

# Lake Rotoiti School

## Charter 2019

### MOE 3199



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## **Introduction:**

Lake Rotoiti Primary School is a small, two class school, situated on the edge of the Nelson Lakes National Park. The school draws upon learners from a range of farming, Department of Conservation, hospitality and entrepreneurial backgrounds.

Mt Pourangahau is a notable feature of Lake Rotoiti's landscape, casting long shadows in the evening over the school. Children aspire to walk this mountain at the end of Term 4, along with a variety of other alpine walks.

Currently (February 2019), there are 33 tamariki on our school roll. Tamariki have home rooms - Years 1-4 in Piwakawaka and Years 5-8 in Tui.

Everyone at the school aims to make the most of this amazing location. We continue to build links with DOC and local people. We successfully integrate elements of the location into our curriculum so the park and the natural surroundings become an extension of our school learning environment.

We encourage our young people to persevere, develop respect through responsibilities, promote integrity, develop diversity and achieve personal excellence.

Our enthusiastic and open-minded Kaiako encourage a passion for learning through listening and building relationships. Tamariki develop life skills and the ability to meet the changing future. Kaiako are committed to understanding the needs of each learner: socially, emotionally and academically. The two classes work closely together starting the day with Wa Whanau and mixing the learning through a variety of programmes. Tuakana-teina is embedded and consolidated through close family connections, so whānau are strengthened and communities enriched.

We honour Te Tiriti O Waitangi, using this as a spring board to embed our values of developing respect through responsibilities.

We offer a variety of programmes based on an inquiry mindset, integrated with rights, responsibilities and social science. Kaiako value the use of graphic organisers, participatory teaching techniques and Blooms to extend learning.

Due to our great location our EOTC, Health and PE and Science have a strong focus. Throughout the year we have a busy calendar of sporting, cultural and outdoor events where we link up with other schools, Doc and the community.

Extra curricula activities include Sign Language, Brass and Piano, after school Swimming sessions, Sailing, Skiing, Honey Dew Walks and Forest Rangers. Tamariki learn social skills and values through discovery and outdoor play based learning. As an Environmentally conscious kura we continue to connect with Doc to explore and gain deeper respect for our environment.

**The Community:** We are a warm and supportive community, with a motivated, enthusiastic Board of Trustees and an active fundraising group 'Kea Kai'. Many people are called upon and willingly help with a variety of aspects of life within the school/kura. This includes camp, day trips, Honey Dew walks, meeting with Doc, visits to farms, technology challenges, sport days and Bible in Schools. The community actively supported the recent pool upgrade. Lake Rotoiti School maintains contact with immediate whānau through Whānau Korero, Get to Know your Teacher, Student Led Interviews, Learning Centre Programmes run by tamariki, Kea Kai and co-ordinated sporting events, including the Term Three ski trips.

Lake Rotoiti School consults with its community annually as part of the review cycle. Consultation includes an annual Community Consultation meeting, working along side Doc and maintaining close links with the Board of Trustees.

**Recognising New Zealand's Cultural Diversity:** Lake Rotoiti, with consultation with the community, develop policies and practices that reflect Aotearoa's cultural diversity, the unique position of the Maori, and New Zealand's position in the world.

Lake Rotoiti School takes all reasonable steps to provide instruction in tikanga Maori, Te reo Maori (Maori language) for all ākonga. Two kaiako travel to Nelson weekly to complete Level 2/3 Te Reo.

Kaiako actively develop an understanding of the learner and through this encourage children and their whānau to be familiar with:

- The rich heritage tamariki come from. (Whanaungatanga)
- The history of this area. (including Maori and European settlement)
- The importance of correct pronunciation. (Korero)
- Tikanga when welcoming new people to the school. (Pōwhiri)
- The necessity of understanding customs and cultural values to be comfortable and acceptable at a hui, pōwhiri, tangi and many other social occasions.
- The enrichment possible when reading New Zealand's best literature, if Maori language, New Zealand culture, history and values are to be understood.

We will help, through the above, to develop citizens who will be comfortable, confident and happy with their dual heritage in an increasingly multicultural diverse society.

