



School Charter
Strategic and Annual Plan for
Whangamarino School



2019 - 2021

Principals' endorsement:	Lorraine Northey
Board of Trustees' endorsement:	Glenda Gates
Submission date to Ministry of Education:	March 2019 School No. 2083

Ngati Pikiaotanga Whakatauaki



Kei te Ohautanga a Potakatawhiti, ko TE OHU
Kei Motutawa, ko Haukeka
Kei Atuareretahi, ko TARANUI
Kei Rawahirua, ko MOKAI
Kei Pateko, ko Puwhakaoho
Kei Tapaniao, ko URUTOHATOHA
Kei Wharetaingamoko, ko PIKIAOWERA
Kei Matawhaura, ko TE KOKAKO-PEKE-WERO-A-TE-WAHATUORO
KO TENEKI TE TAHUHU O TE WHARE O KAWATAPUARANGI

Whangamarino School 2019 - 2021

Introductory Section - Strategic Intentions

Mission Statement	At Whangamarino School we will stand tall, be caring and honest in all aspects of life so we may strive to do our personal best.
Vision	Our vision is for young people who will be confident, connected, actively involved, lifelong learners, who are proud of their unique cultural identity.
School Motto	<i>Kia pono ki to mahi, kia whai hua ai</i>
Values	<u>Aroha, Manaakitanga and Whakawhanaungatanga</u> Whangamarino School has recently revised and implemented our school Values in consultation with our students and whanau. Everything we do at kura encompasses these values.
Principles	<p>Confident Positive in their own identity Motivated and reliable Resourceful Enterprising and entrepreneurial Resilient</p> <p>Connected Able to relate well to others Effective users of communication tools Connected to the land and environment Members of communities International citizens</p> <p>Actively involved Participants in a range of life contexts Contributors to the well-being of New Zealand – social, cultural, economic, and environmental</p> <p>Lifelong learners Literate and numerate Critical and creative thinkers Active seekers, users, and creators of knowledge Informed decision makers</p>

<p>Māori Dimensions and Cultural Diversity</p>	<ul style="list-style-type: none"> • All cultures within the school will be valued and celebrated. • Students will value each other’s heritage and culture. • All staff members will ensure that students from all cultures are treated with respect and dignity. <p><i>WHAT REASONABLE STEPS WILL WHANGAMARINO SCHOOL TAKE TO INCORPORATE TIKANGA MAORI INTO THE SCHOOL’S CURRICULUM</i></p> <p>Daily programmes will include Te Reo Maori at Level 4 for Mainstream and Level 1 for Rumaki. Te Reo Maori me Nga Tikanga will be timetabled into all class programmes and will be monitored by the teacher in charge of Maori programmes.</p> <p>All teaching staff will undertake professional development in Te Reo Maori me nga Tikanga as part of our weekly staff meetings.</p> <p>Rumaki classes have been established in the school for the past 10 years.</p> <p><i>WHAT WILL WHANGAMARINO SCHOOL DO TO PROVIDE INSTRUCTION IN TE REO MAORI FOR FULL TIME STUDENTS?</i></p> <p>All such requests will be considered by the Board of Trustees with regard to:</p> <ul style="list-style-type: none"> • Personnel with the requisite skill and qualifications. • Overall school financial position. • Availability of places in the Rumaki classes. <p><i>WHAT STEPS WILL BE TAKEN TO DISCOVER THE VIEWS AND CONCERNS OF WHANGAMARINO SCHOOL’S MAORI COMMUNITY?</i></p> <p>A range of steps will be taken to gather the voice of the Maori community. These will include:</p> <ul style="list-style-type: none"> • Parent Interviews • Whanau Hui • Board of Trustee Surveys • Newsletters • Face to face discussions during school events. • Maintaining a welcoming open door policy.

**Special Character /
Māori Medium
status**

THE UNIQUE POSITION OF MAORI CULTURE

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



Baseline Data or School Context

Students' Learning

Auraki 2018

End of Year Reading	Well Below Standard	Below Standard	At Standard	Above Standard	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0		100% (1)			0%	100% (1)	0%	0%	1% (1)
Y1	17% (1)	83% (5)			17% (1)	83% (5)	0%	0%	9% (6)
Y2	17% (1)		67% (4)	17% (1)	17% (1)	0%	67% (4)	17% (1)	9% (6)
Y3	22% (2)		56% (5)	22% (2)	22% (2)	0%	56% (5)	22% (2)	13% (9)
Y4	9% (1)	27% (3)	18% (2)	45% (5)	9% (1)	27% (3)	18% (2)	45% (5)	16% (11)
Y5		27% (3)	45% (5)	27% (3)	0%	27% (3)	45% (5)	27% (3)	16% (11)
Y6			25% (2)	75% (6)	0%	0%	25% (2)	75% (6)	11% (8)
Y7		10% (1)	30% (3)	60% (6)	0%	10% (1)	30% (3)	60% (6)	14% (10)
Y8		25% (2)	13% (1)	63% (5)	0%	25% (2)	13% (1)	63% (5)	11% (8)
Total pupils	7 % (5)	21 % (15)	31 % (22)	40 % (28)	7% (5)	21% (15)	31% (22)	40% (28)	(70)

End of Year Reading All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	6.5%	8	25.8%	10	32.3%	11	35.5%	31
	Female	3	7.7%	7	17.9%	12	30.8%	17	43.6%	39
	Total	5	7.1%	15	21.4%	22	31.4%	28	40.0%	70
Maori	Male	2	6.5%	8	25.8%	10	32.3%	11	35.5%	31
	Female	3	8.1%	6	16.2%	12	32.4%	16	43.2%	37
	Total	5	7.4%	14	20.6%	22	32.4%	27	39.7%	68
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	1	50.0%	0	0%	1	50.0%	2
	Total	0	0%	1	50.0%	0	0%	1	50.0%	2

Auraki - Reading End of Year Data

(71%) – (50) students are achieving at or above in Reading.

(22%) – (15) students are achieving below standard in Reading.

