



**NGAERE SCHOOL  
CHARTER,  
STRATEGIC PLAN  
& ANNUAL IMPROVEMENT PLANS**

**~~2017~~, 2018, 2019**

**Ngaere School**

**Living & Learning with Respect**



## Living and Learning with RESPECT



At Ngaere School, students will be proud, motivated and confident learners, empowered to achieve their potential and take ownership of their achievements whilst experiencing respect and belonging in the community.

This means we will

***Provide an environment that supports our children to be the best they can be***

### Values

- R**elationships - *respecting self and others*
- E**mpathy - *kindness, caring and looking after each other*
- S**ustainability - *thinking about and acting for the future*
- P**erseverance - *always trying and staying positive*
- E**xcellence - *strive for excellence always in all we do*
- C**uriosity - *know more, ask questions, enjoy discovering*
- T**hinking - *critical problem solving, innovative, creative*

### STRATEGIC AIMS

1. *Individual student achievement is the focus of our school – all students will experience success.*
2. *To improve the outcomes and achievement for students in priority groups: Maori, learners with special needs and English as a second language (ESL).*
3. *To provide an environment for developing future focused learners who are able to drive their own learning using appropriate tools.*
4. *Strengthen the sense of belonging and engagement of our families / whanau.*

# Introducing Ngaere School

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Ngaere School was established in 1882 and has grown through amalgamation with rural Finnerty Road, Bird Road and Pukengahu Schools over the years to what is today; in 2018 we are a 6 teacher school with a mix of rural and urban children drawn from the surrounding rural district as well as Eltham and Stratford townships.

In 2007 an enrolment scheme was introduced and a Zone was established to preserve the rural aspect and expectation of the community. Our roll is capped at 160 and has reached this number by the end of the last few years.

The school is an integral part of a strong and supportive rural cluster, and regular sporting and cultural events are held that expose our children to other environments and learning opportunities. Late in 2016 the school joined the Central Taranaki Community of Learning along with 13 other schools within our area.

Families within our school community are supportive and involved in their children's learning. The school's decile rating is 7 and the children generally arrive at school healthy and ready to learn. Our students come from a largely NZ European background with a small percentage identifying as Maori or other (South African, Cambodia, Indonesia, Philippines). Children are encouraged to respect and learn about their own culture and the culture of others.

Expectations from our families are high. We have a small band of hard working B.O.T and P.T.A members who help to organize a variety of annual community events. These include: school picnic, gala day and pet day. All are well attended. Interschool sports days also feature strong parent turn out.

Teaching programmes place a strong emphasis on literacy and numeracy, especially in the early years. We operate a number of support programmes for children with special learning needs and abilities and work closely with external agencies to provide the best possible learning outcomes for all our students.

# Maori Dimensions and Cultural Diversity

At Ngaere School we recognize and value the unique position of Maori in New Zealand and the importance of the Treaty partnership.

We acknowledge and respect the values, traditions and histories of both Maori and Pakeha New Zealanders.

The school curriculum will encourage students to understand and respect the different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognized and valued. It will acknowledge the place of Pacific Island societies in New Zealand and New Zealand's relationships with the peoples of Asia, Africa, Europe and the South Pacific.

