alison Davis. *Teachers communicate learning intentions related to known Reading strategies and school wide progressions, negotiate success criteria with learners. All learners to know what they are learning and how to be successful. *Teachers demonstrate effective teaching practice – provide activity choices and text choices. *Use appropriate assessment procedures – follow school guidelines. *Relevant Reading PD as appropriate. This will be internal PD for 2019. *Demonstrate inclusiveness in teaching practice by ensuring texts mirror the culture of our readers. *Apply the Multi-Lit Reading Tutor Intervention Programme for learners achieving below the expected level, 6 years and up. *Teach certain learners how to use applications such as ‘Clicker 7’, ‘Speech to Text’ and ‘Text to Speech’ to assist them in accessing the curriculum.

Annual Goal / Target MINOR FOCUS

Mathematics – Learner levels of achievement will be improved particularly in the number and measurement strands of mathematics to enable successful participation in our society. We expect to have 85% of our learners at or above the expected level by the end of the year.

- All learners who are Well Below (2, 1=Māori) will progress to Below and all learners who are Below (17, 6=Māori) will progress to At by the end of the year.

Baseline data—End of 2018

Mathematics by levels	Well below	Below	At	Above
After 1 year at school		40%	46.7%	13.3%
After 2 years at school		17.6%	76.5%	5.9%
After 3 years at school		6.7%	80%	13.3%
By the end of year 4	5.6%	11.1%	72.2%	11.1%
By the end of year 5		15.8%	31.6%	52.6%
By the end of year 6		18.8%	50%	31.3%
Maori learners		15%	65%	20%

Summary of Key Improvement Strategies to Achieve Target

When	What	Who
Term 1 (Review consistently)	Improve teacher effectiveness through reflective practice (Teaching as Inquiry).	All teachers and principal
Weekly	All teachers tracking progress through Maths Whizz reporting.	All teachers
Daily	Strand maths is being taught and assessed to inform OTJ via Maths Whizz and target teaching.	All teachers
Term 1 (Review consistently)	Continue to increase learner agency through goal setting and by using STEP UP tracking sheets for learners to monitor their own progress (specifically seniors).	All teachers
Every Friday	Printing Math Whizz reports every Friday to track student progress.	All teachers
Continually	Utilize Math Whizz, GLOSS and STEP UPS to assist planning and target teaching practices.	All teachers
Mid year	Management and teachers to review priorities based on assessment data.	Principal, DP and HOD

Monitoring

1. Staff PD—Maths Whizz Teacher Resource.
2. Print student reports (math whizz) every Friday to monitor student progress. Principal to monitor and reward most improved learner in each class at assembly.
3. Mid year data analysis— Review priorities.

Resourcing

- \$5000 - Maths whizz

Annual Goal	SPECIFIC IMPROVEMENT STRATEGIES TO ACHIEVE TARGET
<p>Mathematics – Learner levels of achievement will be improved particularly in the number and measurement strands of mathematics to enable successful participation in our society. We expect to have 85% of our learners at or above the expected level by the end of the year.</p> <p>All learners who are Well Below will progress to Below and all learners who are Below will progress to At by the end of the year.</p>	<ul style="list-style-type: none"> * Teachers will obtain learner voice about what supports their math learning. Most current actions include use of board and digital activities, online resources, story problems, numeracy tracking. *Learners will be active learners, setting their own goals (seniors) and track their own learning via STEP UP charts– teachers will facilitate this. *All teachers will use STEP-UP assessments and resources to help improve our understanding of the numeracy stages, to better track learning, and to help learners with personal goal setting and tracking of their own learning. Tracking will be visible on walls, in teacher planning folders, and Seesaw accounts. *All teachers will use the new GLoSS interviews to help determine numeracy stage. *Materials and high interest resources will be used to support learning at all levels including digital resources and games. *All teachers will include at least one story problem, three times per week, to teach strategy and knowledge. *In-school support and guidance. *Collect summative data to monitor progress and report when required. *Teacher Reflective Action using Teaching as Inquiry for priority students. *Ensure that every learner is receiving at least 60 minutes of Maths Whizz tutoring. Especially those learners who do not have internet at home. *Printing Maths Whizz reports every Friday to track learner progress. *Utilize Math Whizz reports to assist planning and target teaching practices.