(7%) – (5) students are achieving well below standard in Reading.

29% (20) students are achieving below and well below in Reading

32% (10) boys are achieving below and well below in Reading

25% (10) girls are achieving below and well below in Reading (These students come from a range of cohorts. (See Graphs below)

2019

20/70 Auraki students in 2018 were operating below and well below National Standards for Reading. Two Year 8 students have now left Whangamarino School.

In 2019, there are 18 students achieving well below and below the National Standards. These students come from a variety of cohorts and are identified in the three Auraki classes below.

Yr 0-3 (8 students)

Yr 4-6 (9 students)

Yr 6-8 (1 student)

18 Students are targeted for 2019 – 2 x Year 8 students (2 x Maori boys are no longer at Whangamarino School)

Auraki - Writing End of Year Data

(52%) – (36) students are achieving at or above in Writing.

(43%) – (30) students are achieving below in Writing

(6%) – (4) students are achieving well below in Writing

49% (34) students are achieving below and well below in Writing.

(19) Boys are achieving below and well below in Writing

(15) Girls are achieving below and well below in Writing (All of these students come from a range of cohorts.

(See graphs below).

28 students are targeted for 2019. Six Year 8 students have now left Whangamarino School.

Yr 0-3 (8 students)

Yr 4-6 (15 students)

Yr 6-8 (5 student)

End of Year Writing 2018

Writing End of Year	Well Below Standard	Below Standard	At Standard	Above Standard
Y0		100% (1)		
Y1		50% (3)	50% (3)	
Y2		17% (1)	67% (4)	17% (1)
Y3	11% (1)	22% (2)	67% (6)	
Y4	9% (1)	55% (6)	18% (2)	18% (2)
Y5	9% (1)	45% (5)	45% (5)	
Y6		25% (2)	75% (6)	
Y7		50% (5)	20% (2)	30% (3)
Y8	13% (1)	63% (5)	25% (2)	
Total pupils	6 % (4)	43 % (30)	43 % (30)	9 % (6)

End of Year Writing Overall 2018

52% (36) students are at or above expectation - December 2018

49% (34) students are below expectation - December 2018

Writing All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	9.7%	16	51.6%	10	32.3%	2	6.5%	31
	Female	1	2.6%	14	35.9%	20	51.3%	4	10.3%	39
	Total	4	5.7%	30	42.9%	30	42.9%	6	8.6%	70
Maori	Male	3	9.7%	16	51.6%	10	32.3%	2	6.5%	31
	Female	1	2.7%	13	35.1%	19	51.4%	4	10.8%	37
	Total	4	5.9%	29	42.6%	29	42.6%	6	8.8%	68
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	1	50.0%	1	50.0%	0	0%	2
	Total	0	0%	1	50.0%	1	50.0%	0	0%	2

Auraki - Mathematics End of year 2018 data shows that :

(65%) (45) Students in Auraki are achieving at or above the National Standards in Mathematics. (29%) (20) Students' are achieving below standard in Mathematics. (7%) (5) Students are achieving well below standard in Mathematics.

25/70 Auraki students in 2018 were operating below and well below National Standards for Mathematics. Three Year 8 students have now left Whangamarino School.

42% (13) boys are below or well below for Mathematics.

29% (12) girls are below or well below for mathematics.

These students come from a range of cohorts (see graph below).

2019

There are now 22/70 students achieving well below and below in Mathematics in 2019. These students come from a range of cohorts, they have been identified in the three Auraki classes below.

Yr 0-3 (8 students)

Yr 4-6 (11 students)

Yr 6-8 (3 students)

Mathematics End -Year Data

End of Year Mathematics	Well Below Standard	Below Standard	At Standard	Above Standard
Y0		100% (1)		
Y1		33% (2)	67% (4)	
Y2		17% (1)	83% (5)	
Y3	11% (1)	33% (3)	56% (5)	
Y4	18% (2)	18% (2)	55% (6)	9% (1)
Y5	9% (1)	36% (4)	18% (2)	36% (4)
Y6		25% (2)		75% (6)
Y7	10% (1)	20% (2)	50% (5)	20% (2)
Y8		38% (3)	63% (5)	
Total pupils	7 % (5)	29 % (20)	46 % (32)	19 % (13)

RUMAKI

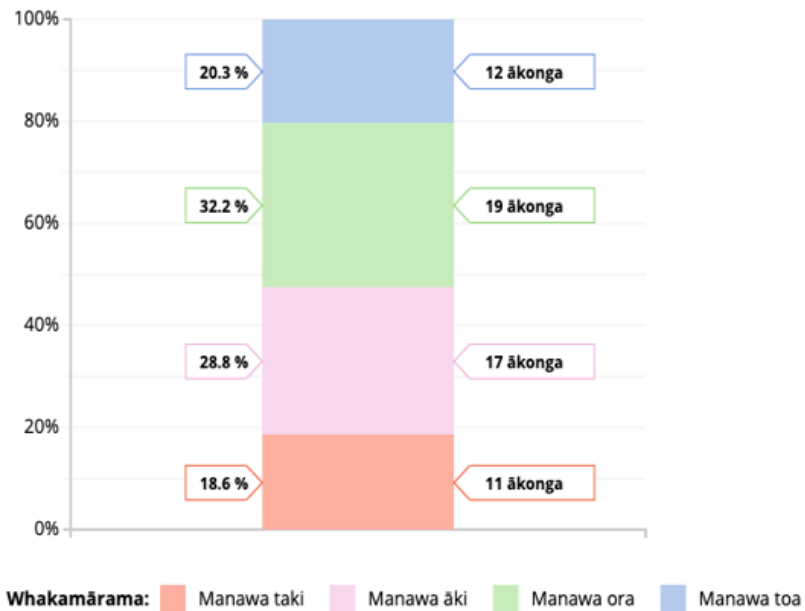
Raraunga whakamutunga o te Tau 2018

Korero

He tirohanga whānui mō Kōrero

Kura: Whangamarino School Rōpū: All current students Taumata tau: Ngā tau katoa

Wāhanga: Q4 (Whiringa-ā-nuku - Hakihea) 2018



Korero

31 ākonga are achieving at and above Te Whanaketanga Reo Maori mo te korero.