<b>The school will incorporate Tikanga Maori into the curriculum by:</b>	<b>In order to provide instruction in Te Reo Maori for students whose parents request it, the school will endeavor to:</b>
<ul style="list-style-type: none"> <li>• <i>Pronouncing names correctly</i></li> <li>• <i>Promoting involvement in a range of cultural activities ie. culture group, kapa haka</i></li> <li>• <i>Practice respect for each culture eg. No sitting on tables, respect lack of eye contact, shoes off inside</i></li> <li>• <i>Teacher planning reflects New Zealand's dual cultural heritage</i></li> <li>• <i>Tikanga and Te Reo Maori incorporated in class programmes eg. Days of the week, colour, body parts...</i></li> <li>• <i>School Waiata incorporated into assemblies</i></li> <li>• <i>Bilingual signage where appropriate</i></li> <li>• <i>Marae visit – whole school alternate years</i></li> <li>• <i>Incorporation of Maori art into school logo</i></li> <li>• <i>Incorporation of concepts of whanaungatanga, manaakitanga, ako into school practices</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ensure all staff have basic understanding of Tikanga Maori and incorporate culturally appropriate practices into their classrooms</i></li> <li>• <i>Provide professional development opportunities to further develop understanding of ako, Manaakitanga and whenuangatanga and to incorporate principles of Ka Hikitia into school life</i></li> <li>• <i>Support staff who wish to increase knowledge / fluency in Te Reo Maori</i></li> <li>• <i>Explore the use of local iwi to assist the school where appropriate</i></li> <li>• <i>Work with CoL to further enhance Maori learning as Maori within our community</i></li> </ul>

# School Context & Baseline Data

<p><b>Students' Learning</b></p>	<p>Our curriculum is being developed with student learning needs and aspirations at the heart.</p> <ul style="list-style-type: none"> <li>• We use formative assessment principals to promote student responsibility to take increasing responsibility for their own learning.</li> <li>• Goal setting / parent evenings will be introduced to allow learners to share their learning informally with their parents.</li> <li>• Written reports go home twice a year stating both achievement and current next steps.</li> <li>• Student achievement is tracked and monitored against NZC level expectations.</li> </ul>
<p><b>Student Engagement</b></p>	<p>Ngaere School has a culture that fosters learning and encourages all students to be the best they can be.</p> <ul style="list-style-type: none"> <li>• Classrooms are settled with happy engaged learners.</li> <li>• Our environment is inclusive and welcoming.</li> <li>• We celebrate learning of all learners.</li> </ul> <p>We are recognizing the importance of student voice and learner agency and are developing roles within the student body to foster this:</p> <ul style="list-style-type: none"> <li>• Student Council</li> <li>• House Leaders</li> <li>• Enviro Ambassadors</li> </ul>
<p><b>School Organisation &amp; Structure</b></p>	<p>Ngaere School is part of the Central Taranaki Kahui Ako.          The Principal manages the school on a day to day basis.          Our Senior Management Team consists of Principal, Deputy Principal and a senior teacher who is lead teacher of the Junior team.          The school operates 6 teaching classrooms          Junior – Years 1-4 Rooms 2, 3 &amp; 4          Senior – Years 5-8 Rooms 5, 6 &amp; 7          Because of numbers in any one year group we operate composite classes where necessary.</p>

	<ul style="list-style-type: none"> <li>• Our Board of Trustees has five elected parent representatives (three new in 2016), one staff representative, and the Principal.</li> <li>• Ngaere School has up to date policies and procedures which determine its structure and operations.</li> <li>• Personnel are employed in accordance to relevant collective agreements. All teaching staff are registered with the Teachers Council and are subject to an annual appraisal process.</li> </ul>
<p><b>Review of Charter and Consultation</b></p>	<p>A review of the Strategic Plan was completed by the BOT, Senior Management Team and outside facilitator following the 2016 ERO review. A further review will begin in 2018.</p> <p>The 2017 -2019 Charter was amended and ratified by the BOT February 2018.</p>

## Strategic Aims and Direction for 2017 -2019

From 2017 our strategic planning will encompass ERO's School Evaluation Indicators. Our Strategic Aims and Objectives will begin to be linked directly to the Process and Outcome Indicators which we see providing important quantitative and qualitative evidence to inform our evaluations.

### Process Indicators

The process indicators are organized in terms of six key domains found to influence school effectiveness and student outcomes.

