



Whangamarino School
Rotorua New Zealand

Charter 2017



Mission Statement

At Whangamarino School we will stand tall, be caring and honest in all aspects of life so we may strive to do our personal best.

Whangamarino School

Vision Statement

Our vision is for young people who will be confident, connected, actively involved, lifelong learners, who are proud of their unique cultural identity.



Confident

Positive in their own identity
Motivated and reliable
Resourceful
Enterprising and entrepreneurial
Resilient

Connected

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

Actively involved

Participants in a range of life contexts
Contributors to the well-being of New Zealand – social, cultural, economic, and environmental

Lifelong learners

Literate and numerate
Critical and creative thinkers Active seekers, users, and creators of knowledge
Informed decision makers

Motto

Kia pono ki to mahi, kia whai hua ai

Values and Beliefs

Aroha

Manaakitanga

Whanaungatanga

Inquiry

Self-Control

Confidence

Respect

Honesty

Communication

Participation

Aim

Our teaching and learning programme will be of the highest standard possible. We will deliver quality teaching to ensure that all students achieve their personal best.

We will plan to ensure that students are aware of the teaching and learning process. This will enable our students to understand learning intention and success criteria. It will empower our students to reflect upon their learning and construct their knowledge based on individual needs and strengths.

BOARD'S UNDERTAKINGS

Consultation with the Maori and Wider Community

We will:

- consult with parents regarding their understanding of and satisfaction with the Show & Tell Books as a means for reporting in writing using plain language and for reporting against the National Standards & Nga Whanaketanga Rumaki Maori
- consult with parents and the wider community regarding the developing of our local curriculum in Mainstream & Rumaki Maori for Whangamarino School.

Ratification of Charter

- March 2017

Submitting copy of Charter & Annual Report

- 1 Mar 2017 & 31 May 2017

Whangamarino School Pedagogy

Whangamarino students will:

- ✓ Be willing to engage in their learning.
- ✓ Be literate and numerate.
- ✓ Be confident speakers and communicators – in English or Maori or both.
- ✓ Be competitive, and able to set high standards and have high expectations.
- ✓ Be able to work at a high level in a team
- ✓ Be pro-active members of their community
- ✓ Be lifelong learners along with their teachers

We will encourage students to have high expectations. We will use the following strategies to enhance our students' self-motivation:

1. We will ensure the students have mastered each learning intention before moving on to the next one. We will ensure children produce high quality work at their personal best.
2. We will deliberately teach children how to present work that is visually aesthetic. Our school's guidelines on work presentation will ensure that uniformity occurs but not conformity
3. We expect to see each child's unique voice in their presentation along with qualitative improvements in their presentation skills.
4. We will deliberately teach the 'how to do it' skills to ensure high quality work is evident. Children learn through the teacher, our role modelling and teaching creates high standards, expectations while creating an environment that is intrinsically motivating for the children. We will ensure that teachers are positive role models who create an environment that will motivate children to high standards.

STRATEGIC GOALS

NAG 1

- To emphasise the importance of literacy and numeracy in our curriculum planning and delivery.
- To develop and implement strategies to raise the achievement of Maori students, particularly in literacy and numeracy.
- To provide education that meets the needs of **all** children, including Gifted & Talented students, those with special needs, those not achieving and at risk of not achieving.
- To provide a broad education through a curriculum covering the Learning Areas and the Key Competencies, giving priority to regular quality physical activity.
- By promoting Te Reo Maori me Nga Tikanga Maori, children will value their Maori heritage, be proud to be Maori, demonstrate high levels of self-esteem and believe in themselves as high achievers.

NAG 2

- To ensure excellence is achieved through quality planning of teaching programmes.
- To ensure excellence is achieved through the use of a range of good quality assessment practices.
- To monitor student performance against specific learning outcomes and annual targets for achievement.
- To effectively manage change for improvement through the use of school-wide self-review.
- To report effectively to students and their parents, and to the wider school community.
- To report school level data to the Board of Trustees' according to the guidelines of N.A.G 2a.

NAG 3

- To be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts.
- To utilise effective performance appraisal systems resulting in continued improvements in staff performance.
- To ensure professional development needs are appropriately identified and met.

NAG 4

- To set priorities for the continued development of grounds, buildings, facilities and resources.
- To develop and implement a financially viable plan for the on-going upgrade of school equipment and facilities.
- To increase the sources of revenue to the school to fund existing and new initiatives.

