



Whakarewarewa School



Kia u ki te pai

School Charter
Strategic and Annual Plan for
Whakarewarewa School
2016 - 2019

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	<i>1st of March 2016</i>

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CHARTER

*‘Waiho ko oku whengu, mauria mai ko oku painga’
Heed not my weaknesses but nurture my strengths*

Mission Statement

Our mission is to provide the ultimate learning environment that promotes the values and beliefs of Whakarewarewa School and its community.

Motto

*Kia u ki te pai, kia hari koa te ako.
Strive for success and enjoy learning*

Vision

Our vision is that Whakarewarewa School is the best school in Rotorua where all tamariki are nurtured to reach their potential.

Values Nga Pumanawa	Educational values	Core Beliefs
Pride - Mana Respect - Manaaki Empathy - Aroha Honesty - Te tika me te pono	We value creativity and self-esteem We value critical thinking and flexibility We value risk taking and independence We value collaboration and co-operation We value leadership We value opinions, ideas, valid educational comments We value and celebrate uniqueness	That all tamariki can learn and experience success That quality valued staff are the key to a students success That there should be opportunities for all talents to shine That we must nurture the holistic wellbeing of tamariki – academic, physical, emotional and spiritual well being. That building relationships and networks with our Whanau, Hapu, Iwi and external support agencies will benefit our tamariki

Cultural Diversity and Maori Dimension

We aim to provide students with a culture of learning that is inclusive, exciting and empowering. The cultural and spiritual values, beliefs and practices of Te Arawa are key to ensuring students are confident in their knowledge and understanding of who they are, where they are from and to develop a holistic world view.

We believe that all our tamariki will develop a clear sense of their place in society by knowing about themselves. Building an awareness of the past, present and future of Aotearoa will help prepare them to become active citizens, locally, nationally and globally. The Whanau, Board of Trustees and Staff are committed to developing and practising whanaungatanga as a normal, naturally, healthy way of being.

The two learning strands in our kura offer instruction in Te Reo Maori and English

- a) The Reo Maori option – Rumaki, provides full immersion in Maori following Te Matauranga o Aotearoa from years 1- 6.
- b) English option – provides full immersion in English and follows the NZ Curriculum from years 1- 8.

Although the is delivered in English, te reo Maori, spiritual, traditional values and beliefs permeate all aspects of the learning culture of Whakarewarewa. School.

- All classes begin and end with karakia
- We recognise and acknowledge the 4 hapu who geographically embrace and link directly to the land on which the kura stands.
- We strive to maintain contact with the 4 hapu by visiting and revisiting the 4 marae.
- We work on having a positive relationship with SCION who surround our kura.
- Thematic units (kaupapa matua) have a strong focus on children's links to the land, mountains, lakes and rivers.
- Where possible, we attend tangihanga at the local marae.
- We host community activities e.g. kaumatua day.
- We make our resources and amenities available to community groups e.g. Tuhourangi kapa haka group, Tuhourangi Tribal Authority.
- We participate in the annual Rotorua Festival for Primary Schools.
- We support local organisations to hold events and activities e.g. Te Puia Matariki celebrations, Mountain Bike Orienteering...
- We support local government who hold events and activities e.g. Citizenship Ceremonies.
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Description

Te Kura O Te Whakarewarewa is a decile 2 primary school providing education in the two official languages of New Zealand, English and Maori. We have 64 students of Maori descent who are placed in the two learning strands.

To support our learning and teaching programmes we have:

- Up to date and modernised facilities in park like surroundings

- A carved and enhanced marae like space for congregating
- Two adventure play areas
- A swimming pool
- A large grassed oval area with athletic track and field markings
- Basketball and netball courts
- Open, spacious and modern learning environments
- Wireless access with broadband speed for easy and quick access to the internet
- Laptops, ipads, tablets and stand alone pcs in each learning space
- Quality curriculum resources
- School laptops for accessing, analysing, processing and presenting information
- A heated hall with kitchen, accommodation and food facilities
- A school networked server that has managed internet access for students.

We also provide:

- Targeted special needs assistance and enrichment
- Strong support for learning programmes from RTLBs, RTLits and advisory.
- Extra initiatives that are funded by the Ngati Whakaue Education Endowment Trust for descendants of Ngati Whakaue.
- Weekly multi-denominational half hour sessions of religious instruction with Team Go Bananaz
- School wide kapa haka and singing
- School wide sports and out of school sports
- Education outside the classroom programme and camps.

NATIONAL CURRICULUM PRIORITIES

Literacy and numeracy particularly school wide

Using assessment and evaluation to raise development.

Identification of those at risk of not achieving

Programmes to improve Rumaki and Auraki achievement

Whakarewarewa School

STRATEGIC GOALS

2016 - 2019

SCHOOL PRIORITIES

To provide programmes in curriculum areas.