17 ākonga are achieving below Te Whanaketanga Reo Maori mo te korero.

11 ākonga are achieving well below Te Whanaketanga Reo Maori mo te korero.

4 Akonga that were Year 8 last year have now left Whangamarino School.

There will be 24 ākonga targeted for Korero Maori in 2019

	<p>Tuakana Year 7 & 8 (5 akonga) (1 kotiro/4 tama) Teina Year 5 & 6 (5 akonga) (4 tama/1 kotiro) Potiki Year 3 & 4 (1 akonga) (1 kotiro) Kohungahunga Year 3 (13 akonga) (6 tama/7 kotiro) Poniponi Year 0,1 & 2 (0)</p>
	<p><u>Panui</u> Panui - 49% - (52) of our akonga are achieving at or above expectations in Panui. (14%) - (15) akonga are achieving below in Panui (33%) - (35)akonga are achieving well below in Panui</p> <p>50 Akonga achieving below and well below in Te Whanaketanga Te Reo Maori mo te Panui. 4 Year 8 akonga have now left our kura. There will be 46 akonga targeted for 2019.</p> <p>Tuakana Yr 7 & 8 (4 akonga) Teina Yr 5 & 6 (6 akonga) Potiki Yr 3 & 4 (13 akonga) Kohungahunga Year 3 (16 akonga) Poniponi Year 0,1 & 2 (8 akonga)</p>
	<p>Pangarau - 53% - (56) of our akonga are achieving at or above expectations in Pangarau</p> <p>(35%) - (37) akonga are achieving below in Pangarau (12%) (13) akonga are achieving well below</p> <p>50 Akonga are achieving below and well below in Te Whanaketanga Pangarau. 4 Year 8 akonga have now left our kura. There will be 46 akonga targeted for 2019.</p> <p>Tuakana Year 7 & 8 (2)</p>

	<p>Teina Year 5 & 6 (16) Potiki Year 3 & 4 (18) Kohungahunga Year 3 (7) Poniponi Year 0,1 & 2 (2)</p>
	<p>Tuhituhi – 36%% - (39) (of our akonga are achieving at or above expectations in Tuhituhi. (33%) - (36) akonga are achieving below in tuhituhi</p> <p>(17%) – (19) akonga are achieving well below in tuhituhi</p> <p>4 Year 8 Akonga left Whangamarino School at the end 2018.</p> <p>51 akonga have been targeted for 2019</p> <p>Tuakana Year 7 & 8 (6) Teina Year 5 & 6 (5) Potiki Year 3 & 4 (17) Kohungahunga Year 3 (15) Poniponi (8)</p>

STRATEGIC AIM 1:

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

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation the NZ Curriculum levels

STRATEGIC AIM 2 :

Students in Rumaki settings are engaged in their learning and are achieving educational success as evidenced by progress and achievement in relation to Te Marau o Aotearoa Curriculum levels

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

- The highest standards of achievement
- Equality of educational opportunity
- A sound foundation in early years
- Increased participation and success by Māori
- Excellence through clear learning
- Success for those with special needs

Related NAGS: National Administration Guidelines

- Develop and implement teaching and learning programmes
- Give priority to student achievement in literacy and numeracy
- Give priority to regular quality physical activity
- Provide a range of assessment practices to enable progress and achievement to be evaluated
- Identify students who are achieving, at risk of not achieving, gifted and talented
- Consult with the school's Māori community
- Report to students and parents on progress and achievement
- Report to parents in plain language

OBJECTIVES**ACTIONS****1.1**

To increase the number of students reading at, or above NZC levels in Reading

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

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

1.2

To increase the number of students reading at, or above NZC levels in Writing

To increase the number of akonga tuhituhi at, or above TMOA

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

<p>1.3 To increase the number of students reading at, or above NZC levels in Mathematics To increase the number of akonga pangarau at, or above TMOA</p>	<ul style="list-style-type: none"> • Outlined actions are in our Improvement plan
<p>1.4 To increase the number of akonga ki te korero at, or above TMOA.</p>	<ul style="list-style-type: none"> • Outlined actions are in our Improvement plan
<p>1.5 What is the commitment by the Board of Trustees?</p>	<ul style="list-style-type: none"> • Board of Trustees will commit to providing appropriate finances to continue to purchase appropriate literacy resources. • Commit to providing appropriate finances for professional development. • Commit to financial support for : Intervention programmes, personnel for intervention programmes, support for classroom programmes,
<p>1.6 What are the leaders of learning going to do?</p>	<ul style="list-style-type: none"> • Leaders of Learning will implement and oversee Ngati Pikiaotanga Marautanga. • Support Assessment for Learning Professional Learning Development. • Support and source MOE PLD support intervention programmes. • Communities of learning within the kura.
<p>1.7 How are the teachers going to provide effective literacy and numeracy practices in teaching and learning programmes?</p>	<ul style="list-style-type: none"> • Engage in Professional Learning Development in Assessment For Learning through Evaluative Associates. • Teacher Inquiry and learning progressions – gather evidence to demonstrate student progress and achievement. • Teacher and Leadership team regularly monitor targets for students through their Action Plans and IEP's. • The leadership team will support and enhance collegial professional development. • Observe and model in classroom practice. • Establish a shared language of learning in the classroom