<b>Domain 1: Stewardship</b>	<i>To have an effective Board of Trustees that is consultative, responsive and who provide a clear vision and strategic direction and monitors outcomes against these goals.</i>
<b>Domain 2: Leadership for equity and excellence</b>	<i>To have a consultative leadership team that communicates a clear, consistent educationally powerful vision that delivers measureable outcomes consistent with the school vision, the needs and aspirations of our community and our strategic plan.</i>
<b>Domain 3: Educationally powerful connections and relationships</b>	<i>To provide opportunities for all our parents, whanau and school community to actively engage in an inclusive and non threatening environment.</i>
<b>Domain 4: Responsive curriculum, effective teaching and opportunity to learn</b>	<i>To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of individual cultures and circumstances.</i>
<b>Domain 5: Professionally capability and collective capacity</b>	<i>All students are provided with motivated, highly skilled and knowledgeable teaching staff that are reflective and flexible in order to meet the needs of all learners. Teaching needs to be in line with current best practice and reflective of our school values.</i>
<b>Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation</b>	<i>All students are actively engaged in their learning In order to make progress and achieve to their full potential in all areas of the NZ Curriculum, with a particular focus on reading, writing and mathematics as evidenced by National Standards.</i>

**Strategic Goal # 1:**

Prioritising student achievement within our school community resulting in **all students experiencing success** as measured by the NZC and National Standards

<i>What are the steps/outcomes the board expects to see achieved this year towards meeting this strategic aim?</i>	<i>1. Stewardship (Governing)</i>	<i>2. Leadership conditions for equity and excellence (Leading &amp; managing)</i>	<i>3. Educationally powerful connections and relationships (Engaging families)</i>	<i>4. Responsive curriculum, effective teaching an opportunity to learn (Students learning, engagement, progress and achievement)</i>	<i>5. Professional capability and collective capacity (Effective teaching)</i>	<i>6. Evaluation, Inquiry and knowledge building for improvement and innovation (School culture)</i>
<b>2017</b>  <b>To be continued 2018</b>	Monitor achievement in target area of mathematics	Senior Management Team to lead a thorough review of mathematics curriculum at Ngaere		Research and development of tools to measure student engagement in learning	Professional development in mathematics and writing progressions	Investigate ways / tools to collect honest feedback from all stakeholders  Student, parent and staff voice actively sought to review changes
<b>2018</b>	Monitor achievement in target area writing  Attend NZSTA PD on how to understand and evaluate data	Senior Management Team to lead a thorough review of writing curriculum at Ngaere and develop research based inquiry learning	Learning partnerships explored	Student voice is actively sought and used to inform teaching and learning  Tools used to measure student engagement in learning	Teacher Inquiry to improve achievement of students below expectation in writing and mathematics  Review effectiveness of Target programme	Collect honest feedback from all stakeholders Student, parent and staff voice actively sought to review vision and values
<b>2019</b>	Monitor achievement in target area  Attend NZSTA PD on how to understand and evaluate data	Senior Management Team to lead a thorough review of Inquiry learning	Greater engagement in learning partnerships	The curriculum is responsive to student voice	Teacher Inquiry to improve achievement of students below Nexpectation  Target students improve	Collect honest feedback from all stakeholders  Student, parent and staff voice actively sought to review vision and values



**Strategic Goal # 2:**

Maori students and other priority groups (special needs, ESL) are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture.