Annual Goal Support our identified priority learners to improve their achievement in all areas of their education.		
Summary of Key Improvement Strategies		
When	What	Who
Term 4 (2019)	Identify target children in reading, writing and maths.	Principal, HODs & All teachers
All year	Continue implementing and improving our Play Based Curriculum to meet needs of Y1-3 learners Follow school-wide Raising Achievement Plan. Identify target children in reading, writing and maths; extra teacher time given to improve outcomes through teaching at the appropriate age level. Track these students using planned pathways and gain RTLB assistance if required. Use effective high interest resources, including digital tools where appropriate. Continue with transition programme between pre-schoolers and school, and between school and college. Keep priority learners register up to date every two weeks with recent assessment data and teacher observations. Underachieving readers, six years upwards, will participate in Reading Tutor Multi-Lit programme. Increase the level of communication between home and school with the support of Seesaw; celebrate every small learning success and offer ideas and resources to support learning and how they can help at home. Purchase Reading Eggs to increase levels of engagement. Identify from parents if there is anything we can do to help them support their children at home with learning via open discussions and student conferences.	Principal, HODs & All teachers
Monitoring 1. Formative and summative - See Reading, Writing & Maths strategic plans for specific details.		
Resourcing <ul style="list-style-type: none"> • Learning Assistants \$75K. • Purchase new junior readers– \$1536 • Passion based curriculum equipment and resources \$1000. • Reading Eggs–\$770, Maths whizz– \$5000, STEPS–\$300. • Kapa haka tutor. • Multi Lit programme– Terms 2 & 3 , 8hr P/W (20 weeks) = \$2657.60. • PMP equipment - When and where required. 		

Annual Goal	SPECIFIC IMPROVEMENT STRATEGIES
<p>Support our identified priority learners to improve their achievement in all areas of their education.</p>	<ul style="list-style-type: none"> *Follow school-wide Raising Achievement Plan. *Identify target children in reading, writing and maths; extra teacher time given to improve outcomes through teaching at the appropriate age level. Track these students using planned pathways and gain RTLB assistance if required. *Continue implementing and improving our Play Based Learning programmes to meet the needs of year 1-3 learners *Implement the Iverson Foundation Reading Programme in Nikau team????????? *Use effective high interest resources, including digital tools where appropriate. *Continue with transition programme between pre-schoolers and school, and between school and college. *Keep a register of priority learners. *Underachieving readers, six years upwards, will participate in Reading Tutor Multi-Lit programme. *Increase the level of communication between home and school with the support of Seesaw; celebrate every small learning success and offer ideas and resources to support learning and how they can help at home. *Purchase Reading Eggs to increase levels of engagement. *Identify from parents if there is anything we can do to help them support their children at home with learning via open discussions and student conferences.

Improvement Plan – Domain: Learning

Strategic Goal

(i) The raising of literacy, numeracy and te reo Māori achievement of all learners across the kura.

Annual Goal

- Recognise and understand familiar written and spoken words, phrases and sentences in Te reo Māori.

Annual Target

- Improve Learners knowledge and use of words, phrases and sentences specific to Ko au, Ngā Kai, Taku Akomanga, Te Huarere, Mahi/actions kupu, Feelings kupu, Matariki, Marae/Powhiri, Ngā Tau, Hauora, Ngā Hakari.

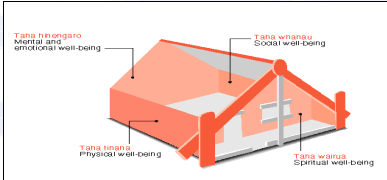
Baseline data

1. At the beginning of 2019 learners will be tested on a selection of kupu from the areas of focus; Ko au, Kai, Huarere and Pepeha. We will compare results to the data collected at the beginning of 2017. This will show us the 'big picture'. We don't need this anymore
1. Pepeha Assessment will begin in Term 1 2019. Learners will be assessed again at the end of 2019. There will be a sliding scale to assess against (in relation to the year groups) We will report on this data.

Summary of Key Improvement Strategies

Using the planning resources...

- He Reo Tupu, He Reo Ora
- Te Aho Arataki Marau mō te Ako i Te reo Māori – Kura Auraki
- Ka Mau Te Wehi!