To plan for improved student achievement.

To provide resources, property, personnel and policies that support the planning and implementation of programmes that will meet both the national and school priorities and support the school vision

<i>Strategic Goals focussed on Student learning and achievement NAG 1</i>	<i>Goals for curriculum, support programmes and teacher development NAG 1, 3, 4, 7, 8</i>	<i>Goals focussed on school organisation, personnel, processes and systems NAG 2 – 6</i>
<p>1. Literacy To develop, implement and monitor programmes and practices that strengthen Te Reo and Auraki achievement at all levels.</p> <p>2. Numeracy To develop, implement and monitor programmes and practices that strengthen numeracy achievement at all levels.</p> <p>3. ManaMotuhake Ensure students are given every opportunity to access all educational, health and other agencies to meet the needs required to implement and monitor programmes and practises that develop positive self-esteem, physical well-being and cultural good health.</p> <p>4. ICT To ensure staff and students are ICT literate to communicate and handle communication.</p>	<p>5. To annually identify areas of focus for teaching and programme development</p> <p>6. To continue to provide professional development for staff to ensure the best teaching possible according to the National Standards and Whanaketanga</p> <p>7. Ensure all staff plan, communicate and report regularly to Whanau/BOT/Principal</p> <p>8. To provide a learning environment that is warm, safe, stimulating and inviting to ensure the best learning possible will happen.</p>	<p>9. To use policy to inform practise in all management of the school's operations</p> <p>10. To use a 5 year review cycle to keep policy and curriculum relevant and workable</p> <p>11. To annually allocate budget, resources, property and personnel to support improvement goals</p> <p>12. To increase the school roll to a capacity where the quality of learning programmes is maintained. <i>See school supporting documentation</i> <i>EEO Plan, Policy Book</i> <i>Performance Management Programme</i> <i>School Curriculum Delivery Document</i> <i>Annual Budget, 10YPP5YP</i> <i>Management Procedures for: Behaviour</i> <i>Management Programme</i> <i>Compulsory Police Vetting</i> <i>Protected Disclosures</i> <i>EOTC Programme Special Needs</i></p>

Goal	People	2016	2017	2018	2019
1. Literacy To develop, implement and monitor programmes and practices that strengthen Te Reo and Aoraki achievement at all levels.	Tumuaki / Kaiako	To focus on oral language for the juniors and writing for the seniors. To have ALL Year 2 PLD assist teachers to implement writing programmes and track / monitor student progress.	To strengthen the achievements of students to at or above the National Standards in literacy, particularly in reading. Review teachers' pedagogy particularly in reading and language acquisition to support them to improve the way they teach.	To strengthen students' literacy achievements to at or above the National Standard – particularly reading.	To strengthen students' literacy achievements to at or above the National Standard – particularly writing.
		To review the way social science is planned, taught, reported, recorded, evaluated and covered.	To review the way technology education is planned, taught, reported, recorded and covered.	To review the way science is planned, taught, reported, recorded, and covered.	To review the way health is planned, taught, reported, recorded, and covered.
		To reconstruct, reorganise the teaching of writing under the guidance of ALL.	To reconstruct, reorganise the teaching of social science and as per review.	To reconstruct, reorganise the teaching of technology education as per the review.	To reconstruct, reorganise the teaching of science as per the review.
2. Numeracy To develop, implement and monitor programmes and practices that strengthen numeracy achievement at all levels.	Tumuaki Kaiako	To have ALiM Year 1 PLD assist teachers to consolidate their knowledge and implementation of the Number Framework. Review then devise a Whaka school planning system for maths. Review assessment strategies / tools for maths. eg GloSS, Ikan, Jam, Numpa Devise an assessment plan for year. Review web-based maths programmes and costs. Eg Mathletics.	ALiM Year 2 to continue to support teachers to plan, structure, implement, record, report evaluate, assess and review their maths programmes. To develop a cross school progression system using the maths STAGES (as a monitoring / tracking system) Encourage peer visits in and outside the school. Compile a list of web-based school appropriate maths maintenance sites.	To strengthen students' numeracy achievements to at or above the National Standard. To review the STAGES progression system. Support teachers to teach the other maths strands with enough professional development, support services guidance, use of the nzmaths and tki sites. Review that resources are adequate for maths programmes across the school.	To strengthen students' numeracy achievements to at or above the National Standard. To support staff to implement progressions system. To support staff with resources to uphold interesting, motivating and effective maths programmes.