<i>What are the steps/outcomes the board expects to see achieved this year towards meeting this strategic aim?</i>	<i>1. Stewardship (Governing)</i>	<i>2. Leadership conditions for equity and excellence (Leading &amp; managing)</i>	<i>3. Educationally powerful connections and relationships (Engaging families)</i>	<i>4. Responsive curriculum, effective teaching an opportunity to learn (Students learning, engagement, progress and achievement)</i>	<i>5. Professional capability and collective capacity (Effective teaching)</i>	<i>6. Evaluation, Inquiry and knowledge building for improvement and innovation (School culture)</i>
<b>2017</b>  <b>To be continued 2018</b>	Review Hautu document, identify areas for development and develop action plan	Investigate culturally responsive practices to embed in school programmes	Whanau group established. Develop clear tasks and goals to enhance engagement of Maori	Students to become active partners in their learning	Teacher portfolios aligned to Taitiako	Develop whanau group
<b>2018</b>	Continue with Review of Hautu document, Carry out action plan  Begin to build relationships with local iwi / whanau group  Monitor inclusive practices	Actively build culturally responsive practices for Maori within the school programme  Investigate inclusive practices – research based	Whanau group continues to work towards own goals  Review performance / effectiveness of whanau group	Rich topic inquiries include investigation into cultural aspects pertinent to Maori  Students to become active partners in their learning  IEPs where needed	Teachers shared understanding of culturally responsive and inclusive practices evident  Teacher portfolios aligned to Taitiako	Collect honest feedback from Maori parents on school culture  Collect feedback from Maori parents as to how better improve outcomes for Maori students
<b>2019</b>	Review outcomes from action plan Whanau engagement, Student outcomes	Review effectiveness of inclusion of culturally inclusive practices	Whanau group continues to work towards own goals	Rich topic inquiries include investigation into cultural aspects pertinent to Maori	Teachers shared understanding of culturally responsive and inclusive practices evident	Feedback gathered is used to inform the Charter, vision review

<b>Strategic Goal # 3: Provide a future focused environment where our learners can succeed.</b>						
<i>What are the steps/outcomes the board expects to see achieved this year towards meeting this strategic aim?</i>	<i>1. Stewardship (Governing)</i>	<i>2. Leadership conditions for equity and excellence (Leading &amp; managing)</i>	<i>3. Educationally powerful connections and relationships (Engaging families)</i>	<i>4. Responsive curriculum, effective teaching and opportunity to learn (Students learning, engagement, progress and achievement)</i>	<i>5. Professional capability and collective capacity (Effective teaching)</i>	<i>6. Evaluation, Inquiry and knowledge building for improvement and innovation (School culture)</i>
<b>2017</b>  <b>To be continued 2018</b>					<b>Further develop Introduction of rich and authentic tasks in mathematics – problem solving approach</b>	
<b>2018</b>	Prepare for next 5YA  Resourcing to support Enviro focus	Implement / review reporting to the Board  Action plan re digital citizenship  Well being action plan	Series of parent workshops to share learning.  Introduce Principal Blog to highlight best practice.	Collaborative practices through use of google docs in younger students  Learning goals / progressions are discussed and shared and used to inform next steps	Learning to learn strategies evident in classroom practice  Evidence of student learning and progress as catalyst for professional dialogue	Ongoing involvement with CoL
<b>2019</b>	Begin implementation of 5YA  Resourcing to support Enviro focus	Implement / review reporting to the Board Continue action plan re digital citizenship  Continue implementation of well being action plan	Parents are informed Continue as appropriate	Students become active participants in their learning	Evidence of student learning and progress as catalyst for professional dialogue	Feedback gathered is used to inform the Charter, vision review

<b>Strategic Goal # 4:</b> Strengthen the sense of belonging and engagement of our students and families						
<i>What are the steps/outcomes the board expects to see achieved this year towards meeting this strategic aim?</i>	<i>1. Stewardship (Governing)</i>	<i>2. Leadership conditions for equity and excellence (Leading &amp; managing)</i>	<i>3. Educationally powerful connections and relationships (Engaging families)</i>	<i>4. Responsive curriculum, effective teaching and opportunity to learn (Students learning, engagement, progress and achievement)</i>	<i>5. Professional capability and collective capacity (Effective teaching)</i>	<i>6. Evaluation, Inquiry and knowledge building for improvement and innovation (School culture)</i>
<b>2017</b> <b>To be continued 2018</b>	Build relationships with Maori community / local iwi	Manaakitanga / Whanaungatanga – workshops with staff		Students to become active partners in their learning		
<b>2018</b>	Monitor achievement of all students  Attend workshops as appropriate to extend own knowledge	Management team to provide professional support for developing learning partnerships Monitor progress	Continue workshops – curriculum  Investigate transition to High School and develop action plan	Changes made to curriculum in response to student voice	Strategies for teaching students to learn - evident in classroom practice  Teaching Inquiry to focus on improving outcomes for target children	Honest feedback sought to review Charter etc.  Decisions are responsive to feedback gained
<b>2019</b>	Monitor achievement of all students  Attend workshops as appropriate to extend own knowledge		Parent workshops  Continue transition to high School action plan		Strategies for teaching students to learn - evident in classroom practice  Teaching Inquiry to focus on improving outcomes for target children I mathematics	Feedback gathered is used to inform the Charter, vision review