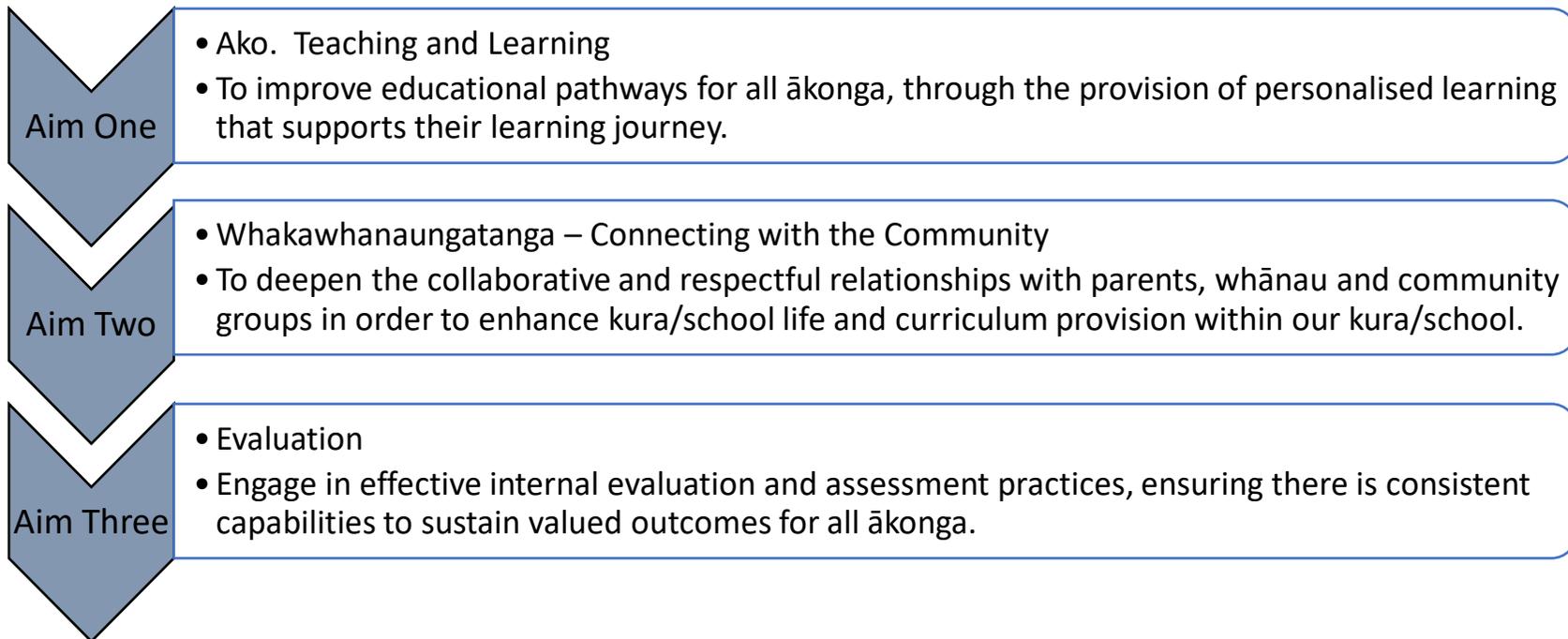
## Our Vision and Mission

Ko te tamaiti te uptake o te kaupapa - The child – the heart of the matter





## 2019 Mahi Ngā tahi Strategic Goals



## 2019 Annual Plan

Strategic goal		
<p><b>Aim 1: Ako Teaching and Learning:</b></p> <p>To improve educational pathways for all ākonga, through the provision of personalised learning that supports their learning journey.</p>	<p><b>Aim 2: Whakawhanaungatanga – Connecting with the Community:</b></p> <p>To deepen the collaborative and respectful relationships with parents, whānau and community groups in order to enhance kura/school life and curriculum provision within our kura/school.</p>	<p><b>Aim 3: Evaluation:</b></p> <p>Engage in effective internal evaluation and assessment practices, ensuring there is consistent capabilities to sustain valued outcomes for all ākonga.</p>
Strategic Goals 2020		
<p><b>Ako:</b></p> <p>To embed educational pathways for all ākonga, through the provision of personalised learning that supports their learning journey.</p>	<p><b>Aim 2: Whakawhanaungatanga – Connecting with the Community:</b></p> <p>To embed the collaborative and respectful relationships with parents, whānau and community groups in order to enhance kura/school life and curriculum provision within our kura/school.</p>	<p><b>Evaluation:</b></p> <p>To develop effective internal evaluation and assessment practices, ensuring there is consistent capabilities to sustain valued outcomes for all ākonga.</p>
Strategic Goals 2021		
<p><b>Ako:</b></p> <p>To consolidate educational pathways for all ākonga, through the provision of personalised learning that supports their learning journey.</p>	<p><b>Whanaungatanga:</b></p> <p>To consolidate the collaborative and respectful relationships with parents, whānau and community groups in order to enhance kura/school life and curriculum provision within our kura/school.</p>	<p><b>Evaluation:</b></p> <p>To embed effective internal evaluation and assessment practices, ensuring there is consistent capabilities to sustain valued outcomes for all ākonga.</p>