3 ManaMotuhake Ensure students are given every opportunity to access all educational, health and other agencies to meet the needs required to implement and monitor programmes and practices that develop positive self-esteem, physical well-being and cultural good health.	Tumuaki Kaiako	Review business community contact. Follow up with SCION, Waiariki Tech, DOC, and Wildlands relationships re Funding application to improve environment. Support Scion with Ngutu kaka ma. Invite parents/whanau input re goalsetting process and fundraising involvement. Seek sponsorship or fundig to replace kapa haka piupiu. Work with te Arawa River Iwi Trust on plant growing unit and planting on Waikato catchment. Visit local marae and support tangi. Attend Rotorua Ahurei	Review business community input and involvement with our school. Review parents/whanau input and involvement with our school. Get parent help for fundraising. Money to be used on trips and sports uniforms? Contact local resource people to work with school to replace kapa haka piupiu. Due for an out of town whole school trip. Visit local marae and support tangi. Attend Rotorua Ahurei	Review business community input and involvement with our school. Review parents/whanau input and involvement with our school. Parent assistance with fundraising. Fundraising to focus on sports teams, sports uniforms and school trips away. Visit local marae and support tangi. Attend Rotorua Ahurei	Sustain contact with Palmers, Scion, Doc, Te Arawa River iwi Trust and Wildlands. Visit local marae and support tangi. Attend Rotorua Ahurei.
4 ICT To ensure staff and students are ICT literate to communicate and handle communication	Tumuaki, kaiako, Board	<ul style="list-style-type: none"> Encourage and support staff to make sure that information technologies are incorporated easily into lng programmes. Regularly review and monitor childrens use of equipment and support the behaviour of responsibility. Ensure Cybersafety agreements are signed. Support staff to use new apple macs. Support staff to use google apps / Drive Mini laptops will need replacing next year. 	<ul style="list-style-type: none"> Regularly review and monitor childrens progress. Report to parents of students achievements. ACT Report using the Parent etap portal. Ensure Cybersafety agreements are signed. Support staff to use google apps. Replace mini laptops. Check condition of Ipads. May need replacing in 2019. Check condition of desk top computers. 	<ul style="list-style-type: none"> Review use of etap and its effectiveness as a planning, recording, reporting tool. Review condition of school information technologies and where necessary, tono BOT. Ensure Cybersafety agreements are signed. 	Ensure ICT equipment is in good working order. Ensure Cybersafety agreements are signed.
5 To annually identify areas of focus for teaching and programme development	Tumuaki,	Annual focii Writing Maths	Annual focii Maths Reading	Annual focii Reading Writing	Annual focii Writing Maths
6 To continue to provide professional development for staff to ensure the best teaching possible according to the National Standards and Whanaketanga	Tumuaki, kaiako, Board	Professional development ALL Accelerated Literacy Learning year 2 ALiM Accelerated Learning in Maths year 1 Oracy – junior school Te Reo Matatini – Kia ata mai Te Reo Kaiako – Core Education Leadership - Tumuaki	Professional Development ALiM Year 2 Oracy – junior school Teaching Reading Te Reo – Aromatawai Pangarau Maths programmes	Professional Development Oracy – Junior school Teaching Reading Teaching Writing Te Reo Matatini	Professional Development Oracy – Junior school Teaching Writing Teaching Maths Pangarau

7 Ensure all staff plan, communicate and report regularly to Whanau/BOT/Principal	Tumuaki, kaiako,	Revisit communications with parents plan: Term 1 - Back to sch hui, Term 2 – goal setting; Nat stds mid year Term 3 – goal setting Term 4 – goal setting, Nat stds end of year Fortnightly panui.	Review each aspect just after it occurs. Back to school Goal setting. Reports Devise a documenting system.	Review each aspect just after it occurs. Back to school Goal setting. Reports	Review each aspect just after it occurs. Back to school Goal setting. Reports
8 To provide a learning environment that is warm, safe, stimulating and inviting to ensure the best learning possible will happen.	Tumuaki, kaiako, Board	<ul style="list-style-type: none"> Continually upgrade and beautify environment Regularly review health and safety policies and procedures are in line with the new HEALTH and SAFETY at Work Act Communicate procedures with all staff and stakeholders Review and maintain hazard register Ensure compliance with worksite health and safety requirements. BOT to attend training provided by NZSTA for new Health and Safety at Work Act. 			
11 To annually allocate budget, resources, property and personnel to support improvement goals	Tumuaki, kaiako, Board	<ul style="list-style-type: none"> Operate within annual grants Replace classroom and office furniture as required 10YPP will reflect the school priorities of maintenance and classroom modernisation Maintain existing school structures as a whole are safe Review van replacement 			
12 To increase the school roll to a capacity where the quality of learning programmes is maintained.	Tumuaki, kaiako, Board	<ul style="list-style-type: none"> Investigate parent perceptions of how we engage and communicate with parents i.e online survey, social media – Facebook, school website Strengthen community involvement in and out of the classroom in support of student learning. Ongoing development of communication and collaboration between parent groups and extra curricula activities operating in the school Consult community regarding the Whakarewarewa Learner i.e Graduate profile Hold regular hui to engage with our community 			

Section 2 – Annual Plans for 2016

Herein follows a list of the schools 2016 Goals. Annual Plans for these goals were constructed by teachers, Principal and Board. The school's 2016 focus is Writing / Tuhituhi and Pangarau.. (It is accepted that writing is inherently linked to Reading / Panui.)