## Ngaere School Annual Plan 2018- Summary

### Strategic Aims:

1. Prioritizing student achievement within our school community resulting in all students experiencing success.
2. Improving outcomes for students in priority groups: Maori learners, learners with special needs
3. Provide an environment where future focused learners can succeed.
4. Strengthen the sense of belonging and engagement of our students, families and community.

### To raise student achievement, define excellence and build teacher capacity.

Whangaia ka tupu, ka puawai - that which is nurtures blossoms and grows

*'Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non discriminatory, and cohesive.'* NZC p34

<b>Domain #1 : Stewardship</b>				
<b>Indicator: To have an effective Board of Trustees that is consultative, responsive and who provide clear vision and strategic direction for the school and monitors outcomes against these goals.</b>				
<b>Actions</b>	<b>Expected Outcomes</b>	<b>Who</b>	<b>Time frame</b>	<b>Outcome Analysis</b>
1.1 Review governance role and individual job descriptions	All Board members are actively contributing to the board.	All BOT members	1 <sup>st</sup> meeting 2018	
1.2 Develop year overview of policy review	All BOT members are aware of what is to be done, when	Chair & Principal	By end Term 1	
1.3 Review Ka Hikitea & Hautu documents, identifying areas for development	All will be aware of cultural responsive practcies	All BoT	Ongoing	
1.4 To develop our next 5YA in consultation with MoE	Projects identified and prioritised	Property committee, Chair, Principal	End of July	

<b>Domain # 2: Leadership for equity and excellence</b>				
<b>Indicator: The leadership team communicates a clear, consistent educationally powerful vision that delivers measureable outcomes consistent with the school vision, needs and aspirations of the community and our strategic plan.</b>				
1.1 Lead a review of writing	'Writing at Ngaere' consistent across the school with clear expectations for teaching and learning	SMT / CoL	Ongoing	
1.2 Continue with Maths PLD, ensuring all staff have the content and pedagogical knowledge to teach effectively	All staff feel supported in teaching maths. Improvement in student outcomes	Facilitator	Ongoing	
1.3 Develop, support and grow leadership roles and responsibility	SICOL network Emerging leaders CoL	SMT	Ongoing	
1.4 Investigate culturally responsive practices to embed in school programmes	All staff using, feel comfortable and familiar with Tataiako competencies	Leadership	Ongoing	
<b>Domain # 3: Educationally powerful connections and relationships</b>				
<b>Indicator: All parents, whanau and school community are actively involved and engaged in an inclusive environment.</b>				
3.1 Parent survey	Feedback gathered and used to form future goals and ideas	BoT Principal	Term 1	
3.2 All teachers using seesaw to communicate / share learning in a meaningful way	Parents are able to see and respond to in class teaching and learning in a timely way	All staff	Ongoing but up and running by end Term 1	
3.3 Parent workshops to inform and educate parents re NZC and what we are aiming to provide for their children as well as what we are 'doing' at Ngaere School	Parents feel part of the learning process and are able to contribute in purposeful ways	Staff PTA	Schedule developed following survey	