## Annual Plan

<b>Strategic Aim: One</b>			
To improve educational pathways for all ākonga, through the provision of personalised learning that supports their learning journey.			
<b>Annual Objective:</b>			
1.1 To maintain culturally responsive practices across the school/kura that support an inclusive school environment.			
1.2 To improve student achievement of priority learners, enabling a greater percentage of ākonga to reach curriculum expectations.			
1.3 Optimism outcomes for all students/ākonga through developing self-regulated learning pathways.			
<b>Cycle of regular self-review</b>			
NAG One; Teaching and Learning Programmes, identifying students and groups of students			
<b>What needs to be done to reach our goal and achieve our objectives</b>	<b>By whom? When?</b>	<b>When</b>	<b>Indicators of progress:</b>
<b>Governance</b>			
Engage providers and fund programmes to support staff professional learning, to meet strategic goals	Board of Trustees Principal	Feb	<ul style="list-style-type: none"> <li>All teachers/kaiako can identify professional development that aligns with the strategic aims</li> <li>All teacher/kaiako can articulate what is being done in the classrooms to achieve the strategic aims.</li> </ul>
Collaborate with schools in the Kāhui Ako to accelerate student/ākonga progress across the cluster	Board of Trustees Principal	All year	<ul style="list-style-type: none"> <li>Support CoL goals and targets</li> </ul>
<b>Leading and Managing</b>			
<b>What needs to be done to reach our goal and achieve our objectives</b>	<b>By whom? When?</b>	<b>When</b>	<b>Indicators of progress:</b>

Provide Professional Learning Development opportunities for teachers to develop teaching in relation to charter foci and objectives, proven to accelerate progress	Principal ALL ALiM RTLb	All year	<ul style="list-style-type: none"> <li>All teachers record participation and application of professional development relating to charter foci in their appraisal documentation</li> </ul>
Maintain the appraisal process, embedding staff capabilities	Principal kaiako	Term 1 -3	<ul style="list-style-type: none"> <li>All teachers/kaiako participate in a peer review appraisal including two peer observations, a leadership observation, coaching conversations and 'Teaching as Inquiry' documentation.</li> </ul>
Provide support to enable kaiako to engage with whānau of priority learners	Principal	On going	<ul style="list-style-type: none"> <li>Increase engagement of whānau of priority learners to participate in learning goals, learning at the centre programmes and goal setting interviews that include conversations about supporting their child's learning at home.</li> </ul>
Monitor programmes identified to support 'at risk' learners	Principal and Kaiako	All year	<ul style="list-style-type: none"> <li>Data is collected to support learning decisions</li> </ul>
Embed 'child speak' exemplars to support student reflection on learning	Principal and Kaiako	All year	<ul style="list-style-type: none"> <li>Ākongā are able to articulate their learning and next learning steps, through exemplars</li> </ul>
<b>School Culture</b>			
<b>What needs to be done to reach our goal and achieve our objectives</b>	<b>By whom? When?</b>	<b>When</b>	<b>Indicators of progress:</b>
Sustain a culture of high expectations, data driven decision making and professional inquiry to differentiate learning for our ākongā	All teachers	All year	<ul style="list-style-type: none"> <li>Professional learning shared on Kotahitanga, Kā Hikitia, Hautu, Our Standards</li> <li>Professional learning and support from Rongohia te Hau</li> <li>Tātaiako competencies are incorporated into teaching practices and noted in appraisal documentation</li> </ul>