Goals were derived from end of 2015 data and after 8 months on the Literacy PLD and 1 year on the ALL Accelerated Literacy Learning programme. Teachers also requested professional development in Maths. Teachers' requested support to: plan, teach and objectively assess the teaching/learning of writing and now maths to thereby assist them to make sound decisions based on accurate, specific and detailed student evidence.

2016 ANNUAL PLAN for GOAL 1	AURAKI	Writing
2016 ANNUAL PLAN for GOAL 2	AURAKI	Maths

2016 ANNUAL PLAN for GOAL 1	RUMAKI	Tuhituhil
2016 ANNUAL PLAN for GOAL 2.....	RUMAKI	Pangarau

2016 ANNUAL PLAN for GOAL 3	ALL	Values
2016 ANNUAL PLAN for GOAL 1	ALL	Oracy Jnrs

2016 COMMUNITY LEARNING

2016 ANNUAL PLAN for GOAL 1 – Writing					
That 50% of year 4-8 auraki students who are At be moved to Above the National Standards in writing.					
Sub Goals					
1. That the children identify and use a range of writing strategies (graphic organizers, strategy cards, templates,) to plan their writing.					
2. That teachers develop effective processes for monitoring and tracking student progress in writing.					
	Actions	Actions	Actions	D	Measure/Evidence
1	Teachers use Sheena Cameron graphic organisers to support students planning steps. Teachers to explicitly teach different aspects of the organisers eg how to write an intro	Teachers develop and provide writing tool kits, rubrics, criteria and or checklists as self checking tools.	Teachers provide writing opportunities for students to select the template or graphic organiser that they think is appropriate for the genre.	T1, T2, T3, T4	Students able to explain choices. Students working independantly. Student work displayed with supporting graphic organisers.
Evide	How to sheets evident; increase in eastle writing structure results. Set goals for each term in aspects.	Tool kits, rubrics, checklists in use in class. Students can articulate their checking.	Students can correctly justify / explain their choice of graphic organiser per genre.		Improved easttle results. End of term goals achieved or not.
2	Lead teacher attend ALL year 2 PLD course and then facilitate teachers to analyse then implement monitoring and tracking methods. Devise a tracking system.	Use eastle results, rubrics, modelling books and conversations to guage student positons and therefore progress. Record in tracking system.	At the end of each term, identify students who have not progressed or who have regressed and form small groups for more explicit, specific teaching.	T1, T2, T3, T4	Students able to explain rubrics. Students' progress tracked clearly. Modelling books dated and progressive.
Eviden	Modelling books or progress charts evident. Tracking system devised and filed in Teacher Write / School Curric	Student progress recorded and used to inform next teaching.	Groupings modified and displayed. Students progressing.		
Mid year progress check: barriers, issues Collect mid year easttle data and dialogue with students about results. Use data to inform the writing programme. Compile letters / panui to inform parents of progress, success....			End of year check E-astTle data and further dialogue with students Compile panui to inform school of progress and succes.... Report to parents re goal setting results.		
COSTS / RESOURCES: Some teacher release to attend ALL workshops; colour photocopying; Sheena Cameron Teaching Writing and Teaching Reading Resources. Materials to make resources. Code Curriculum					\$ 7.000

2016 ANNUAL PLAN for GOAL 2 – Maths

That 75% of year 4-8 auraki students will be At or Above the National Standards in Maths.

Sub Goals

1. That the children identify and use appropriate strategies to solve maths problems.
2. That teachers develop effective programmes of learning to address range of student capabilities.

	Actions	Actions	Actions	D	Measure/Evidence
1	Teacher aide to use Numicon programme in Auraki and Rumaki, to teach, support and strengthen student's basic operational skills. . (Teacher to support and monitor teacher aide's work.)	Teachers select identified WB/Below students and devise system for them to use the digital numeracy programme – Mathletics. Is expected resource will motivate, engage and strengthen students basic facts knowledge.	Teacher aide facilitating Numicon, across the school will work with teachers to record and celebrate progress. Progress to be shared with whanau.	T1, T2, T3, T4	Students able to explain choices. Students working independantly. Student work displayed with supporting graphic organisers.
Evide	Numicon in each classroom. Numicon being used by students at all levels in Auraki and Rumaki.	Computers in all classes with web access and a time system for identified students online with Mathletics.	Charts showing maths progress. Panui or photos showing success.		Improved easttle results.
2	Lead teacher & Tumuaki to attend ALim PLD course and then facilitate teachers to review and ammend planning systems. Staff to devise a Whaka School maths group planning system.	Lead tchr guide staff through Number Framework identifying areas of overlap between the stages / classes. Provide guidance: on transitioning; profiles; the knowledge-strategy continuum; Numpa...	Teachers plan collaboratively and then moderate each others planning. If necessary, request a visit to another school. Seek advice of AliM facilitator.	T1, T2, T3, T4	Students able to explain rubrics. Students progress tracked clearly. Modelling books dated and progressive.
Eviden	Relevant readings from AliM shared with staff. Collaborative discussions that result in a School plan system.	Student progress recorded and used to inform next teaching. Information shared with parents	Maths plans, modelling books, photos...		
Mid year progress check: barriers, issues Apply profiles and invite student's feedback re their progress / achievement.			End of year progress check Take maths IKAN and GloSS assessments with cohort.		