3.4 Restorative Practices -to develop a 'restorative' approach to school life.	All staff will have tools to build respect and collaboration among staff and students, solve everyday problems in and around the classroom, respond to patterns of bullying, hold people accountable where harm has been done	Facilitator RTL SMT Staff	PLD ToD Term 1 Ongoing	
<b>Domain # 4: Responsive curriculum, effective teaching and opportunity to learn</b>				
<b>Indicator: All students, staff and other members of the school community feel valued and respected, regardless of individual cultures and circumstances.</b>				
4.1 To use student achievement data to develop responsive education plans for all learners.	Teacher take time during the scanning phase of their inquiries to develop a 'picture' for what is going on for their learners. Constant reflection and reaction to what is happening for students.	All staff	Ongoing	
4.2 Student voice is gathered in a meaningful way and included in teaching and learning.	All learners feel part of their own learning journeys, able to talk about what they can and are not able to do 'YET'.	All staff	Ongoing	
4.3 Enviro focus is developed to reflect the Memorandum of Understanding	Enviro focus is embedded in our culture. Evident in newsletter, signage, student talk.	Enviro facilitator Staff	Ongoing	
<b>Domain # 5: Professional capability and collective capacity</b>				
<b>Indicator: Teaching staff are motivated, highly skilled and knowledgeable, and reflective and flexible to meet the needs of all learners.</b>				
5.1 Learning is visible in all classrooms	Learners are actively engaged in their own learning and can easily see and show where they are and where they want to be.	All staff	Term 1 – maths Ongoing	
5.2 Continue with PLD opportunities as provided through MoE and CoL	Staff feel their learning needs have been met and their own curriculum knowledge has been strengthened.	All staff	Ongoing	

5.3 Inquiries strengthened through regular (fortnightly) learning partner meetings and coaching sessions	Staff feel supported in their own inquiries. Time and importance is attached.	DP - coach	Ongoing	
<b>Domain # 6: Evaluation, inquiry and knowledge building for improvement and innovation</b>				
<b>Indicator: Learners are actively involved in their own learning in order to make progress and achieve to their full potential.</b>				
6.1 To participate in the Central Taranaki Community of Learning	All staff are actively involved and knowledgeable about the Kahui Ako	SMT	Ongoing	
6.2 Maintain support and scaffold learning to allow teachers to increase collaboration and develop their skills and understanding in both formative practice and personalized learning	Increased ownership of all in their own learning journeys.	SMT All staff	Ongoing	

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<b>Learning Area Focus: Writing</b>	
<p><b>Goal:</b></p> <ul style="list-style-type: none"><li>• <i>To further develop, implement, monitor and review programmes and practices that strengthen literacy skills at all levels of the school.</i></li><li>• <i>To increase the number of all students achieving at or above expected level of the curriculum in writing. Equity &amp; excellence.</i></li></ul>	
<p><b><u>Baseline Data:</u></b></p> <p>As at 1 Feb 2018, 30% (34/115) of all students in Yrs 2-8 were identified as achieving below their expected curriculum level in writing. Boys are over represented in this group - 24 of those identified are boys, 10 are girls.</p> <p>14% (16/115) of all our students identify as Maori. 31% (5/16) of our Maori students are achieving below expectation. 15% of our underachievers are Maori (5/34). All 5 are boys.</p>	<p><b><u>Goal 2018</u></b></p> <p>All those identified as below expectation to make more than one year's progress ie. accelerated.</p> <p>To have 80% of all students achieving at or above expected level, including 80% of all Maori students.</p> <p>This would mean a positive shift for at least 11 of our students currently achieving below expectation, including at least 3 of our Maori students.</p> <p><b><u>2018 Target Groups:</u></b></p> <p>Maori boys -1 Yr 2, 1Yr 3, 1 Yr 5, 1 Yr 6, 1 Yr 7 Year 2/3 - 7 boys Yr 6 - 4 girls Yr 7 - 2 boys. Yr 8 - 2 boys.</p>