Embed practices and processes that support student/ākonga agency in their learning	All kaiako	Term 3	<ul style="list-style-type: none"> <li>• Ākonga will demonstrate increased engagement and progress</li> <li>• Ākonga will use exemplars and other tools to inform their next step learning</li> </ul>
<b>Teaching</b>			
<b>What needs to be done to reach our goal and achieve our objectives</b>	<b>By whom? When?</b>	<b>When</b>	<b>Indicators of progress:</b>
Building learning partnerships with whānau	All teachers/kaiako	All year	<ul style="list-style-type: none"> <li>• Genuine partnerships for learning will be embedded</li> <li>• Attendance at ākonga sessions will increase</li> </ul>
Monitor and report frequently, on the progress and achievement of priority learners	All teachers/kaiako	All year	<ul style="list-style-type: none"> <li>• Teachers/kaiako track progress of priority learners for Reading Ako Pānui, Writing Tuhituhi and Maths, Pangarau. Identifying and highlighting those on intervention plans</li> </ul>
Deliver support programmes proven to accelerate learning (ALiM, ALL and DMiC)	Principal (Senco)	All year	<ul style="list-style-type: none"> <li>• Ākonga accessing interventions demonstrate accelerated progress</li> <li>• Targets are met</li> </ul>
Continue to develop teacher understanding in the analysis of assessment data	All teachers/kaiako	All year	<ul style="list-style-type: none"> <li>• Teachers/kaiako analyse assessment data effectively to identify next steps for learners</li> </ul>
Identify barriers to learning by analysing student learning maps and Learning profiles	All teachers/kaiako	All year	<ul style="list-style-type: none"> <li>• Ākonga recognise learning patterns and tools building their learning capacity</li> </ul>
Embed practices and processes that support student/ākonga agency in their learning	All teachers/kaiako	All year	<ul style="list-style-type: none"> <li>• Ākonga will demonstrate increased engagement and progress</li> <li>• Ākonga will use exemplars and other tools to inform their next step learning</li> </ul>

<b>Ākonga learning, engagement, progress and achievement</b>			
<b>What needs to be done to reach our goal and achieve our objectives</b>	<b>By whom? When?</b>	<b>When</b>	<b>Indicators of progress:</b>
<p>To improve student/ākonga achievement of priority learners, enabling a greater percentage of ākonga to reach curriculum expectations.</p> <p>Optimism outcomes for all ākonga through developing learning pathways</p>	All teachers/kaiako	All year	<ul style="list-style-type: none"> <li>• Termly reports on accelerated progress</li> <li>• Analysis of end of year data informs progress and planning for the following year</li> <li>• Teaching as inquiry identifies/supports alternative practices</li> <li>• Teachers explicitly use ALL, ALiM, DMiC support and embed into practice, reporting on this termly</li> <li>• Ākonga will be clear about what they are learning and why, how they are achieving their learning goals and what learning might look like</li> </ul>
<b>Engaging whānau</b>			
<b>What needs to be done to reach our goal and achieve our objectives</b>	<b>By whom? When?</b>	<b>When</b>	<b>Indicators of progress:</b>
<p>Initiate whānau connections with learning in the classroom</p> <p>Introduce 'learner at the centre' engagement/workshops</p> <p>Actively engage with whānau of priority learners</p> <p>Use IT to share student learning with more immediacy</p>	<p>Principal and Kaiako</p> <p>Principal and Kaiako</p> <p>Principal and Teachers</p> <p>Principal and Teachers</p>	<p>All year</p> <p>Twice each term</p> <p>All year</p> <p>All year</p>	<ul style="list-style-type: none"> <li>• Whānau are informed of classroom learning, and are empowered to work alongside tamariki and kaiako</li> <li>• Increased attendance of whānau</li> <li>• Whānau of priority learners are empowered to work alongside tamariki and kaiako</li> <li>• Connections with whānau are instant and time real</li> </ul>

<p><b>Strategic Aim: Two</b>                  To deepen the collaborative and respectful relationships with parents, whānau and community groups in order to enhance kura/school life and curriculum provision within our kura/school.</p>			
<p><b>Annual Objective:</b>                  2.1 To increase the level of whānau involvement to support learning                  2.2 To build upon community relationships to support a strong sense of belonging and guardianship</p>			
<p><b>Cycle of regular self-review</b>                  Nag 2; Reporting/involving the community</p>			
<p><b>What needs to be done to reach our goal and achieve our objective</b></p>	<p><b>Who</b></p>	<p><b>When</b></p>	<p><b>Indicators of progress</b></p>
<p><b>Governance</b></p>			
<p>Engage and consult with whānau and community stakeholders</p> <p>Collaborate with Kahui Ako to share successes</p>	<p>Board of Trustees Principal</p>	<p>Term 2 Term 4</p>	<ul style="list-style-type: none"> <li>• Connectedness with the community</li> <li>• Increased level of community support</li> <li>• Support Kahui ako goals and objectives</li> </ul>
<p><b>Leading and managing</b></p>			
<p><b>What needs to be done to reach our goal and achieve our objective</b></p>	<p><b>Who</b></p>	<p><b>When</b></p>	<p><b>Indicators of progress</b></p>
<p>Use deliberate approaches to build Genuine and reciprocal Learning Partnerships schoolwide through manaakitanga, whanaungatanga and mahi tahi</p>	<p>Principal Kaiako</p>	<p>Term 1 Term 2</p>	<ul style="list-style-type: none"> <li>• Improved achievement by building reciprocal partnerships</li> <li>• Strong connections between whānau and kura, working together with assessment data and learning styles</li> </ul>