	<ul style="list-style-type: none"> • Establish a shared language of learning in relation to Ngati Pikiaotanga Marautanga. • Continue to use itinerate teachers. • DP/SENCO to monitor Ngati Whakaaue and itinerant interventions. • Ensure balanced literacy and numeracy programmes are in place.
<p>1.8 How are our akonga going to participate in effective literacy and numeracy programmes?</p>	<ul style="list-style-type: none"> • Our tamariki are able to describe the learning intentions and learning process. • They are able to indicate commitment and support of learning process and motivation improves. • Our tamariki are engaged in their learning intentions and success criteria. • Our tamariki have more ownership of the lesson as responsibility shifts from the teacher to the student for learning. • They can korero about their learning and understand how to learn. • Our tamariki seek feedback, receive feedback and act on feedback. • Our tamariki display a growth mindset when problem solving. • Our tamariki's context for mathematics learning and practicing knowledge and strategies will include games, individual, partner/peer and group practice activities. • Literacy learning interventions, achievement and progress is monitored.
<p>1.9 What are the assessment tools being used?</p>	<ul style="list-style-type: none"> • Through teacher inquiry, teachers will be gathering relevant evidence to demonstrate student progress against annual targets. • Auraki and Rumaki use formative and summative assessment practices in writing effectively to record our tamariki's achievement in literacy and mathematics. • Monitoring using student Action Plans.

	<ul style="list-style-type: none"> Engage our tamariki in effective assessment practices that provide reliable, valid, moderated and relevant information.
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STRATEGIC AIM 3:
 Staff are supported to improve their pedagogy, teaching, learning and assessment practices which will lead to increased student progress and achievement.

<p>Related NEGS: National Education Goals (These will be changing to NELP's)</p> <ul style="list-style-type: none"> The highest standards of achievement Equality of educational opportunity A sound foundation in early years Increased participation and success by Māori Excellence through clear learning Success for those with special needs 	<p>Related NAGS: National Administration Guidelines</p> <ul style="list-style-type: none"> Develop and implement teaching and learning programmes Give priority to student achievement in literacy and numeracy Give priority to regular quality physical activity Provide a range of assessment practices to enable progress and achievement to be evaluated Identify students who are achieving, at risk of not achieving, gifted and talented Consult with the school's Māori community Report to students and parents on progress and achievement Report to parents in plain language
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OBJECTIVES	ACTIONS
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<p>3.1 Teachers refine and improve performance, through Assessment for Learning PLD (teaching as inquiry, use of data and on going monitoring of achievement data).</p>	<ul style="list-style-type: none"> PLD Assessment for Learning PLD Positive Behaviour For Learning PLD MAC Moderation completed at team meetings and as needed.
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STRATEGIC AIM 4:
 The school culture is reflective of the needs of the students and community and promotes the accelerated progress and achievement of the students

<p>Related NEGS: National Education Goals (These will be changing to NELP's)</p> <ul style="list-style-type: none"> • The highest standards of achievement • Equality of educational opportunity • A sound foundation in early years • Increased participation and success by Māori • Excellence through clear learning • Success for those with special needs 	<p>Related NAGS: National Administration Guidelines</p> <ul style="list-style-type: none"> • Develop and implement teaching and learning programmes • Give priority to student achievement in literacy and numeracy • Give priority to regular quality physical activity • Provide a range of assessment practices to enable progress and achievement to be evaluated • Identify students who are achieving, at risk of not achieving, gifted and talented • Consult with the school's Māori community • Report to students and parents on progress and achievement • Report to parents in plain language
OBJECTIVES	ACTIONS
<p>4.1 Inclusive practice</p>	<ul style="list-style-type: none"> • Positive Behaviour For Learning Professional Learning Development
<p>4.2 Implement Te Roopu Manaaki</p>	<ul style="list-style-type: none"> • Parents will be invited to join Te Roopu Manaaki
<p>4.3 Community Consultation / involvement</p>	<ul style="list-style-type: none"> • Parents will continue to come to Whanau Hui (wholeschool). • Health and Physical Education Consultation • Update School Vision • Whole School Camp to Ohope

Improvement Plan - Domain: Learning	
<p>Strategic Goal Improve Reading/Panui Progress and Achievement</p>	<p>Annual Goal: Improve Reading/Panui Progress and Achievement</p>

Baseline data and Annual Target *Where do we want to be at the end of 2019? The focus is on student outcomes.*

<p>AURAKI 20/70 Auraki students in 2018 were operating below and well below National Standards for Reading. Two Year 8 students have now left Whangamarino School. In 2019, there are 18 students achieving well below and below the National Standards. These students come from a variety of cohorts and are identified in the three Auraki classes below.</p> <p>Yr 0-3 (8 students) Yr 4-6 (9 students) Yr 6-8 (1 student)</p>	<p>RUMAKI Panui - 49% - (52) of our tamariki are achieving at or above expectations in Panui. (14%) - (15) Tamariki are achieving below in Panui (33%) - (35)Tamariki are achieving well below in Panui</p> <p>50 Akonga achieving below and well below in Te Whanaketanga Te Reo Maori mo te Panui. 4 Year 8 akonga have now left our kura. There will be 46 akonga targeted for 2019.</p> <p>Tuakana Yr 7 & 8 (4 akonga) (1kotiro/3 tama) Teina Yr 5 & 6 (6 akonga) (3 tama/3 kotiro) Potiki Yr 3 & 4 (13 akonga) (4 kotiro/9 tama) Kohungahunga Year 3 (16 akonga) (8 tama /8 kotiro) Poniponi Year 0,1 & 2 (8 akonga) (6 kotiro/2 tama)</p>	<p>By the end of 2019 we want these 20/70 Auraki students currently achieving well below and below in the National Standards to accelerate by at least 1 year's progress in Reading.</p> <p>By the end of 2019 we want the 46 akonga in Rumaki currently achieving manawa taki and manawa aki in Te Whanaketanga Te Reo Maori Panui to accelerate by at least 1 year's progress in Panui.</p>
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Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.