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>
Beginning of Term 1, 2018/2019	<p>Te reo Māori PLD. This support gives us access to a Ministry of Education Te ao Māori facilitator, Lisa Watson.</p> <ul style="list-style-type: none"> 2018 Te reo Māori Curriculum Annual Overview and from that each term has a Unit theme or focus. 2018 Unit plans are to continue building on... Ko au, Matariki/Ngā kai, Taku akomanga, Mahi/action kupu and Feelings kupu. The new unit for term 1 2018 is Mauri Health and Wellbeing; <p>Our Tinana Is an ecosystem; Our Mauri requires balance to be well.</p> <ul style="list-style-type: none"> The concept of hauora covers more than physical health and well-being (taha tinana). It also includes spiritual (taha wairua) and mental (taha hinengaro) aspects and one's family in the broadest sense (taha whānau). All these aspects have an effect on the hauora of a person. <p>Mauri(noun) life principle, life force, vital essence, special nature, a material symbol of a life principle, source of emotions - the essential quality and vitality of a being or entity. Also used for a physical object, individual, ecosystem or social group in which this essence is located.</p>  <p>2018 Start our kura Youtube channel (NO), where we showcase our Kaikorero. Add these clips to the daily notices and make available to Whānau to enjoy. 2019 - Record these videos and upload to the Kura Facebook page instead.</p>	<p>Curtis, Lisa & Serah</p> <p>Serah to write, all teachers to implement</p> <p>All teachers</p>	<p>The PLD includes supporting Serah (Te reo Māori lead teacher), resourcing for our kura, in class modeling lessons for Kaiako and Learners, staff meetings Professional Development, support with planning Te reo Māori curriculum overviews and term unit plans.</p> <p>The 2017/18/19 Annual Overview and the Term unit plans have clear achievement objectives and learning intentions such as 'understand and use words for common classroom objects' Through the use of these unit plans Te reo for our tamariki has become normalised and a natural part of the classroom and school culture.</p> <p>The unit plan is on iugo and all kaiako will teach from it as well as add resources as they are used over the term.</p> <p>Tamariki gaining more of an understanding of Māori health concepts and the kupu & tikanga associated with them.</p> <p>Te reo Māori Curriculum being taught, Marau ā Kura being implemented.</p> <p>Odd Year 2019</p> <p>Term1—Ko au, Taku Akomanga</p> <p>Term 2—Matariki, Kai, Hauora</p> <p>Term 3—Ngā Tau, Te Huarere</p> <p>Term 4— Marae/Pōwhiri, Hauora</p> <p>Learner's writing the script, practicing the waiata and being the kaikorero - kaiako respecting the process.</p> <p>Learners put into practice what they are seeing every day.</p> <p>Te reo Māori and Te ao Māori being spoken and talked about throughout the kura, every day.</p> <p>The learners being able to share their Pepeha, their whānau story.</p>
Term 1, 2018/2019	<p>Illustrated Pepeha stories Term 1 2018 focus, photos of Awa, Maunga, Moana...</p> <p>Environment- Carrying the Maunga korero through to our classrooms with stories and illustrated displays done by the tamariki.</p>	42	

When	What (examples)	Who	Indicators of Progress
Ongoing – Terms 1 & 2 2019	<p>Visiting the Maunga, Awa (where two waters meet) etc.</p> <p>Greater focus on the Treaty of Waitangi in 2017- Promise and Partnership, we are the kaitiaki</p> <p>Research and collect local Iwi tikanga/history/ waiata/karakia/reo, once collected and collated for our kura.</p> <p>Transitions between the kura... whakatau</p> <p>Welcoming new learners and their Whānau to the kura with Whakatau.</p> <p>In partnership with the Kindergarten and College develop a shared vision so our tamariki have consistency throughout their schooling career in this area in relation to local knowledge our Tangata Whenua, Ngati Whatua (local language, identity & culture).</p> <p>Have a list of Waiata that we will identify as OURS between the three Kura (kindy, Primary, College)</p> <p>Continue on the Enviroschool Journey with a focus on the Māori Atua esp Tangaroa and Papatūānuku.</p>	<p>Curtis & Serah</p> <p>All staff</p> <p>Curtis</p> <p>Serah</p>	<p>Learners will develop an understanding of cultural locatedness and biculturalism. With a focus on the partnership and promise between Māori and Pakeha, looking after people, places and things being the kaitiaki. Together having a shared vision and holding that up no matter what.</p> <p>Supporting successful transitions, clear educational pathways with productive partnerships. New whānau and learners to the kura will develop a strong sense of belonging.</p> <p>Close collaboration to support transitions for our learners.</p> <p>Engagement and contribution from parents, whānau, hapū and iwi. Clear educational pathways with productive partnerships.</p> <p>Learners being successful kaitiaki and understanding the domain of kaitiakitanga.</p>
<p>Monitoring Consultation with Learners, Whānau, Iwi and our local community.</p> <p>Formalised testing (term by term) of the focus Kupu related to the term focus such as kai or huarere.(don't need this)</p> <p>Pepeha Assessment Criteria developed by Whaea Lisa and Serah—early Term 1 2019</p> <p>Assist Kaiako with Marau ā Kura resourcing and delivery</p> <p>Resourcing Whaea Lisa via centrally funded PLD.</p>			