NAG 5

- To provide a safe physical and emotional learning environment.
- To provide opportunities for students to develop the values needed to become full members of New Zealand's society.

NAG 6

- To comply with all general legislation.

At Whangamarino School our 'Learning Programmes' are based on Ngati Pikiaotanga...

WHANGAMARINO SCHOOL AND CULTURAL DIVERSITY IS

- All cultures within the school will be valued and celebrated.
- Students will value each other's heritage and culture.
- All staff members will ensure that students from all cultures are treated with respect and dignity.

LEARNING OPTIONS

We offer a unique opportunity for all parents/caregivers/whanau to enrol their tamaiti/tamariki in either Auraki (English) or Rumaki (Immersion Maori) at Whangamarino School.

OUR UNIQUE POSITION OF TE REO MAORI ME ONA TIKANGA

Whangamarino School is predominantly Maori. We have 4 Rumaki classes (Immersion Maori) and 4 Auraki classes (English). All staff are expected to develop an awareness of Te Reo Maori me ona Tikanga and this will be an integral part of classroom programmes throughout the school.

WE WILL INCORPORATE TIKANGA MAORI INTO THE SCHOOL'S CURRICULUM BY...

Daily programmes will include Te Reo Maori at Level 3 for Mainstream and Level 1 for Rumaki. Te Reo Maori me ona Tikanga will be included in to all class programmes and will be overseen by the teacher in charge of Te Reo Maori. All teaching staff will undertake professional development in Te Reo Maori me ona Tikanga as part of our weekly staff meetings. Rumaki classes have been established in the school for the past 10 years and Auraki classes for many years.

WE WILL PROVIDE INSTRUCTION IN TE REO MAORI FOR ALL STUDENTS BY...

- Ensuring the best qualified teachers be employed to meet the aims and objectives of our school charter and strategic plan.
- Maintaining low class numbers to effectively offer all tamariki a comfortable learning environment.
- Utilising EOTC learning tools whenever possible.

A RANGE OF STEPS WILL BE TAKEN TO GATHER THE VOICE OF OUR MAORI COMMUNITY BY...

- Parent Interviews
- Whanau Hui
- Board of Trustee Surveys
- School Surveys
- Newsletters
- Face to face discussions during school events.
- Maintaining a welcoming open door policy.

Whangamarino School Strategic Plan 2017

Strategic Goals

Aims

Targets

Tahi -To provide a learning environment that allows students to achieve their academic best.

Rua -To develop staff and student use of, Information and Communication Technology (ICT).

Toru - To ensure Maori students are engaged in learning and are achieving educational success, with pride in their identity, and language.

Wha - To support students with special learning needs, and abilities.

Rima - To build a healthy school environment.

To increase the number of students reading at, or above National Standards in reading.

To increase the number of students writing at, or above National Standards in writing.

To increase the number of students achieving at, or above National Standards in maths.

To ensure teachers and students have access to quality ICT.

To increase the percentage of Maori students achieving at or above National Standards in literacy and numeracy.

To ensure students with special learning needs progress in their learning using individual education plans (IEPs).

To ensure students with special learning needs are supported by specialist agencies, resources and whanau.

To encourage sports and activities school wide.

To ensure school environment is safe, clean, and friendly

To promote good health in students, staff and their whanau.

All Mainstream and Rumaki students in Year 1-8 who are well below and below National Standard in 2016 will make more than 1 years progress in Reading.

All Mainstream and Rumaki students in Year 1-8 who are well below and below National Standard in 2016 will make more than 1 years progress in Writing.

All Mainstream and Rumaki students in Year 1-8 who are well below and below National Standard in 2016 will make more than 1 years progress in Mathematics.

85% of students will be able to learn to use and apply ICT skills to support their learning.

Note: The aims will include all students in Rumaki Maori achieving at (Manawa Ora) or above (Manawa Toa) in Panui, Tuhituhi & Pangarau in Nga Whanaketanga Rumaki Maori.

Strategic Plan 2017 to 2019

2017

2018

2019

To provide a learning environment that allows students to achieve their academic best.

Identify gaps in educational resources needed.

Engage parents to help with learning at home. (LCN)

Review budgets

SWOT analysis of teacher PD in Literacy.