COSTS / RESOURCES: Numicon for each class; teacher aide time to faciitate Numicon daily in each class with identified students. ; Purchase of Mathletics programme; Lead teacher / Tumuaki release to attend AliM programme. Incl Rumaki Pangarau programme. Code curriculum

\$ 15,000

2016 ANNUAL PLAN for GOAL 1 – Tuhituhi

70% Year 3 - 5 will be at Manawa ora /Manawa toa NWRM in Tuhituhi

Sub Goals

1. Tau 3 (1 x tama, 3 x kōtiro)

2. Tau 4 (0)

3. Tau 5(2 x tama, 2 x kōtiro)

	Actions	Actions	Actions	Wa	Measure/Evidence
1	Matatau ki Tukanga tuhituhi	Tukanga 1 – Te Whakarite Tukanga 2 – Te Whakatakoto Tukanga 3 – Te Whakamarama Tukanga 4 – Te Whakatika Tukanga 5 – Te Whakaputa Tukanga 6 – Tuku atu, tuku mai	Whai i nga Tauira a Pukapuka. Mahia ki roto i ngā pukapuka tuhituhi takitini, takitahi	Wahanga 1 - 4	Tauira Tuhituhi (Modelling Book) Tuhituhi I te pukapuka (Student examples) He manu tuhituhi me nga tauira ake (Writing resource) Exemplars
Evidence	Ka taea e nga akonga te marama ki nga tukanga tuhituhi	Ka noho a ropu ki te mahi i nga tukanga ki tona ake taumata Tau 1-2 Ka Oho Tau 3-4 Ka Whai Huruhuru Tau 5-6 Ka Marewa	Ka taea e nga akonga ki te whakamahia he tukanga ko ia anake, atu I nga ropu.		Ko te aro atu ki nga tuhituhi a nga akonga I te timatanga, ki waenganui me te mutunga hoki kia kitea nga whanaketanga
2	Matatau ki whai tukanga tuhituhi ā ariā	Ko te whakairo I tona ake tuhituhi kia uru atu ona ake wheako whaiaro, e ona e hiahia ana.		W 1 - 4	Tauira Tuhituhi; Tuhituhi I te pukapuka He manu tuhituhi; Ko nga whanaketanga Ko nga Pukapuka Whainga roa
Evidence	Ka taea e nga akonga ki te whakawhanui i ana whakaaro.	Nga whainga tuhituhi a nga akonga a takitini, a takitahi, a ropu arotahi			Ko te whai atu I nga whakangungu mo te tuhituhi me nga aronga OTJs hui aheawhea
Ia wahanga ka tirohia e nga akonga ki ona ake tuhituhi, me te marama ki nga whanaketanga o tona, ona ake tuhituhi.			Hei te mutunga o te tau ka tirohia, ka mohio ina kua piki, kei te noho, kua heke ranei. Na reira ko te korero takirua ko te akonga ki te akonga me te kaiako ki te akonga e pa ana ki nga whanaketanga me nga whainga ka puta		

UTU / RAUEMI: MLP Taumata 1 ; colour photocopying for writing prompts; assistance with cooking costs for weekly kitchen experiences; support for off site visits to places of importance and interests... Code: Curriculum