Board of Trustees – Self Review Triennial Plan: 2019–2021

2019	Feb	Mar		May	June		Aug	Sept		Oct	Nou
<u>Curriculum</u>	Analysis of Vari- ance 2018;	Stud Ach. Tar- gets; Principal report on curric focus area; Fi- nalise 2018 An- nual Report	S c h o o l	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as ap- propriate	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as ap- propriate	S c h o o l	Interim data report on Curric Focus area and Mid year assess data	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as ap- propriate	S c h o o l	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as ap- propriate	Student Ach. Target analysis; report on Curric area; decide on focus areas for 2020
<u>Policy</u>	Teacher registra- tion report Rshp btwn Brd & Pr Rshp btwn Chr & Pri Review delegations Read through BOT Code of Con- duct	Publish com- plaints and Child Protection Policy	H o l i d a y s n o	Gou Policies review folder circulated reviewed and- signed off		H o l i d a y s n o	NAG 2 Policies review folder circulated re- viewed and- signed off		H o l i d a y s n o	Publish com- plaints and Child Protection Policy	Sign off Staff per- formance apprais- als Unit allocations Review Chairperson role description
<u>Strategic Di- rection</u>	Review ministry priorities Confirm Strategic Plan and Charter	Hautu review Community en- gagement plan review PD annual plan	m e e t i n g	Review stra- tegic initia- tives	Consultation with students; vision, Review of ERO recommendations	m e e t i n g	Start Reviewing Charter for next year;	Plan Hui con- sultation; ac- tions Review strate- gic initiatives Review 5YP and 10YP priorities	m e e t i n g	Community Hui – Finalise the ac- tion plan	Review Charter for next year; Self Review
<u>Other</u>	Succession Plan- ning; EOTC ap- provals; Health & Safety check Election planning (appoint RO) Plan Board PD	BOT Elections; Approve finan- cial statement from previous year. Internal Princi- pal appraisal.	A P R I L	Induction of new trustees; Audited ac- counts to MOE with Annual Report.	Review prop- erty needs and progress; health & safe- ty check; budget re- view;	J U L Y	Budget review; Health & Safety check Community fi- nancial perfor- mance to com- munity	Organise princi- pal appraisal - external	O C T O B E R	Prediction for next year – Op grant; Health & Safety check. Budget Plan- ning	Approve 2020 Budget; Staff needs analy- sis; Projects for next year Close Accounts. Report on Principal appraisal