Curriculum areas reviewed and lead by teachers in charge.

Continue communication with parents to support learning.

Re-measure student achievement against NS, in reading, mathematics and writing.

Complete reporting requirements for NS.

Ensure suitable budget allowed for subjects targeted.

Engage parents/caregivers in supporting learning through teachers making contact with parents at least once per term about children's learning, whanau meetings, newsletters, parent helpers in school and parent evenings.

To work towards and maintain low class numbers in junior school to give our children a good start in their learning.

To develop staff and student use of Information and Communication Technology (ICT).

Purchase new computers, and other devices.

Maintain maintenance program for ICT equipment.

Re-visit program for ICT use in classrooms.

Participate in ICT PD.

Re-train staff and students in ICT.

Continue ICT programme in classroom.

Audit ICT programme.

Upgrade computers and devices.

Review budget.

To ensure Maori students are engaged in learning and are achieving educational success, with pride in their identity, and language.

To investigate Maori specific programmes promoting positive role modelling, high self-esteem and confidence.

Attend relevant cultural activities in local community e.g. Poukai, Pikiao Ahurei, Tangi
Attend Maori festival.

Annual marae visits & noho for Rumaki & Mainstream.

Initiate Maori specific programme(s).

Maori student data collected and measured against N.S.

Invite whanau to Rumaki hui, and whanau support meetings each term.

Engage parents in supporting learning through teachers making contact with parents at least once per term.
Attend Maori festival.

Maintain links with Matawhaura Cluster School's.

Annual marae visits & noho for Rumaki (once a term) & Mainstream.

Invite whanau to volunteer time to classroom activities e.g. listening to children read.

Annual marae visits & noho for Rumaki (once a term) & Mainstream.

Maori student's data collected and measured against N.S.

Maintain communication between home and school.

Strategic Plan 2017 to 2019

2017

2018

2019

To support students with Special learning needs and abilities.

Maori student's achievement data collected and measured against N.S.

To promote Whanaungatanga & learn Ngati Pikiaotanga within the school.

To develop IEP for low achievers in NS.

Continue to monitor and research for suitable programmes for this group.

Interclass exchanges to promote better learning.

Maintain specialised learning programmes. E.g. Multi-Lit, Early Words, One to One Writing

Investigate Maori learning styles and activities (e.g. science) to support learning.

Review progress of IEP.

Review & modify programme for both low & high achiever groups.



Identify high achievers using NS. Develop programmes with support of SENCO.

SENCO register must be completed each term.

Utilise the SWIS resource facilitator.

Continue the Champion Made Leadership Programme.

Initiate programme for high achievers e.g. extension classes in maths, reading, writing and other e.g. science, technology etc

Communicate with parents of students identified.

Contact MOE support network.



To build a healthy school environment.

Sports and Activities

Continue weekly tabloid sports. .

Ensure sports facilities/equipment for sports codes are up to standard.

Communicate activities/sports events to whanau.

Encourage involvement in school team sports – Netball/Miniball/Touch.

Involve staff, parents and the community to participate in coaching and support of sports codes.

To investigate school based swim coaching.

Implement swimming programme.

Develop audit form for sports equipment.

Strategic Plan 2017 to 2019

2017

2018

2019

To build a healthy school environment.

Safe and friendly school environment

Develop School Gardens by P.E Shed.

Continue to encourage and reward tidiness within class rooms.

Review school maintenance programme (including maintenance of sports facilities).

Review caretaker/cleaner roles.

Review caretaker/cleaning schedule.

Work on landscaping.

Work on landscaping.

Source funding for Astro-Turf for courts area.

Development of landscape plan, playground.



Good Health

Maintain Milk in Schools, Breakfast in Schools, Fruit in Schools and KidsCan.

Continue to support team building activities for staff e.g. walking, ten pin, café etc

Develop and implement nutrition policy for school.

Review school bullying policy.

Maintain team building activities

Review Sexuality Education programme.

Maintain team building activities.

Review budget

Supplementary Support 2016:

Maori Medium: Ngaiotanga Arareo Maori- (Yrs 1-13)

ALLs - Literacy - (Yrs 1-13)

Investigate nutrition programmes/initiatives for schools.

Review budget

Investigate activities/programs that support language culture and identity.