## Planned Action 2018 – Key Improvement Strategies

<b>What</b>	<b>Who</b>	<b>When</b>	<b>Indicators of Progress</b>
Staff to participate in Writing Professional Development <ul style="list-style-type: none"> <li>• Sheena Cameron Writing Book</li> <li>• As available through CoL</li> </ul>	All staff	April 27th Ongoing as available	PD documented in Blog
Review of Writing Curriculum <ul style="list-style-type: none"> <li>• Develop protocols around teaching writing</li> <li>• Development of Ngaere School exemplars</li> <li>• Bookwork standards</li> <li>• Planning expectations</li> <li>• Moderation</li> </ul>	Led by DP	By Term 4 2019	'Writing at Ngaere' curriculum document
Targets set, students identified and monitored <ul style="list-style-type: none"> <li>• Identify individual students achievement below and well below</li> <li>• Named as 'Classroom targets'</li> <li>• Leaders to support staff to profile students learning needs</li> <li>• support classroom teachers through targeted programmes upon assessment</li> <li>• team leaders and classroom teachers will inquire into acceleration of student achievement</li> <li>• Track and monitor: student progress over time; priority students – Maori, Asian (ESOL implications)</li> </ul>	All staff  SMT to track	Term 1 Term 2 Term 3 Term 4	Targeted students tracked through the year
Support Teacher Inquiries – collectively and individually <ul style="list-style-type: none"> <li>• Learning Partner Meetings fortnightly with focus on target students</li> </ul>	Staff  Monitored by DP	Term 1 Term 4	Teacher Inquiries reflect actions to be taken for improved student outcomes

<ul style="list-style-type: none"> <li>• Regular (twice per term) coaching meetings with DP</li> <li>• Whole staff sharing once per term</li> </ul>			
School-wide professional development of Ka Hikitia and Tataiako – strategies and competencies to promote priority student achievement	Led by ME All staff	Ongoing	Culturally responsive practices identified and evident in teaching and learning
Sharing with the community <ul style="list-style-type: none"> <li>• PTA organized 'How we teach writing'</li> <li>• Regular posts in newsletter, website</li> <li>• Recognising achievement in writing</li> <li>•</li> </ul>	BoT, PTA ME Staff		Parents feel informed
<b>Monitoring:</b> Regular time slot in team meetings for discussions. Moderation meetings term 1 and 3. Principal report to BOT Term 2 / 4			
<b>Resourcing:</b> CoL inquiry hours as allocated. Teacher aide in class support.			

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Learning Area Focus: **Mathematics**

**Goal:**

- *To further develop, implement, monitor and review programmes and practices that strengthen numeracy skills at all levels of the school.*
- *To increase the number of all students achieving at or above expected level of the curriculum in mathematics. Equity & excellence.*

**Baseline Data:**

As at 1 Feb 2018, 23% (27/115) of all students in Yrs 2-8 were identified as achieving below their expected curriculum level in writing. 15 of those identified are boys, 12 are girls.

14% (16/115) of all our students identify as Maori. 19% (3/16) of our Maori students are achieving below expectation. 11% of our underachievers are Maori (3/27). All 3 are boys.

**Goal 2018**

All those identified as below expectation to make more than one year's progress ie. accelerated.

To have 85% of all students achieving at or above expected level, including 85% of all Maori students.

This would mean a positive shift for at least 10 of our students currently achieving below expectation.

A positive shift for 1 of our targeted Maori students would see 87% of Maori achieving at or above expectation.

**2018 Target Groups:**

Maori boys – 1 Yr 2, 1Yr 3, 1 Yr 7

Year 2/3 – 4 boys

Yr 6 – 5 girls

Yr 7 – 1 boys.

Yr 8 – 2 boys.