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

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
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<p>Term 1 Weeks 3 & 9</p>	<p>Identify students' current achievement. IEP's, Teacher's Action Plans, Assessment for Learning - Build a learning focused relationship, using the strategies students and teachers need in order to involve students in the assessment of their learning. Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feedforwards. Design everything that happens in the classroom so that both students and teacher can be originators and experience high personal causation. (shared control of learning/teaching process). WALTs, KTAM, show students how to use</p>	<p>Principal, DP's, Aroha Heaslip PLD Facilitator, teachers, whanau</p>	<p>By the end of term one, leaders will... See that teachers' inquiries have the foundations from Assessment for Learning. Teachers planning and action plans reflect the needs of these learners. Assessment tools will show children are making progress in reading. IEP's have been started for identified target students.</p>
<p>Ongoing</p>	<p>Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM (Kei te ako matou), Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feedforwards.</p>	<p>Leadership Team - Aroha Heaslip PLD Facilitator Teachers, whanau, RT Lit</p>	<p>By the end of term two, teachers will... have updated action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.</p>
<p>Term 2 Weeks 3 & 9</p>	<p>Identify students' current achievement. IEP's, Teacher's Action Plans. Continue with Assessment for Learning to build teacher capability and improve educational outcomes for these students. Reading Together Programme starts in Term 2 – Week 4 – Week 10. Report to parents. Reading Recovery programme starts in Term 2, 2019.</p>	<p>Leadership Team, Teachers, Whanau, Robyn Rosie RT Facilitator, RT Lit.</p>	<p>By the end of term two, parents of learners will... have the opportunity to participate in professional development through Reading Together Programme. Teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.</p>

Term 3 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forwards	Leadership Team, Teachers, Whanau, RT Lit	By the end of term three, teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.
Term 4 Week 6	Gather assessments including student voice about their learning. Report to Parents. Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forwards	Leadership Team, Teachers, Whanau, RT Lit	By the end of term four, students will have accelerated by 1 year or more.

Monitoring - Assessment Schedule for 2019

Term 1	Term 2	Term 3	Term 4
PM Benchmarks / Running Records - PROBE / 6 year net Peters Spelling - Essential Lists SEA - Ongoing alphabet /word knowledge. Panui Haere – Nga kete Korero	PM Benchmarks / Running Records - PROBE / SEA / 6 year net / Probe Panui Haere – Nga kete Korero Reports to Parents	PM Benchmarks / Running Records - PROBE / 6 year net Peters Spelling - Essential Lists SEA - Ongoing alphabet /word knowledge. Panui Haere – Nga Kete Korero	PM Benchmarks / Running Records - PROBE/ Ongoing Alphabet & word knowledge. Peters Spelling Reports to Parents Panui Haere – Nga Kete Korero

<p>Week 3 & Week 9 – Monitor Action Plans / IEP's / Goals</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p>	<p>Week 3 & Week 9– Monitor Action Plans / IEP's / Goals. Gather mid-year data. Report to Board of Trustees.</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p>	<p>Week 3 & Week 9– Monitor Action Plans / IEP's / Goals</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p>	<p>Week 6 – Gather end of year data. Report to parents and Board of Trustees to inform them of educational outcomes for 2019. Set targets for 2020 and record in Analysis of Variance on 2019 data. Data will be used to inform teacher practice in 2020.</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p>
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Resourcing : Literacy Budget, Setting up Reading Together Programme.

Improvement Plan - Domain: Learning

Strategic Goal Improve **Writing/Tuhituhi** Progress and Achievement

Annual Goal: Improve **Writing/Tuhituhi** Progress and Achievement

Baseline data and Annual Target

<p>AURAKI</p> <p>34/70 Auraki students in 2018 were operating below and well below National Standards for Writing. Six Year 8 students have now left Whangamarino School.</p>	<p>RUMAKI</p> <p>Tuhituhi – 36%% - (39) (of our tamariki are achieving at or above expectations in Tuhituhi. (33%) - (36) Tamariki are achieving below in tuhituhi</p>	<p>By the end of 2019 we want 34/70 Auraki students currently achieving well below and below to accelerate by at least 1 year's progress in Writing.</p> <p>By the end of 2019 we want the 51 akonga currently achieving manawa taki and manawa aki in Te Whanaketanga Te Reo Maori Tuhituhi to accelerate by at least 1 year's progress in Tuhituhi.</p>
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<p>There are now 28/70 students achieving well below and below in Writing. These students come from a range of cohorts, they have been identified in the three Auraki classes below.</p> <p>Yr 0-3 (8 students) Yr 4-6 (15 students) Yr 6-8 (5 student)</p>	<p>(17%) – (19) Tamariki are achieving well below in tuhituhi</p> <p>4 Year 8 Akonga left Whangamarino School at the end 2018.</p> <p>51 akonga have been targeted for 2019</p> <p>Tuakana Year 7 & 8 (6) (4 tama/2 kotiro) Teina Year 5 & 6 (5) (2 kotiro/3 tama) Potiki Year 3 & 4 (17) (9 tama / 8 kotiro) Kohungahunga Year 3 (15) (8 kotiro/7 tama) Poniponi (8) (3 tama/5 kotiro)</p>	
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Key Improvement Strategies

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans, Assessment for Learning - Build a learning focused relationship, using the strategies students and teachers need in order to involve students in the assessment of their learning. Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feedforwards. Design everything that happens in the classroom so that both students and teacher can be originators and experience high personal causation. (shared control of learning/teaching process). WALTS, KTAM, Ngati Whakaue – Tuakana Teina Writing programme.	Principal, DP's, Aroha Heaslip PLD Facilitator, Ngati Whakaauae, teachers, whanau	By the end of term one, leaders will.... See that teachers' inquiries have the foundations from Assessment for Learning. Teachers planning and action plans reflect the needs of these learners. Assessment tools will show children are making progress in writing. IEP's have been started for identified target students.

Ongoing	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feedforward.	Leadership Team - Aroha Heaslip PLD Facilitator, Ngati Whakaaue, Teachers, whanau	By the end of term two, teachers will... have updated action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.
Term 2 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Continue with Assessment for Learning Inquiries to build teacher capability and improve educational outcomes for these students. Report to parents. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward	Leadership Team, Teachers, Whanau,	By the end of term two, teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.
Term 3 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forwards	Leadership Team, Teachers, Whanau,	By the end of term three, teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.