\$1000

2016 ANNUAL PLAN for GOAL 2 ano Pangarau

70% Year 3 - 5 will be at Manawa ora /Manawa toa NWRM in Pangarau

Sub Goals

1. Tau 3 (1 x tama, 3 x kōtiro)
2. Tau 4 (0) 3. Tau 5(2 x tama, 2 x kōtiro)

	Actions	Actions	Actions	D	Measure/Evidence
1	Whakaropu ki nga pukenga, matauranga, rautaki “Kaupae”	Ako i a ratou nga whaingā mona ake, kia taea e ia ki te mohio ki nga whanaketanga mo tona ake tau me nga pikinga mona hei whai atu.	Whai i nga Tauira a Pukapuka. Mahia ki roto i ngā pukapuka pangarau takitini, takitahi	W 1 - 4	Tauira Pangarau (Modelling Book) Mahere i te pukapuka (Student working out) Poutama tau, ALIM me nga tauira ake (Maths resource/sources)
Evidence	Ka taea e nga akonga te marama ki nga poutama whanaketanga, kia mohio ki hea e haere ana.	Ka noho a ropu ki te mahi i nga poutama ki tona ake taumata Tau 1 Kaupae 2, Tau 2 Kaupae 4 Tau 3 Kaupae 5, Tau 4 Kaupae 5 Tau 5 Kaupae 6, Tau 6 Kaupae 6	Ka taea e nga akonga ki te whai ko nga tukanga kaupae ko ia anake, atu i nga ropu.		Ko te aro atu ki nga whaingā kua whakaritea hei piki taumata e te akonga i te timatanga, ki waenganui me te mutunga hoki kia kitea nga whanaketanga.
	2	Matatau ki te whakaputa korero e pa ana ki tona ake taumata whakaako, ara, ina kei te taumata manawa ora, manawa toa ranei, a, kei te manawa aki, manawa taki ranei. Ka mohio i nga tukanga hei whai kia tae atu.	Ka whakaata i te akonga i ona ake mahi pangarau katoa e pa ana ki te matauranga me nga rautaki kua akohia, ka taea te whakamahia, mahere hoki.	Ko te whai atu i nga momo akoranga o te poutama hou, ara, ko nga rauemi, nga mahi kaore ano ki kitea, whai whakangungu ai.	Wahanga 1 - 4
Evidence	I nga uiui Whanau, i te taha o tona ropu, ki taku taha korero ai.	Ko te mahere, ko te whakaputa korero e pa ana ki ona ake mahi whai whakautu, takitahi me takitini.	Ko te mahi i te taha o te tangata ALIM, ki roto i nga awheawhea a ropu Aronga Pangarau (Cluster grps)		Ko te whai atu i nga whakangungu mo te Poutama tau me nga aronga OTJs hui awheawhea Pangarau Toi tipu
Ia wahanga ka tirohia e nga akonga ki ona ake pikinga, kore pikinga aha ranei, me te marama ki nga whanaketanga kei mua i a ia hei whai kia mau. Ko te mea nui ka aro atu ki nga tamariki o te ropu arotahi kia mohio te haere ia rua wiki, katahi ka kitea ki hea a te timatanga o ia wahanga hou.			Hei te mutunga o te tau ka tirohia, ka mohio ina kua piki, kei te noho, kua heke ranei. Na reira ko te korero takirua ko te akonga ki te akonga me te kaiako ki te akonga e pa ana ki nga whanaketanga me nga whaingā kua puta.		
COSTS / RESOURCES: As per Goal 2 Maths funding.					

2016 ANNUAL PLAN for GOAL 1 – Oral language

75% Year 0-2 will know letters and sounds of the alphabet and 3 consonants

Sub Goals

1. Each child will know their alphabet letters and sounds

2. To decode

	Action 1	Action 2	Action 3	Date	Measure/Evidence
1	Jolly phonics programme (blends included) this will happen each day. Letter formation for the year 0 and year 1	Connecting sounds and blends to spell new words.	Use to read new words. Help sound out words to write.	Daily	Increased word knowledge; increased word recognition.
Evidence	Formative and summative assessment, fortnightly check on progress.	Student progress recorded and used to inform next teaching.	Student progress recorded and used to inform next teaching.		
2	Connecting sounds and blends to spell new words.	Break down the blends and individual sounds to sound out new words 5 words per day. New 5 each week.	Share pair reading with a friend; share pair reading at home with parent.	Daily T2 on	KLST testing pre and post. More words in their speech and writing.
	Student able to recite, recall, complete the line, decode the word. Spelling check each month.	Student can recall 5 words each day. Checklist successes. Inform parents. 5-8 words per week for home mahi.	Friend can retell words that have been mastered.		

COSTS / RESOURCES: Jolly Phonics programme for English medium, photo copying and laminating; supportive range of media and resources that support letter, word and sound development. (pva tubing for phones; finger puppets; class equipment eg for shop plastic dishes.... Code

\$ 500

2016 ANNUAL PLAN for GOAL 3 – Values

75% of Year 0 - 8 students will achieve full values (Honesty, Pride, Respect, Empathy) certificates.

Sub Goals

The students will complete one full certificate of each value per term.

The students will achieve 4 full certificates by the end of the year.