Review budget



Whangamarino School National Standards Data for Mathematics/Pangarau

2016 National Standards Reporting

Number:	2083
Name:	Whangamarino School

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	6	7.4%	15	18.5%	42	51.9%	18	22.2%	81
Māori	6	7.4%	15	18.5%	42	51.9%	18	22.2%	81
Pasifika									
Asian									
European/Pākehā									
Male	6	14.0%	9	29.9%	23	53.5%	5	11.6%	43
Female	0		6	15.8%	19	50.0%	13	34.2%	38

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			2	22.2%	6	66.7%	1	11.1	9
After 2 years at school	1	9.1%	2	18.2%	8	72.7%			11
After 3 years at school			5	50.0%	4	40.0%	1	10.0%	10
End of Year 4	2	18.2%	1	9.1%	5	45.5%	13	27.3%	11
End of Year 5	1	7.7%	1	7.7%	4	30.8%	7	53.8%	13
End of Year 6	2	33.3%	1	16.7%	3	50.0%			6
End of Year 7			2	18.2%	6	54.5%	3	27.3%	11
End of Year 8			1	10.0%	6	60.0%	3	30.0%	10

NAG2A (c) (ii) Progress made against the Maths National Standard.

There are 51.9% of students achieving at National Standard and 22.2% of students achieving above National Standard in Mathematics. After 1 Year at school 22.2% of students, after 2 Years 27.3%, after 3 Years 50.0%, at the End of Year 4 27.3%, at the End of Year 5 15.4%, at the End of Year 6 50.0%, at the End of Year 7 18.2%, at the End of Year 8 10.0% of students are well below or below National Standard. All students will be targeted learning groups in 2017 who are well below and below in Maths.

Focus: Mathematics/Pangarau - Strategic Aim

- to develop staff and students' use of Mathematics/Pangarau to support teaching and learning.

Annual Aim for 2017

- to ensure teachers can provide and students have quality instruction in Mathematics/Pangarau.

Baseline Data and Targets 2017

- Analysis of school wide Mathematics data identified After 1 Year at school 22.2% of students, after 2 Years 27.3%, after 3 Years 50.0%, at the End of Year 4 27.3%, at the End of Year 5 15.4%, at the End of Year 6 50.0%, at the End of Year 7 18.2%, at the End of Year 8 10.0% of students are well below or below National Standard.
- All students will be targeted learning groups in 2017 who are well below and below in Mathematics and will make more than 1 years progress in Mathematics.

Whangamarino School - area of strength

There are 51.9% of students achieving at National Standard and 22.2% of students achieving above National Standard in Mathematics.

Students After 1 & 2 Years at school and at the End of Year 4, 5, 7 & 8 are making good progress towards National Standards in Mathematics. In particular After 1 Year at school 66.7%, After Year 2 at school 72.7 are achieving at National Standard and at the End of Year 4 72.8%, at the End of Year 5 84.6% at the End of Year 7 81.8% & End of Year 8 90.0% of students were achieving at or above National Standard.

Participation in Mathematics PLD in 2015 and 2016 has increased achievement through Supplementary Learning Support in ALiM's. Follow up assistance with ALiMs lead teacher this year for teachers who need support in 2017.

Monitoring students' progress using the termly Student Progress templates and the end of year Gloss assessment. Numeracy equipment & text books updated annually.

Lead Teacher of Maths is always available to guide and support teachers' needs and also lead staff meetings for Mathematics.

Whangamarino School National Standards Data for Reading/Panui

2016 National Standards Reporting

Number:		2083							
Name:		Whangamarino School							
Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	8	9.9%	19	23.5%	23	28.4%	31	38.3%	81
Māori	8	9.9%	19	23.5%	23	28.4%	31	38.3%	81
Pasifika									
Asian									
European/Pākehā									
Male	7	15.9%	11	25.0%	12	27.3%	14	31.8%	44
Female	1	2.7%	8	21.6%	11	29.7%	17	45.9%	37

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	1	11.1%	7	77.8%	1	11.1%			9
After 2 years at school	2	18.2%	5	45.5%	2	18.2%	2	18.2%	11
After 3 years at school			1	10.0%	5	50.0%	4	40.0%	10
End of Year 4	2	18.2%	2	18.2%	4	36.4%	3	27.3%	11
End of Year 5	2	33.3%	2	15.4%	3	23.1%	7	53.8%	13
End of Year 6					11	16.7%	3	50.0%	6
End of Year 7			1	9.1%	5	45.5%	5	45.5%	11
End of Year 8			1	10.0%	2	20.0%	7	70.0%	10

NAG2A (c) (ii)

Progress made against the **Reading** National Standard.