Deepen and embed staff capabilities in organising ākonga led conferences and led ākonga 'learning at the centre' programmes	Principal Kaiako	Terms 2,3,4	<ul style="list-style-type: none"> <li>Improved staff capabilities</li> <li>Improved student/ākonga capabilities, voice and ownership</li> <li>Ākonga demonstrate and articulate in class learning</li> </ul>
Promote, model and develop genuine partnerships connecting kaiako with whānau	Principal Kaiako	All year	<ul style="list-style-type: none"> <li>Relational trust embedded in school culture</li> <li>Home, school partnerships and connections enhance learning</li> <li>Increased acceleration in all learners</li> <li>Increased level of whanau support with learning</li> </ul>
Provide support to enable kaiako to engage with whānau of priority learners	Principal Kaiako	All year	<ul style="list-style-type: none"> <li>Increasing numbers of whānau of priority learners participating in goal setting, student led conferences and conversations about supporting their tamariki learning at home.</li> <li>Home school connection to improve learning</li> </ul>
<b>School Culture</b>			
<b>What needs to be done to reach our goal and achieve our objective</b>	<b>Who</b>	<b>When</b>	<b>Indicators of progress</b>
Research and develop common language, unpacking 'Building Genuine Learning Partnerships' and investigate ways of enabling effective communication tools from the ground up	Board of Trustees Principal All teaching staff	All year	<ul style="list-style-type: none"> <li>Whānau connected to the kura and use of language breaks down barriers to learning</li> <li>Whānau confidently engage in school wide activities and learning</li> <li>Ākonga, whānau and community support and can articulate school events and activities</li> <li>Whānau are supporting decision making throughout the school</li> </ul>
Celebrate Māori achieving success as Māori, tikanga and Te Reo			<ul style="list-style-type: none"> <li>Celebration is evident in classrooms and procedures throughout the kura</li> </ul>
Promote and celebrate learners achieving success as 'courageous, lifelong' learners			<ul style="list-style-type: none"> <li>'Courageous, lifelong learner' attributes are promoted and celebrated in school events, assemblies and publications</li> </ul>

Promote and celebrate school values			<ul style="list-style-type: none"> <li>• Ākonga revisit values programme</li> <li>• Ākonga articulate and explain the kura values programme</li> </ul>
<b>Teaching</b>			
<b>What needs to be done to reach our goal and achieve our objective</b>	<b>Who</b>	<b>When</b>	<b>Indicators of progress</b>
Professional development to recognise and build Genuine Learning Partnerships with whānau  Create an inclusive environment  Build upon participatory pedagogy	All staff	All year	<ul style="list-style-type: none"> <li>• Ākonga will be supported in their learning by whānau</li> <li>• Learning will happen anywhere any time</li> <li>• Increased attendance at 'learner at the centre' programmes</li> <li>• All ākonga have a sense of belonging and this is transferred to whānau</li> <li>• Examples of participatory pedagogy are used in the classroom</li> </ul>
<b>Student</b>			
<b>What needs to be done to reach our goal and achieve our objective</b>	<b>Who</b>	<b>When</b>	<b>Indicators of progress</b>
Ākonga develop an understanding of learning  Create an inclusive environment  Build ākonga participation at leadership level through learners taking the lead	All staff and ākonga	All year	<ul style="list-style-type: none"> <li>• Ākonga will be supported in their learning and have a sense of belonging</li> <li>• All ākonga have a sense of belonging and can articulate this this to whānau</li> <li>• Whānau informed and connected with class learning and programmes</li> <li>• Whānau supporting learning through frontloading on inquiry topics</li> </ul>