Term 4 Week 6	Gather assessments including student voice about their learning. Report to Parents. Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forwards	Leadership Team, Teachers, Whanau,	By the end of term four, students will have accelerated by 1 year or more.
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Monitoring - Assessment Schedule for 2019

Term 1	Term 2	Term 3	Term 4
Peters Spelling - Essential Lists SEA - Ongoing alphabet /word knowledge. NZC Writing Exemplars - Internal Moderation. Nga Manu Tuhituhi – Internal Moderation	Reports to Parents NZC Writing Exemplars - Internal Moderation Nga Manu Tuhituhi – Internal Moderation	Peters Spelling - Essential Lists SEA - Ongoing alphabet /word knowledge. NZC Writing Exemplars - Internal Moderation Nga Manu Tuhituhi – Internal Moderation	Peters Spelling Reports to Parents NZC Writing Exemplars - Internal Moderation Nga Manu Tuhituhi – Internal Moderation
Week 3 & Week 9 – Monitor Action Plans / IEP's / Goals Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.	Week 3 & Week 9– Monitor Action Plans / IEP's / Goals. Gather mid-year data. Report to Board of Trustees. Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.	Week 3 & Week 9– Monitor Action Plans / IEP's / Goals Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.	Week 6 – Gather end of year data. Report to parents and Board of Trustees to inform them of educational outcomes for 2019. Set targets for 2020 and record in Analysis of Variance on 2019 data. Data will be used to inform teacher practice in 2020. Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.

Improvement Plan - Domain: Learning

Strategic Goal Improve Mathematics Progress and Achievement		Annual Goal: Improve Mathematics Progress and Achievement	
Baseline data and Annual Target			
<p>AURAKI 25/70 Auraki students in 2018 were operating below and well below National Standards for Mathematics. Three Year 8 students have now left Whangamarino School.</p> <p>There are now 22/70 students achieving well below and below in Mathematics. These students come from a range of cohorts, they have been identified in the three Auraki classes below.</p> <p>Yr 0-3 (8 students) Yr 4-6 (11 students) Yr 6-8 (3 students)</p>	<p>RUMAKI Pangarau - 53% - (56) of our tamariki are achieving at or above expectations in Pangarau</p> <p>(35%) - (37) Tamariki are achieving below in Pangarau</p> <p>(12%) (13) Tamariki are achieving well below</p> <p>50 Akonga are achieving below and well below in Te Whanaketanga Pangarau. 4 Year 8 akonga have now left our kura. There will be 46 akonga targeted for 2019.</p> <p>Tuakana Year 7 & 8 (2) (1 tama/1 kotiro) Teina Year 5 & 6 (16) (8 kotiro/8 tama) Potiki Year 3 & 4 (18) (10 tama/ 8 kotiro) Kohungahunga Year 3 (7) (3 kotiro/4 tama) Poniponi Year 0,1 & 2 (2) (1 tama/1 kotiro)</p>	<p>By the end of 2019 we want 22 / 70 Auraki students, currently achieving well below and below in the National standards to accelerate by at least 1 year's progress in Mathematics.</p> <p>By the end of 2019 we want</p>	
Key Improvement Strategies			
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans, Assessment for Learning	Principal, DP's, Rose Henry,	By the end of term one, leaders will....

	<p>- Build a learning focused relationship, using the strategies students and teachers need in order to involve students in the assessment of their learning. Promote further learning – Growth Mindset (ALIM), Feedback, Learning Conversations, Reinforcement and Feedforwards. Design everything that happens in the classroom so that both students and teacher can be originators and experience high personal causation. (shared control of learning/teaching process). WALTs, KTAM.</p> <ul style="list-style-type: none"> • PD with Rose Henry. • Continue sharing of ideas across whole school through staff meetings. <p>Target Group:</p> <ul style="list-style-type: none"> • Accelerated learning and achievement of maths in year one and two using ‘teaching as inquiry’ approach. • Build teacher capability, consistency in teaching mathematics. • Embed the principles of effective pedagogy in mathematics and link effective practice back to current research. <p>Whole School</p> <ul style="list-style-type: none"> • Share ideas across whole school. 	<p>teachers, whanau</p>	<p>See that teachers’ inquiries have the foundations from Assessment for Learning. Teachers planning and action plans reflect the needs of these learners. Assessment tools will show children are making progress in mathematics.</p> <p>IEP’s have been started for identified target students.</p>
<p>Ongoing</p>	<p>Identify students’ current achievement. IEP’s, Teacher’s Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT’s, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations,</p>	<p>Leadership Team – Rose Henry, Aroha Heaslip PLD Facilitator,</p>	<p>By the end of term two, teachers will... have updated action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions. PD by Rose Henry will take place at fortnightly staff meetings.</p>

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

	<p>Conversations, Reinforcement and Feed forward.</p> <ul style="list-style-type: none"> • Build teacher capability, consistency in teaching mathematics. • Embed the principles of effective pedagogy in mathematics and link effective practice back to current research. <p>Whole School</p> <ul style="list-style-type: none"> • Share ideas across whole school. 		
Term 4 Week 6	<p>Gather assessments including student voice about their learning. Report to Parents. Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, KTAM, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward.</p> <ul style="list-style-type: none"> • Build teacher capability, consistency in teaching mathematics. • Embed the principles of effective pedagogy in mathematics and link effective practice back to current research. <p>Whole School</p> <ul style="list-style-type: none"> • Share ideas across whole school. 	Leadership Team, Teachers, Whanau,	By the end of term four, students will have accelerated by 1 year or more.