The students will achieve their certificates by the end of the year.						
	Actions	Actions	Actions	Date	Measure/Evidence	
1	Teachers will introduce a different value per term to each class. They will identify the attributes of each value.	Teachers will display the values in their classes alongside the class values chart.	Teachers will share their class values sheet at school assemblies and identify and praise / compliment students who have achieved in a specific values area.	Daily programme for constant value checks by staff, councillors and students. Ongoing system recognised	Teachers will provide an individual goal sheet per student for goal setting books.	
Evidence	The students in each class will perform skits at school assemblies to demonstrate their understanding of the value of honesty, respect, pride and empathy.	The students can identify on the chart the values that they have achieved and the values which they need to work on.	The students will share how they achieved their specific value at school assembly.			
2	The teachers will identify the students in their classes who have achieved full certificates throughout the year.	The teachers will identify students who practice the school values throughout the school day.	Parents, whanau will be kept informed of successes with panui and text messages.		The students will self check certificates and/or identify areas needing to achieve in a specific area and share at their 3 Way Conferences with their parents.	
Evidence	Major awards for prize giving will be given across school to those outstanding students in each value.	A values book is placed in the staffroom and students names will be listed for all teachers to peruse, add to and check.	Parent feedback in Goal setting books regarding values and conversations at 3 way conferences.			
End of each term progress check: Identify which areas students need to focus and develop in order to attain their full certificate.			End of year progress check: Identify full achievement certificates and make selections for major prize winners for school awards at end of school prize giving.			
COSTS / RESOURCES: Trophies, awards and prizes (certificates, badges, books) for prizegiving; colour photocopying for photos into Goal setting books and to share at 3 Way Conferences. Code: Curriculum					\$1000	

Improvement Plan - Community Learning			
Strategic Goal Strengthen relationships by improving communication between the school and community			
Annual Goal 1. Ongoing development of communication and collaboration between parent groups and extra curricula activities operating in the school 2. Build learning partnerships involving home, school and community		Annual Target: <ul style="list-style-type: none">Strengthen community involvement in and out of the classroom in support of student learning.Implement a school graduate profile	
Baseline data We have developed community involvement with organisations, now need to focus on supporting and organising the various groups and activities by way of exploring innovative ways of communicating with our community i.e social media, facebook, etc.			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
T1 – T4	Sustain more opportunities to reflect on and celebrate learning. Provide opportunities for parents to be in school and as experts. Provide opportunities for students to communicate with parents during learning times	Students	Have discussions with families. Participate and contribute Blogging
	Review and develop ways to establish and maintain community involvement – get to know them and what they can offer Sustain more accessible/open tone culture and perception Support parents to be involved in events and activities in the school	Teachers	
	Develop with staff, shared beliefs and expectations of roles within community Using a variety of systems to inform and promote the teaching and learning to whanau	Leaders	
Monitoring Community survey, Self – Review			
Resourcing Community iwi/hapu liaison co-ordination and support systems			

Other 2016 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
<ul style="list-style-type: none"> • Replace double boilers • Upgrade school pool • Upgrade D Block (woodwork & cooking rooms) • Remedial work to school hall roof • Investigate van replacement 	<ul style="list-style-type: none"> • Development of 10YPP will be completed 2016. • School house maintenance plan expires July 2018. 	<ul style="list-style-type: none"> • School and community contribution towards hall roof in place. • Increase roll by increasing community engagement and confidence 	
Personnel	Short Report	Community Engagement	Short Report
		<ul style="list-style-type: none"> • Investigate parent perceptions of how we engage and communicate with parents. - From this develop a set of actions for 2016 plan. 	

Reporting Section for the 2015 Literacy Target of Student Achievement:
Strategic Plan: Literacy Goal 1 - Writing / Reading

Historical	Targets			
The 2014 end of year Analysis of Variance in writing request from teachers for support.	By the end of the year, that 65% of year 3 to 8 auraki students will be at or above the National Standard in writing and reading.			
	Focus Area	Yr Group	Gender	Ethnicity
	Writing/Reading	3-8	Both	Maori
Outcome	Variance Analysis		Evaluation	
<p>1/47 or 2% Well Below 13/47 or 28% Below 27/47 or 57% AT 6/47 or 13% Above TARGET IN WRITING ACHIEVED</p> <p>1/47 or 2% Well Below 11/47 or 23% Below 28/47 or 60% AT 7/47 or 15% Above TARGET IN READING ACHIEVED</p>	<ul style="list-style-type: none"> 30 students were in the identified cohort of year 3-8 students. 18 out of 20 or 60% of them undertook some form of the ALL programme. English medium staff who facilitated the ALL programmes, increased their knowledge/understanding of many writing aspects. Deliberate “carryovers” were made in reading and writing. Students were taught to identify the aspects in reading to help their use of that aspect in writing. E.g Identifying the topic sentence when learning how to write topic sentences, Identifying hooks, identifying strong adjectives and adverbs to make text interesting, Identifying letters and blends and the sounds they make. 		<p>ALL writing has been effective lifting student achievement for the identified students from below or well below expectation.</p> <p>Strategies used in the intensives were duplicated in the classes and so benefitted the English medium yr 0-8 students.</p> <p>We will be ALL year 2 in 2016 and will focus on tracking and monitoring progress.</p> <p>Even though reading has not been the primary focus, it has benefitted from the ALL writing programme.</p>	

Recommendation for 2016:

That 65 % of year 4-8 students be At or Above National Standards in writing.