<p>Ākonga help develop and embed 'learner at the centre' programmes to connect with whānau</p>			<ul style="list-style-type: none"> <li>• Increased attendance at 'learner at the centre' programmes</li> <li>• Ākonga know where, why and how they learn and korero this</li> </ul>
<b>Engaging Whānau</b>			
<b>What needs to be done to reach our goal and achieve our objective</b>	<b>Who</b>	<b>When</b>	<b>Indicators of progress</b>
<p>Provide opportunities Māori whānau to engage in discussion about matters that concern them</p> <p>Continue to build relationships with targeted groups within the community</p> <p>Actively liaise with whānau of priority learners to promote and encourage engagement with the kura around learning</p> <p>Explore mechanisms to share ākonga learning with more immediacy</p> <p>Engage and educate whānau with modern learning tools and approaches</p> <p>Build strong learning partnerships</p>	<p>All staff</p>	<p>All year</p>	<ul style="list-style-type: none"> <li>• The community will establish a stronger sense of belonging (turangawaewae) and kaitiake (guardianship)</li> <li>• Ākonga will connect with the wider community and establish a stronger sense of belonging (turangawaewae) and kaitiake (guardianship)</li> <li>• Increased attendance at 'learner at the centre' programmes will increase</li> <li>• Increased feedback about their progress and achievements</li> <li>• Kaiako identify most effective strategies to engage whānau</li> <li>• Learner at the centre programmes run by ākonga</li> <li>• Akonga understand learning and tools and can articulate this</li> <li>• Increased attendance by whānau, building capabilities so whānau feel confident in supporting ākonga learning</li> <li>• Whānau meetings held frequently</li> </ul>

<b>Strategic Aim: Three Evaluation</b> Engage in effective internal evaluation and assessment practices, ensuring there is consistent capabilities to sustain valued outcomes for all ākonga			
<b>Annual Objective:</b> 3.1 Develop an effective internal evaluation process and system 3.2 Consolidate assessment practices schoolwide			
<b>Cycle of regular self-review</b> NAG 2. Quality Assessment information and self-review			
<b>What needs to be done to reach our goal and achieve our objective</b>	<b>By whom?</b> <b>When</b>	<b>When</b>	<b>Indicators of progress:</b>
<b>Governance</b>			
Professional Learning Development supported by the Board and staff to build competency with internal evaluation  Fund programmes proven to accelerate learning	Board of Trustees Principal	Term 1	<ul style="list-style-type: none"> <li>• Staff and Principal supported to develop internal evaluation processes through effective professional learning programmes</li> <li>• Receive achievement reports twice a year in Math/Pangarau, Writing/Tuhituhi and Reading/ Ako Panui, plus analysis of variance</li> <li>• Reflective documentation shows acceleration of ākonga</li> </ul>
<b>Leading and Managing</b>			
<b>What needs to be done to reach our goal and achieve our objective</b>	<b>By whom?</b> <b>When</b>	<b>When</b>	<b>Indicators of progress:</b>
Develop , model and promote an effective internal review process	Principal	All year	<ul style="list-style-type: none"> <li>• Professional development meetings on ‘effective internal review’ process</li> </ul>

Support kaiako with ongoing Teaching as Inquiry and learning	Principal	Term 1,3,4	<ul style="list-style-type: none"> <li>Internal review process to be embedded into the school culture</li> <li>Staff continues to grow in professional knowledge and competence. This is reflected in appraisal documentation</li> </ul>
Sustain kaiako competence in use of assessment data tools	Principal	All year	<ul style="list-style-type: none"> <li>Staff confidently gather and record data using a variety of assessment tools</li> </ul>
<b>School Culture</b>			
<b>What needs to be done to reach our goal and achieve our objective</b>	<b>By whom? When</b>	<b>When</b>	<b>Indicators of progress:</b>
Develop an action plan to develop an effective internal review process	Principal	Term 1	<ul style="list-style-type: none"> <li>Internal review process will be cohesive and embedded within the school/kura culture</li> </ul>
Sustain effective cultural practice across the school/kura, through high expectations and relationships	Principal and Kaiako	All year	<ul style="list-style-type: none"> <li>Recognition of Māori achieving success as Māori, tikanga and Te Reo are evident in every class</li> <li>Developed, respectful relationships kura wide</li> <li>Increased whānau engagement</li> <li>Kura procedures will support future planning and curriculum delivery</li> </ul>
Embed data driven decision making and professional inquiry to differentiate learning for our ākonga	Principal and kaiako	Term 1/2	<ul style="list-style-type: none"> <li>Confident, capable Kaiako leading learners at the best level</li> <li>Ākonga use a variety of tools to support their learning</li> <li>Increased ākonga engagement</li> </ul>
Use an assessment timetable	Principal and Kaiako	All year	<ul style="list-style-type: none"> <li>Assessment used to guide best practice</li> <li>Embed assessment for learning</li> </ul>