Monitoring - Assessment Schedule for 2019

Term 1	Term 2	Term 3	Term 4
Gloss/JAM OTJ's	GLOSS –JAM - Years 1 - 8 OTJ's	GLOSS –JAM Years 1 – 8 OTJ's Poutama Tau	GLOSS –JAM Years 1 - 8 OTJ's

PAT's Poutama Tau	Reports to Parents Poutama Tau		Reports to Parents Poutama Tau
Week 3 & Week 9 – Monitor Action Plans / IEP's / Goals Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.	Week 3 & Week 9– Monitor Action Plans / IEP's / Goals. Gather mid-year data. Report to Board of Trustees. Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.	Week 3 & Week 9– Monitor Action Plans / IEP's / Goals Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.	Week 6 – Gather end of year data. Report to parents and Board of Trustees to inform them of educational outcomes for 2019. Set targets for 2020 and record in Analysis of Variance on 2019 data. Data will be used to inform teacher practice in 2020. Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.
Improvement Plan - Domain: Learning			
Strategic Goal Improve Korero Progress and Achievement		Annual Goal: Improve Korero Progress and Achievement	
Baseline data and Annual Target			
RUMAKI Korero 31 akonga are achieving at and above Te Whanaketanga Reo Maori mo te korero. 17 akonga are achieving below Te Whanaketanga Reo Maori mo te korero. 11 akonga are achieving well below Te Whanaketanga Reo Maori mo te korero.		By the end of 2019 we want 24 akonga currently achieving well below and below in Te Whanaketanga Reo Maori mo te Korero to accelerate by at least 1 year's progress.	

<p>4 Akonga that were Year 8 last year have now left Whangamarino School.</p> <p>There will be 24 akonga targeted for Korero Maori in 2019</p> <p>Tuakana Year 7 & 8 (5 akonga) (1 kotiro/4 tama)</p> <p>Teina Year 5 & 6 (5 akonga) (4 tama/1 kotiro)</p> <p>Potiki Year 3 & 4 (1 akonga) (1 kotiro)</p> <p>Kohungahunga Year 3 (13 akonga) (6 tama/7 kotiro)</p> <p>Poniponi Year 0,1 & 2 (0)</p>			
<p>Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i></p>			
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans, Assessment for Learning - Build a learning focused relationship, using the strategies students and teachers need in order to involve students in the assessment of their learning. Promote further learning – Growth Mindset (ALIM), Feedback, Learning Conversations, Reinforcement and Feedforwards. Design everything that happens in the classroom so that both students and teacher can be originators and experience high	Principal, DP's, kaiako, teachers, whanau	By the end of term one, leaders will.... See that teachers' inquiries have the foundations from Assessment for Learning. Teachers planning and action plans reflect the needs of these learners. Assessment tools will show children are making progress in mathematics. IEP's have been started for identified target students.

	<p>personal causation. (shared control of learning/teaching process). WALTS.</p> <ul style="list-style-type: none"> Continue sharing of ideas across whole school through staff meetings. 		
Ongoing	<p>Constant practice of whakapapa and karakia, waiata and moteatea. All Rumaki planning reflects the kaupapa of Rumaki, Te Reo Maori me ona tikanga Maori. With a specific link to Ngati Pikiaotanga Marautanga.</p> <p>Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feedforward.</p>	<p>Leadership Team –Aroha Heaslip PLD Facilitator, Teachers, whanau</p>	<p>Our akonga will have the confidence and skill to korero Maori i nga wa katoa (everyday settings). Hopukina will be used to assess their reo.</p> <p>By the end of term two, teachers will... have updated action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.</p>
Term 2 Weeks 3 & 9	<p>All of these akonga will be given the opportunity to participate in the kura Manu Korero.</p> <p>Identify students' current achievement. IEP's, Teacher's Action Plans. Continue with Assessment for Learning Inquiries to build teacher capability and improve educational outcomes for these students. Report to parents. Monitor children / success criteria. WALT's, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning –</p>	<p>Leadership Team, Teachers, Whanau,</p>	<p>Akongā will participate in Manu Korero – (Peer Assessment)</p> <p>By the end of term two, teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.</p>

	Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward.		
Term 3 Weeks 3 & 9	Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward.	Leadership Team, Teachers, Whanau,	By the end of term three, teachers will continue to update action plans weekly, held learning conversations in their teams, implemented their inquiries, re-visited inquiry questions.
Term 4 Week 6	Gather assessments including student voice about their learning. Report to Parents. Identify students' current achievement. IEP's, Teacher's Action Plans. Assessment for Learning strategies continue throughout the year. Monitor children / success criteria. WALT's, Learning conversations, collaboration between teachers, Inquiry, Class Observations, Reflections, Promote further learning – Explanations, Feedback, Learning Conversations, Reinforcement and Feed forward. •	Leadership Team, Teachers, Whanau,	By the end of term four, students will have accelerated in Te Reo Maori Korero by 1 year or more.

Monitoring - Assessment Schedule for 2019

Term 1	Term 2	Term 3	Term 4
Te Wiki Tuatoru – Hopukina / OTJ's Kia tere tonu	Te Wiki tuaono – Te Manu Korero / Peer Assessments Reports to Parents Kia tere tonu	Te Wiki Tuatoru – Hopukina / OTJ's Kia tere tonu	Gather end of year data and upload onto Te Waharoa Ararau / OTJ's Kia tere tonu Reports to Parents

<p>Week 3 & Week 9 – Monitor Action Plans / IEP's / Goals</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p> <p>What makes us unique: We attend local tangihanga with our tamariki for them to experience the whole context of tangihanga, powhiri, Poukai and other special occasions through karanga, moteatea and whaikorero o Ngati Pikiao</p>	<p>Week 3 & Week 9– Monitor Action Plans / IEP's / Goals. Gather mid-year data. Report to Board of Trustees.</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p> <p>What makes us unique: We attend local tangihanga with our tamariki for them to experience the whole context of tangihanga, powhiri, Poukai and other special occasions through karanga, moteatea and whaikorero o Ngati Pikiao</p>	<p>Week 3 & Week 9– Monitor Action Plans / IEP's / Goals</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p> <p>What makes us unique: We attend local tangihanga with our tamariki for them to experience the whole context of tangihanga, powhiri, Poukai and other special occasions through karanga, moteatea and whaikorero o Ngati Pikiao</p>	<p>Week 6 – Gather end of year data. Report to parents and Board of Trustees to inform them of educational outcomes for 2019. Set targets for 2020 and record in Analysis of Variance on 2019 data. Data will be used to inform teacher practice in 2020.</p> <p>Identify gaps. If change is needed leaders will work with teachers to implement new strategies and teaching techniques to improve teacher capability and educational outcomes for our tamariki.</p> <p>What makes us unique: We attend local tangihanga with our tamariki for them to experience the whole context of tangihanga, powhiri, Poukai and other special occasions through karanga, moteatea and whaikorero o Ngati Pikiao</p>
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2019 Annual Plan