<b>Planned Action 2018 – Key Improvement Strategies</b>			
<b><i>What</i></b>	<b><i>Who</i></b>	<b><i>When</i></b>	<b><i>Indicators of Progress</i></b>
Continuing on with PLD focus from 2017 with Te Toi Tupu <ul style="list-style-type: none"> <li>Focus on classroom practices / teaching and learning programmes</li> </ul>	All staff Facilitator / Maths leader	Ongoing	Reflected in PLD Journal  Student voice re engagement, motivation
Year 2 ALiM <ul style="list-style-type: none"> <li>Lead teacher to attend network meetings</li> <li>Focus on sharing practice with teachers of Yr 6, 7, 8</li> <li>Shared reading – ‘Learning in the Fast lane</li> </ul>	Maths Leader  Staff	Term 2, 3, 4	All teachers familiar with principles of acceleration Evidence of ALiM practice in classes Blog posts Term 2 GLoSS results
Targets set, students identified and monitored <ul style="list-style-type: none"> <li>Identify individual students achievement below and well below</li> <li>Named as ‘Classroom targets’</li> <li>Leaders to support staff to profile students learning needs</li> <li>support classroom teachers through targeted programmes upon assessment</li> <li>team leaders and classroom teachers will inquire into acceleration of student achievement</li> </ul> Track and monitor: student progress over time; priority students – Maori, Asian (ESOL implications)	All staff  SMT to track	Term 1 Term 2 Term 3 Term 4	Targeted students tracked through the year
Support Teacher Inquiries – collectively and individually	Staff	Term 1 Term 4	Teacher Inquiries reflect actions to be taken for improved student outcomes

<ul style="list-style-type: none"> <li>• Learning Partner Meetings -discussions on mathematical practices and targets</li> <li>• Whole staff sharing once per term</li> </ul>			
School-wide professional development of Ka Hikitia and Tataiako – strategies and competencies to promote priority student achievement	Led by ME All staff	Ongoing	Culturally responsive practices identified and evident in teaching and learning
Sharing with the community <ul style="list-style-type: none"> <li>• PTA organized ‘How we teach mathematics’</li> <li>• Regular posts in newsletter, website</li> <li>• Recognising achievement</li> <li>•</li> </ul>	BoT, PTA ME Staff		Parents feel informed
<b>Monitoring:</b> Regular time slot in team meetings for discussions. Moderation meetings term 1 and 3. Principal report to BOT Term 2 / 4			
<b>Resourcing:</b> MoE PLD hours for facilitation – 60 hours			

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# 2018 Other Key Improvement Strategies

DOMAIN	TARGET	RATIONALE
PROPERTY	Resealing of driveway as negotiated in 2017	Safety for parents as they drop off, pick up children. Allow more parking in a safer way.
	Work with Education Services on 10YPP. Enter into new 5YA with MoE	Look to have Hall tidied and modernized, plan for BoT and PTA focus going forward.
FINANCE	Continue to manage school within budget	To ensure monies available for 'emergencies' while spending what is needed for teaching and learning, including keeping 'up to date' with technologies
	Maximise use of 'reserve funds' by prudent expenditure to enhance learning environment for current learners.	
PERSONNEL	Develop the skills of the leadership team	Involvement in wider networks across schools and the Kahui Ako to build capacity of leaders
	Look for opportunities to develop a sense of team	Well being of all staff and students within our school
COMMUNITY ENGAGEMENT	Continue to foster the links between home and school with regular community events and consultation	Meet the teacher, Gala, PTA involvement Continue with the use of Seesaw in each class Principal blog, Face book
	Continue to strengthen BOT /PTA /Staff relationships	BOT and staff rep on PTA PTA rep on BOT Meet the BOT for all parents in informal way

	Continue working within the Kahui Ako to enhance learning opportunities for all within our area	Collaboration within the Kahui Ako to work through our MoE approved challenges in Mathematics, Writing, Wellbeing and transitions between / to school.

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