<p>Consolidate school procedures to ensure interventions across school have been cohesive and reflect the needs of the learner</p> <p>Embed PaCT school wide Use PaCT to support OTJ's</p>	<p>Principal and kaiako</p> <p>Liz</p>	<p>All year</p>	<ul style="list-style-type: none"> <li>• Interventions are reflected upon and show acceleration of learning</li> <li>• Learners engaged in learning</li> <li>• Kaiako have sound understanding of levels within the curriculum, through use of learning progressions, PaCT etc.</li> <li>• Consistent across school OTJ's</li> <li>• Triangulate robust data gathering</li> </ul>
<b>Teaching</b>			
<b>What needs to be done to reach our goal and achieve our objective</b>	<b>By whom? When</b>	<b>When</b>	<b>Indicators of progress:</b>
<p>Sustain TAI competence</p> <p>Continue to develop teacher/kaiako proficiency in the analysis of assessment data</p> <p>Continue to moderate (across and within school/kura) and be consistent with data gathering and reporting</p>	<p>Principal</p> <p>All kaiako</p> <p>All kaiako</p>	<p>All year</p> <p>All year</p> <p>All year</p>	<ul style="list-style-type: none"> <li>• All kaiako participate in 'Teaching as Inquiry' professional development meetings and complete evidence of their Teaching as Inquiry process</li> <li>• Kaiako analyse assessment data effectively and consistently to identify next steps for learners</li> <li>• Kaiako attend school wide moderation and have discussions regarding data gathering and reporting</li> <li>• Reflect on assessment tools - are they robust and purposeful, capable of guiding outcomes?</li> <li>• Kaiako have sound understanding of levels within the curriculum, through use of learning progressions, PaCT etc.</li> <li>• Consistent across school OTJ's</li> <li>• Triangulate robust data gathering</li> </ul>

<p>Closely monitor and report on the progress and achievement of priority learners</p> <p>Use formative and summative assessment.</p>	<p>All kaiako</p> <p>All kaiako</p>	<p>All year</p>	<ul style="list-style-type: none"> <li>• Kaiako track increased progress of priority learners for maths/pangarau, writing/tuhituhi and reading/ako panui</li> <li>• Build learner focused relationships</li> <li>• Use assessment information to decide on their current and future learning needs.</li> <li>• Ākonga contribute to how learning happens</li> <li>• Ākonga have shared ownership and responsibility with kaiako and peers</li> </ul>
<b>Student learning and engagement</b>			
<p><b>What needs to be done to reach our goal and achieve our objective</b></p>	<p><b>By whom? When</b></p>	<p><b>When</b></p>	<p><b>Indicators of progress:</b></p>
<p>Korero with ākonga on their learning experiences</p> <p>Ākonga develop learning maps and explore ways to express how they learn</p> <p>Build increase competence in data analysis</p>	<p>All kaiako</p> <p>All kaiako</p> <p>All kaiako</p>	<p>All year</p> <p>Each term</p> <p>July &amp; Nov</p>	<ul style="list-style-type: none"> <li>• Barriers to learning are identified by both ākonga and kaiako</li> <li>• Ākonga understand, articulate and share their learning</li> <li>• All Kaiako are included and contribute to the analysis of student assessment data and setting the 2020 annual targets</li> </ul>
<b>Engaging whānau</b>			
<p><b>What needs to be done to reach our goal and achieve our objective</b></p>	<p><b>By whom? When</b></p>	<p><b>When</b></p>	<p><b>Indicators of progress:</b></p>
<p>Consult with ākonga, whānau, staff and community to build 2020-2023 strategic vision, charter and building plan</p>	<p>Board Principal kaiako</p>	<p>Term 3 -4</p>	<ul style="list-style-type: none"> <li>• Staff and Principal supported to develop internal evaluation processes through effective professional learning programmes to develop a strategic vision, charter and building plan</li> </ul>

## Analysis of Variance

<b>Strategic Aim:</b>	Teaching and Learning: To demonstrate strong cultural practices and support an inclusive school environment.
<b>Annual Aim:</b>	1.1 To develop culturally responsive practices across the school. 1.2 To ensure all ākongā have equitable outcomes.
<b>Baseline Data:</b>	Teaching staff and the Principal were new to the school/kura 2018. Our priority was to get to know tamariki, whānau and the wider community.