<p>Full Board of Trustees</p> <ul style="list-style-type: none"> • Schedule of meetings set up for the year • Election of Chairperson • Succession planning for BOT election in place • BOT election 13th June • Induction for incoming BOT set up • Board of Trustees attending NZSTA conference in Dunedin. 	<p>Nag 1 – Curriculum</p> <p>Student Progress - Auraki</p> <ul style="list-style-type: none"> • By the end of 2019 we want 22 / 70 Auraki students, currently achieving well below and below in the National standards to accelerate by at least 1 year’s progress in Mathematics. • By the end of 2019 we want these 20/70 Auraki students currently achieving well below and below in the National Standards to accelerate by at least 1 year’s progress in Reading. • By the end of 2019 we want 34/70 Auraki students currently achieving well below and below to accelerate by at least 1 year’s progress in Writing. <p>Student Progress – Rumaki</p> <ul style="list-style-type: none"> • There will be 24 akonga targeted for Korero Maori in 2019 • Tuakana Year 7 & 8 (5 akonga) (1 kotiro/4 tama) • Teina Year 5 & 6 (5 akonga) (4 tama/1 kotiro) • Potiki Year 3 & 4 (1 akonga) (1 kotiro) • Kohungahunga Year 3 (13 akonga) (6 tama/7 kotiro) • Poniponi Year 0,1 & 2 (0) <p>There will be 46 akonga targeted for Pangarau in 2019.</p> <ul style="list-style-type: none"> • Tuakana Year 7 & 8 (2) (1 tama/1 kotiro) • Teina Year 5 & 6 (16) (8 kotiro/8 tama) • Potiki Year 3 & 4 (18) (10 tama/ 8 kotiro) • Kohungahunga Year 3 (7) (3 kotiro/4 tama) 	<p>Education Review Office</p> <ul style="list-style-type: none"> • ERO review planned for 29th April • Board Assurance Statement completed by Board and Principal prior to review 	<p>Nag 4 - Finance</p> <ul style="list-style-type: none"> • Budget approved by the board • Prepare for annual audit • Monthly accounts to be presented with monthly financial summary to BOT. • Annual Accounts completed and uploaded to the school website. • Prepare 2020 budget in December. • Funding application for: - multi-sports turf on the courts
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	<ul style="list-style-type: none"> • Poniponi Year 0,1 & 2 (2) (1 tama/1 kotiro) • Tuhituhi • 51 akonga have been targeted for 2019 • Tuakana Year 7 & 8 (6) (4 tama/2 kotiro) • Teina Year 5 & 6 (5) (2 kotiro/3 tama) • Potiki Year 3 & 4 (17) (9 tama / 8 kotiro) • Kohungahunga Year 3 (15) (8 kotiro/7 tama) • Poniponi (8) (3 tama/5 kotiro) <p>Panui</p> <p>There will be 46 akonga targeted for 2019.</p> <p>Tuakana Yr 7 & 8 (4 akonga) (1kotiro/3 tama)</p> <p>Teina Yr 5 & 6 (6 akonga) (3 tama/3 kotiro)</p> <p>Potiki Yr 3 & 4 (13 akonga) (4 kotiro/9 tama)</p> <p>Kohungahunga Year 3 (16 akonga) (8 tama /8 kotiro)</p> <p>Poniponi Year 0,1 & 2 (8 akonga) (6 kotiro/2 tama)</p>		
<p>Learning Area Reports</p> <ul style="list-style-type: none"> • Curriculum leaders report to BOT mid year and end of year. • Ngati Pikiaotanga Marautanga report to BOT Mid year and end of year. • Ngati Whakaue Education Endowment Trust Milestrone reports completed in June and November • Student progress reports in Term 2 and Term 4. • Year 7 & 8 Students Career Development programme will be reported to the BOT mid year and end of year. 	<p>Whangamarino School Board of Trustees</p> <p>2019 Annual Plan</p>	<p>Nag 4 - Property</p> <ul style="list-style-type: none"> • 5YP projects to be completed • Roofing • Student led mural • Painting of playgrounds (RDC) • Develop 10 Year plan • Gates and fencing around kura. • Update/ clean toilets / Paint walls • Blinds for Classrooms (Lock Down) 	

<p>Policy and Procedures</p> <ul style="list-style-type: none"> • Polices for review: School Docs See 3 year overview for review. 	<p>Personnel</p> <ul style="list-style-type: none"> • Job descriptions set up with appraisal procedures in place • Principal Appraisal will be carried out by Rob Naumann • Performance Agreement for the principal in place 	<p>Nag 1- Teaching and Learning</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Ngati Pikiaotanga Marautanga • Assessment for Learning • Positive Behaviour for Learning • Trial Play Based Learning / Junior School • PD Korero (Rumaki Kaiako) • Teaching in house professional development in reading, writing and mathematics as needed. • Teaching as Inquiry • Collaborative Inquiry • Continue to refine and improve achievement data practices and stream line effective moderation to consistently inform planning and teaching. <p>Other</p>
		<p>Nag 2 - Self Review and Reporting</p> <p>– Regular Self Review – BOT Timetable and Workplan Review progress of target students twice a term. Action Plans developed for all targeted students. Special needs and ability programme termly with report.</p> <p>Consultation and Communication Parents and extended whanau, group consultation, students and staff. Reporting to parents twice a year, School surveys, Charter, Health and Physical Education, Curriculum and Policy Reviews.</p>

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