There are 28.4% students achieving at National Standard and 38.3% of students achieving above the National Standard in Reading. After 1 Year at school 88.9%, after 2 Years 63.7%, at the End of Year 4 36.4, at the End of Year 5 48.7 of students are well below or below National Standard. Students at the End of Year 6, 7 & 8 are making good progress towards National Standards in Reading. All students will be targeted learning groups in 2017 who are well below and below in Reading.

Focus: Reading/Panui - Strategic Aim

- to develop staff and students use of Reading/Panui to support teaching and learning.

Annual Aim for 2017

- to increase the number of students reading at or above National Standard/Nga Whanaketanga Rumaki Maori in Reading/Panui.
- to increase the number of Maori students reading at or above National Standard/Nga Whanaketanga Rumaki Maori.

Baseline Data and Targets 2017

- Analysis of school wide Reading data identified After 1 Year at school 88.9%, after 2 Years 63.7%, at the End of Year 4 36.4, at the End of Year 5 48.7 of students are well below or below National Standard.
- Evidence collected showed disproportionate number of students not achieving at the expected levels in Year 1,2.
- All students will be targeted learning groups in 2017 who are well below and below in Reading and will make more than 1 years progress in reading.

Whangamarino School Areas of Strength

There are 28.4% students achieving at National Standard and 38.3% of students achieving above the National Standard in Reading.

Students at the End of Year 6, 7 & 8 are making good progress towards National Standards in Reading.

Students After 3 Years at school and at the End of Year 4, 5, 6, 7 & 8 are making good progress towards National Standards in Reading. In particular 90.0% of Year 3's are achieving at or above National Standard and at the End of Year 4 63.7%, at the End of Year 5 76.9% at the End of Year 6 66.7% at the End of Year 7 91.0%, at the End of Year 8 90.0% of students were achieving at or above National Standard.

Specialist programmes are implemented to cater for students' needs, focusing on students who are well below and below. Such as RTLB programmes, Ngati Whakaue funding of teacher aides and special programmes, RTLit visits and communication with SLTs, when necessary. Students with remedial and extension needs are placed into classrooms with students at the same level when able.

Whangamarino School National Standards Data for Written Language/Tuhituhi

2016 National Standards Reporting

		Number:	2083						
		Name:	Whangamarino School						
Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	9	11.1%	19	23.5%	51	63.0%	2	2.5%	81
Māori	9	11.1%	19	23.5%	51	63.0%	2	2.5%	81
Pasifika									
Asian									
European/Pākehā									
Male	9	20.0%	12	26.7%	24	53.3%	0		45
Female	0		7	19.4%	27	75.0%	2	5.6%	36

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			2	22.2%	7	77.8%			9
After 2 years at school	1	9.1%	1	9.1%	9	81.8%			11
After 3 years at school			3	30.0%	7	70.0%			10
End of Year 4	2	18.2%	4	36.4%	5	45.5%			11
End of Year 5	2	15.4%	3	23.1%	6	46.2%	2	15.4%	13
End of Year 6	2	33.3%	1	16.7%	3	50.0%			6
End of Year 7	2	18.2%	4	36.4%	5	45.5%			11
End of Year 8			1	10.0%	9	90.0%			10

NAG2A (c) (ii)	Progress made against the Writing National Standard.
There are 63.0% students achieving at National Standard and 2.5% of students achieving above the National Standard in Writing. At the End of Year 4 54.6%, at the End of Year 6 50%, at the End of Year 7 54.6% of students were well below or below National Standard. All students will be targeted learning groups in 2017 who are well below and below in Writing.	

Focus: Written Language/Tuhituhi Strategic Aim

- All students will experience learning success so they can achieve their personal best in Writing/Tuhituhi.

Annual Aim 2017

- to increase the number of students writing at or above National Standard/Nga Whanaketanga Rumaki Maori.
- to increase the number of Maori students writing at or above National Standard/Nga Whanaketanga Rumaki Maori.