That 75% of all year 0-2 will know letters/sounds of the alphabet and 3 consonant blends / oro reo.

Writing will remain a target because the school is supported by ALL second year programme.

The cohort has been changed from year 3-8 to year 4-8 because data collection is awkward for the year 3 group. Their data collection times are staggered because they started school at different times when they were 5 years old. This group is assessed ‘After 3 years at school’ on the anniversary of enrollment. Auraki staff recommend retaining the 65% target for the students moving up to yr 4-8 in 2016. This recommendation is based on end of year literacy OTJs.

Reading will not be a target in 2016 as writing and numeracy will be the school targets.

Reporting Section for the 2015 Literacy Target of Student Achievement:
Strategic Plan: Literacy Goal 1 - Tuhituhi, Panui, Reo a waha

Historical	Targets			
The 2014 end of year Analysis of Variance in writing presented a request from teachers for support.	By the end of the year , 70% of year 3-6 students will be Manawa toa / ora in tuhi, panui, korero and pangarau (a tau)			
	Focus Area	Yr Group	Gender	Ethnicity
	Panui / Tuhituhi	5	Both	Maori
Outcome	Variance Analysis		Evaluation	
<p><u>Tuhi</u> 2/8 or 25% are Manawa Taki and Manawa Aki.</p> <p>6/8 or 75% are Manawa Ora and Manawa Toa</p> <p>Tuhi Target achieved</p>	<p>One student in particular has limited reo support at home and this means student struggles and lags behind classmates in tuhi, panui, korero and pangarau. Discussions with whanau indicate they will not place student in Auraki.</p>		<p>An IEP will be developed with whanau, to assist one student to progress their reo Maori use, knowledge and competence. IEP will include whanau support and the need for whanau reo development.</p> <p>Both manawa taki/aki students will be supported with small group work in 2016 and focussed, explicit teaching to progress their achievement.</p>	
<p><u>Panui</u> 1/ 8 or 12.5% are Manawa Taki and Manawa Aki.</p> <p>7/8 or 87.5% are Manawa Ora and Manawa Toa.</p> <p>Panui Target achieved</p>	<p>Panui and Tuhituhi programmes were successful due to the running and setup of the literacy programme, i.e. grouping, group work, modelling books, transitioning into the different literacy grouping.</p>		<p>The literacy programme functions effectively and so will maintain systems of: modelling books; grouping by need; flexible regrouping when necessary; focussed and explicit teaching; careful and thorough planning.</p>	
<p><u>Korero</u> 3/8 or 37.5% are Manawa Taki and Manawa Aki. 5/8 or 62.5% are Manawa Ora and Manawa Toa.</p> <p>Korero Target not achieved</p>	<p>Challenges to oracy programme:</p> <ul style="list-style-type: none"> ● irregular tuition ● kaiarahi not supportive of this type of tuition. ● repetitive strategies not applied ● poor attendance 		<p>Work closely with kaiawhina to ensure regular, steady and consistent tutoring for oracy. Support kaiawhina to sustain programme by discussing student progress regularly.</p>	

<p>Pangarau 1/ 8 or 12.5% are Manawa Taki and Manawa Aki.</p> <p>7/8 or 87.5% are Manawa Ora and Manawa Toa.</p> <p>Target achieved</p> <p>Pangarau TARGET ACHIEVED</p>	<p>Pangarau was successful because the programme was designed to:</p> <ul style="list-style-type: none"> ● develop student independence; ● use practice based activities; ● cater to needs via grouping; ● use of modelling books; ● good teacher planning; ● use of the NUMICON resource to boost number knowledge and strategy learning. 	<p>Continue with Numeracy programme which was effective:</p> <ul style="list-style-type: none"> ● use modelling books; ● organise groups by need; ● reorganise whenever necessary; <p>The Numicon resource supported student progress and should be retained and taught across levels. Grouping first by stage and then by identified need meant deliberate focus on areas of weakness.</p>
<p>Recommendation: That the core group of children identified as manawa taki and manawa aki be closely monitored and a 'picking up the pace' programme in oral language, writing, reading and maths be developed for 2016. One particular student is identified as critical and requires intensive class support and in class parent support to accelerate her in all four areas. A hui will be set up with the identified critical student's parents and a specialist programme or individual learning plan designed collaboratively. 2016 benchmark for NWRM Pangarau; that 80 % year 2-6 be manawa ora or manawa toa. 2016 benchmark for NWRM Tuhituhi; that 70% be at manawa ora or manawa toa.</p>		