2020	Feb	Mar		May	June		Aug	Sept		Oct	Nov
<u>Curriculum</u>	Analysis of Vari- ance 2016; Confirm Stud Ach. targets for 2020	Stud Ach. Tar- gets; Finalise 2016 Annual Report	S c h o o l H o l i d a y s n o m e e t i n g A P R I L	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as appropriate Writing report	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as appropriate	S c h o o l H o l i d a y s n o m e e t i n g J U L Y	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as ap- propriate Mid year data	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as ap- propriate Reading report	S c h o o l H o l i d a y s n o m e e t i n g O C T O B E R	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as ap- propriate ICT report	Student Ach. Target analysis; report on Curric area; decide on focus areas for 2021
<u>Policy</u>	Teacher registra- tion report Rshp btwn Brd & Pr Rshp btwn Chr & Pri Review delegations Read through BOT Code of Con- duct	Publish com- plaints and Child Protection Policy		NAG 1 Policies review folder circulated reviewed and- signed off			NAG 6 Policies review folder circulated re- viewed and- signed off			Publish com- plaints and Child Protection Policy	Sign off Staff per- formance apprais- als Unit allocations Review Chairperson role description
<u>Strategic Di- rection</u>	Review ministry priorities Confirm Strategic Plan and Charter. Complete AoV NS data	Hautu review Community en- gagement plan review PD annual plan		Review stra- tegic initia- tives	Consultation with students Review of ERO recommendations		Start Reviewing Charter for next year; Pr. Report on strategic plan progress Review value of Learning Assis- tant investment	Plan Hui consul- tation; actions Review 5YP and 10YP priorities Review strate- gic initiatives		Community Hui – Finalise the ac- tion plan	Review Charter for next year; Hautu review Self Review
<u>Other</u>	EOTC approvals; Health & Safety check Appoint BOT chair Plan Board PD	Organise princi- pal appraisal external. Approve finan- cial statement from previous year		Audited ac- counts to Min- istry with An- nual Report	budget re- view; health & safety check		Budget review; Health & Safety check Staff & student wellbeing sur- vey Community fi- nancial perfor- mance to com- munity	Review property needs and pro- gress Internal Evalua- tion tool survey		Prediction for next year – Op grant; Health & Safety check Budget Plan- ning Board Chair review	Approve 2021 budget Projects for next year; Staff needs analy- sis; Close accounts Report Principal appraisal

2021	Feb	Mar		May	June		Aug	Sept		Oct	Nov
<u>Curriculum</u>	Analysis of Variance 2017; Confirm Stud Ach. targets for 2018	Stud Ach. Targets; Pr. report on cur-ric focus area; Finalise 2017 An-nual Report	S c h o o l H o l i d a y s n o m e e t i n g A P R I L	Pr. Report on Curric Focus, any availa-ble Assess data, strategic plan pro-gress as appropri-ate Te reo Māorireport	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as appropriate	S c h o o l H o l i d a y s n o m e e t i n g J U L Y	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as appropriate PE & Health re-port	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as appropriate	S c h o o l H o l i d a y s n o m e e t i n g O C T O B E R	Pr. Report on Curric Focus, any available Assess data, strategic plan progress as appropriate	Student Ach. Target analysis; report on Curric area; decide on focus areas for 2019
<u>Policy</u>	Teacher registra-tion report Read through BOT Code of Conduct	Publish com-plaints and Child Protection Policy		NAG 5 Policy re-view folder circu-lated Rshp btwn Brd & Pr Rshp btwn Chr & Pri Review delega-tions	NAG 4 Policy review folder circulated Policies re-viewed signed off		NAG 3 Policy re-view folder circu-lated Policies reviewed signed off	Policies reviewed signed off		Publish com-plaints and Child Protection Policy	Sign off Staff perfor-mance appraisals Unit allocations Review Chairperson role description
<u>Strategic Direc-tion</u>	Review ministry priorities Confirm Strategic Plan and Charter	Hautu review Community en-gagement plan review PD annual plan		Pr. Report on pro-gress toward meeting strategic plan Review strategic initiatives	Consultation students Review of ERO recommenda-tions		Start Reviewing Charter for next year; Pr. Report on progress toward meeting strategic plan	Plan Hui follow up Review 5YP and 10YP priorities Review strategic initiatives		Community Hui – Finalise the ac-tion plan	Review Charter for next year; Community Consul-tation – self review
<u>Other</u>	EOTC approvals; Health & Safety check Appoint BOT chair Plan Board PD	Internal principal appraisal; BOT Approve financial statement from previous year		Audited accounts to Ministry with Annual Report	Review proper-ty needs, budget review; health & safety check		Budget review; Health & Safety check Community fi-nancial perfor-mance to com-munity	Health & Safety check		Budget Planning Succession plan-ning - review needs for elec-tion 2019	Approve 2019 Budget; staff needs analysis Projects for next year Close accounts Report on Principal appraisal

Finance Committee Annual Calendar

Date	Action Required
28 February	Finance committee self-review and plan for the year
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed
31 August	Annual review of risk management needs and insurances
30 September	Annual plan available as an input document for preparation of the budget
31 October	Initial annual budget recommendations submitted to the board
30 November	Revised annual budget (if required) submitted to the board for approval