Baseline Data and Target 2017

- Analysis of school wide Writing data identified at the End of Year 4 54.6%, at the End of Year 6 50%, at the End of Year 7 54.6% of students were well below or below National Standard.
- All students will be targeted learning groups in 2017 who are well below and below in Writing and will make more than 1 years progress in Writing.

Whangamarino School - areas of strength

There are 63.0% students achieving at National Standard and 2.5% of students achieving above the National Standard in Writing.

Students After 1, 2 & 3 Years at school and at the End of Year 5, 6 & 8 are making good progress towards National Standards in Mathematics. In particular 77.8% of Year 1's, 88.1% of Year 2's & 70.0 of Year 3's are achieving at or above National Standard and at the End of Year 5 61.6%, at the End of Year 6 50.0% at the End of Year 8 90.0% of students were achieving at or above National Standard.

Staff uses of the Exemplars, ELP along with the Literacy Learning Progressions to help moderate and accurately identify student achievement levels. Moderation is once a term which helps us discuss and identify any special features of students learning they may need help with. This also assists to identify remedial and extension students so we can accurately plan for their needs.

Students are sent to the Principal, Secretary and into other classrooms to share their quality writing.

Inquiry learning is implemented into all curriculum areas with a focus on student and teacher Inquiry through questioning.

Continued Matawhaura Cluster PD with ICT focus.

STRATEGIC Plan Mathematics/Pangarau 2017

Strategic Goal 1:

All students will experience learning success so they can achieve their personal best in Mathematics/Pangarau.

Annual Plan:

To increase the number of students achieving Mathematics/Pangarau at or above National Standard/Nga Whanaketanga Rumaki Maori .

To increase the number of Maori students achieving Mathematics/Pangarau at or above National Standard/Nga Whanaketanga Rumaki Maori.

Mathematics/Pangarau Target:

All students below and well below National Standard at the beginning of 2017 will make more than 1 years progress and be achieving mathematics/pangarau at or above National Standard/Nga Whanaketanga Rumaki Maori .

- November analysis of school wide Mathematics data identified After 1 Year at school 22.2% of students, after 2 Years 27.3%, after 3 Years 50.0%, at the End of Year 4 27.3%, at the End of Year 5 15.4%, at the End of Year 6 50.0%, at the End of Year 7 18.2%, at the End of Year 8 10.0% of students are well below or below National Standard.

Actions to Achieve Target 2017	Responsible	Budget	Time Frame
1. Review whole-school assessment data 2016 at staff meeting. Identify target groups of concern.	Rawiri		
2. Teachers to offer small group, equipment intensive, specialist programmes with TA support (where available) to cater for target groups.	Leader/Teachers	Rawiri/BOT	Term by Term
3. Use diagnostic testing to closely determine coverage of Other Strands in Years 4 – 8. Introduce summative testing in term 1 to review progress in these strands.	Lead Teacher		Term 1 2017
4. In – house P.D in areas of concern that arise from Teacher Surveys (2016) and from classroom observations by Lead Teacher.	Year 4 – 8 Teachers		Term 1 and 4 2017
5. Classroom observations by Lead Teacher each term to ensure that the programme is being followed consistently.	Lead Teacher		Term by Term
6. Utilise out of school P.D (Jo Matthews) if specific gaps appear that would be best served by external P.D.	Lead Teacher	Rawiri/BOT	Term by Term As needed
7. Lead teacher attend regular Lead Teacher Hui & Lead Teacher/Principal participate in follow-up ALiMs PD for 2017	Lead Teacher/ Rawiri		Term 2, 3, 4
8. P.D will ensure that summative Gloss test (Term 1 & 4) is administered consistently and accurately in each class so that it provides accurate data for Term 1, 2018.	Lead Teacher		Term by Term

STRATEGIC Plan Writing/Tuhituhi 2017

Strategic Goal 1:

All students will experience learning success so they can achieve their personal best in Writng/Tuhituhi.

Annual Plan:

To increase the number of students writing at or above National Standard/Nga Whanaketanga Rumaki Maori in Writing/Tuhituhi.

To increase the number of Maori students writing at or above National Standard/Nga Whanaketanga Rumaki Maori .

Writing/Tuhituhi Target:

All students writing below and well below National Standard at the beginning of 2017 will make more than 1 years progress and be writing/Tuhituhi at or above National Standard/Nga Whanaketanga Rumaki Maori .

- November analysis of school wide Writing data identified at the End of Year 4 54.6%, at the End of Year 6 50%, at the End of Year 7 54.6% of students were well below or below National Standard.

Actions to Achieve Target 2017	Responsible	Budget	Time Frame
1. Review whole-school assessment data 2016 at staff meeting. Discuss whole school topics to collect student writing samples to moderate against NS at staff meetings.	Leader/Teachers	Rawiri/BOT	Term by Term
2. Moderate written language samples once a term. Teachers to bring samples of student writing from year groups to meetings.			
3. Teachers to moderate all students writing and enter on eTAP every term.	Rawiri Leader		PD Days On-Going
4. Revise writing programmes to meet student needs.			
5. Professional development in Writing for whole school – Sandy.			
6. Specialist writing programmes and TA support organised for Target students. One to One writing in Mainstream - Jnr classes, Toe to Toe/Early Words for identified students.			
7. Discuss progress and process needed to develop teacher reflection to improve teaching practice Teaching Matrix for clarity in the classroom.			Term by Term
8. Develop the use of Inquiry Learning with all staff as a rubric for student self-directed learning assessment tool.			
9. Moderation and assessment discussion dates in dairies.			
10. Student voice collected and recorded in anecdotal Inquiry Teacher journals or modelling books.			

STRATEGIC Plan Reading/Panui 2017

Strategic Goal 1:

All students will experience success so they can achieve their personal best in Reading/Panui.

Annual Aim:

To increase the number of students reading at or above National Standard/Nga Whanaketanga Rumaki Maori in Reading/Panui.

To increase the number of Maori students reading at or above in National Standard/Nga Whanaketanga Rumaki Maori.

Reading Target:

All students below or well below National Standard/Nga Whanaketanga Rumaki Maori at the beginning of 2017 will make more than 1 years progress and will be reading/panui at or above National Standard/Nga Whanaketanga Rumaki Maori .

- November analysis of school wide Reading data After 1 Year at school 88.9%, after 2 Years 63.7%, at the End of Year 4 36.4, at the End of Year 5 48.7 of students are well below or below National Standard. Students at the End of Year 6, 7 & 8 are making good progress towards National Standards in Reading

Actions to Achieve Target 2017	Led By	Budget	Time Frame
Assessment data 2017 running record results and share analysis of data with staff. Discuss on-going monitoring of target students using SEA/6 Year Net for Mainstream.	Leader/Rawiri	RTL/BOT	Feb 2017
<ol style="list-style-type: none"> Whole school monthly meetings to discuss targeted student's progress/needs. Revise reading programmes to meet student needs. Specialist reading programmes and T/A support organised for target students. Discuss process needed to develop teacher reflection to improve practice Matrix for clarity in classroom. Moderation and assessment discussion dates in dairies. Student voice collected and recorded in anecdotal Inquiry teacher journals. Discussion on learning needs of students. Electronic resources to be sourced and integrated into class programmes. 	<p>Leader/Rawiri/All teachers</p> <p>Junior teachers Leader/Jnr teachers Leader/All teachers</p> <p>All teachers Yr 3 to 8 Teachers</p>	Rawiri/BOT	Begin/end terms

Whangamarino School Annual Plan 2017

NAG 1: CURRICULUM - Raising Student Achievement:

Focus the use of Standardised assessment integrated into a student led approach that develops the strengths and talents of all students.

- To sustain school wide planning and assessment system that covers the whole curriculum and caters for teacher and student needs.
- Staff professional development and sustainability of formative assessment, co-constructed learning, Maori and boys learning, comprehension strategies and written language vocabulary knowledge.
- Develop Inquiry learning within co-constructed learning throughout the school.
- Whole school moderation and on-going discussion of written language.
- ICT to be utilised in all curriculum areas to enhance student achievement.
- Te Reo Maori integrated daily by teachers in korero, waiata, games. Rotorua Schools Kapa Haka performance in November (Ahurei) & Regional Primary Schools Kapa Haka Competition every 2 years.
- Physical Activity/Health is a focus with a weekly whole school programme in place for coaching students, swimming and athletics. Whole school and inter-school competition organised in Swimming, athletics, cross country, Ripper rugby, league, netball and mini-ball. Schools summer and winter code sport programmes in place with regular coaching sessions.
- EOTC programmes once a term – to extend and give students prior knowledge about whole school units, careers, Tikanga Maori.
- SENCO – specialist programmes Tuakana /Teina, RTLit, RTLB programmes implemented whole school.
- Ngati Whakaue programmes implemented in Junior mainstream room (One to One writing, MultiLit) and Rumaki – Te Huinga Raukura Rumaki (Years 1-3), English Transition Rumaki (Years 7-8), House of Science.
- Co-operative learning focus on positive teacher and student comments.
- Parent interviews and Whanau Days/Kaumatuas days in school to share student success.
- A celebration of student achievement at assemblies and with Buddy classes.
- Implement where possible Gifted & Talented Programmes e.g. science

NAG 2: SELF REVIEW – Raising Student Achievement

- Show & Tell Books with National Standard assessment data, student work samples and student achievement.
- Teacher reflection, observations, anecdotal records and discussion. On-going with groups and individual students at teacher discretion. Recorded in Modelling books
- Planning and monitoring reflected in next step planning process evident in teacher planning and modelling books
- Term update and review of SENCO target students and their progress.
- Parent interviews and development of Show & Tell Books as a reporting format for students, parents, teachers and senior management on PTC's.
- Review of curriculum areas
- Report and monitor on 2017 action plan in reading/writing/mathematics to BOT.
- Review and compare eTAP and Show & Tell Books as a reporting to parents, student to student, community programme for 2017.
- Charter to MOE by 1st March 2017.

NAG 3: PERSONNEL - Raising Student Achievement

- Job description reviews by Principal. Staff to sign them and set goals for the year.
- Comply with legislative responsibilities.
- Support and implement effective staff professional development which includes personal growth that will enhance the development of teaching and learning.
- There are 4 mainstream teachers and 3 Rumaki teachers due to roll growth.
- T/A's appointed.
- Professional development of students and teachers in Writing, Mathematics, Reading & ICT.

Whangamarino School Annual Plan 2017

NAG 4: FINANCE AND PROPERTY

- Audit 2016 accounts
- Monitor 2017 budget
- Check stocktake of uniforms and stationery.
- Upgrade of toilets & Room 2.



NAG 5: HEALTH AND SAFETY

- Continue sustaining Co-operative/positive school wide focus.
- Develop and continue programmes to sustain "Fair Play".
- Emergency drills termly.
- SENCO students identified and programmes in place.
- Health and hygiene tasks integrated into programmes where possible.
- Health nurse visits organised and Hearing/vision testing.
- Ensure follow up and parental communication school/nurse/home.
- Communication with Whanau to support target student's needs.

NAG 6: POLICIES AND PROCEEDURES

- Monitor and sustain electronic attendance register.
- Share curriculum overview with community.
- Interview with Maori families.
- Regular displays around the school to change appropriately.
- Pre-school visits.
- Re-establish compliance list, monitor and update as required.

Involving Whanau and wider Community in student achievement

- Whanau group fundraising
- EOTC by term
- School wide unit a term
- School speech competition Term 2
- Inter school sports Days – swimming, athletics, cross country, codes ...
- Inter-school House group competitions in swimming, athletics, cross country...
- Lunchtime activities.
- Share Whangamarino school curriculum document with Whanau.
- Parent/teacher interviews, Achievement books.
- PD and introduction for the use of eTAP.
- Kapa Haka schools festival 2017.
- Whole school participation in Matariki and Wearable Arts.
- Formal Dinner for Year 7/8.
- Swimming or other sports coaching after school.

NAG 6: POLICIES AND PROCEDURES

School and Community involvement

- Invitations to the community for school events.
- Religious instruction fortnightly
- Weekly Whanau newsletter
- Rumaki and Kohanga liaison.
- School brochure/website/facebook update
- Pre-school and college visits

Parent forums

- School open door policy
- BOT meetings
- Parent teacher discussions
- Newsletter, sports, EOTC, Kaumatua days.

Promoting Values and Visions

- House leaders, Peer Mediators, Library monitors.
- Class goals/vision, mottos set for the year.
- Vision and values in all classrooms.
- Duffy caught being good given out at assembly.
- Certificate of achievement given out at assembly weekly.
- New children introduced to the school and warmly welcomed.
- Teachers modelling positive behaviour to others.
- Student goal setting by students.
- Prize Giving at end of year with a shared kai whole school.
- End of year Formal Event.