<b>Actions</b>	<b>Outcomes</b>	<b>Reasons for the variance</b>	<b>Evaluation</b>
<i>What did we do?</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
Engaging learners/ ākongā in learning, using a contextual learning approach. Use of PD – Total participatory pedagogy techniques Blooms	Empowered and enabled ākongā to make meaning based on their own experiences. Developed a ‘high expectations’ culture nurtured with support. Created collaborative learning opportunities. Actively and	This teaching modality worked was successful for all ākongā, as their personal experiences were valued and shared. This had a significant impact with our priority learners as they were enabled to participate and	Continue to embed teacher/Kaiako skill sets in these techniques.

<p>Used learning maps to develop an awareness of how, why, where, who we learn from and revisiting these in Term 4 to reflect on changes.</p> <p>Creating a sense of belonging Developing a school/kura culture of 'Whanaungatanga' getting to know our learners/ākonga, through building sound relationships which include whānau.</p> <p>Developing learning inquiry 'Turangawaewae:' getting to know our place, our home culture and cultures of others who have historically been associated with the area we live in. Meeting with parents and seeking input – Whānau Hui, Survey, PD, Student Led Conferences, termly gatherings</p>	<p>cognitively engaged ākonga to reflect, analyse, synthesis, collaborate, share and justify. They were more motivated to learn from each other. Deliberate conversations became the norm.</p> <p>A sense of understanding has developed over the year. Relationships, trust, respect continue to develop. More whānau are attending meetings and dropping in for chats. Tamariki are supported in their learning environment. The kura/school are using community experts to assist in delivering specialised programmes. The school/kura is celebrating the unique environment and have connected with Doc and river care. Akonga value their identity and heritage and are proud of their local environment. A survey sent out to whanau was completed by ¾ of the community. Results were extremely</p>	<p>share in small group settings. The techniques supported these learners through valuing individual contributions, sharing success for all, actively allowing all contributions for all ākonga. Tuakana teina, mixed ability grouping, and proximal learning groups were all used.</p> <p>Kaiako have continued to build relationships using an open, respectful and inclusive culture, through PRIDE values and a Rights responsibility lens. We are supportive of whānau and community needs. Through transparent communication parents are informed of what tamariki are learning, what is driving our learning processes and why. This is building confidence and connecting ākonga, whānau and the wider community, supporting all learners. What has worked well: Student lead conference, new reporting system See saw</p>	<p>Continue to build genuine relationships with whānau – asking whanau what their expectations are.</p> <p>Develop more robust systems of sharing student learning – through 'student learning' programmes.</p>
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<p>Meeting as a whole school/kura twice weekly - Wa Whānau</p> <p>Addressed Te Tiri O Waitangi – through the human rights lens to acknowledge historic grievances.</p> <p>Connecting with Local Iwi: Emails and phone calls with Ngāti Apā ki te Rā Tō Kaiako/Teacher professional development with NMIT – Te Rito programme</p>	<p>favourable, with whānau siting relationships, curriculum, communication and connections to the environment strong.</p> <p>Akonga developed a more broader approach of thinking toward Te Tiri O Waitangi. Akonga were enabled to understand the rights and responsibilities of the people of this time.</p> <p>Continue to develop relationships. Seeking other ways to connect with local iwi.</p>	<p>Hapara School Stream</p>	<p>Embed culturally responsive practices throughout the school. Seek more PD.</p> <p>Re-assessing our approaches and hui with local iwi south of Lake Rotoiti, but still in the same iwi.</p>
<p><b>Planning for next year:</b></p>			
<p>Engage providers and fund programmes to support staff professional learning, to meet strategic goals Collaborate with schools in the Kāhui Ako to accelerate student/ākonga progress across the cluster Continue to build on cultural responsive practices through connecting with whanau, iwi, local community and Kahui Ako</p>			

Strategic Aim: 3	Evaluation: 3 Strengthen assessment practices school wide
Annual Aim:	<p>3.1 Strengthen school assessment practices to ensure there is consistent evaluative capabilities that will create sustained and valued outcomes for all whānau ākongā.</p> <p>3.2 Develop evaluative systems and processes.</p>
Target:	This target was generated from our 2017 ERO findings.
Baseline Data:	Information from 2017 ERO report

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Constructing a school wide assessment calendar, with specific assessment tools and timelines and reviewing this during meetings.</p> <p>Attending professional learning and development, such as PaCT, Arinui, NZSTA courses.</p> <p>Used a variety of assessment tools, Easttle, Running Records, IKANS, JAM, Probe</p> <p>Formative and summative assessment.</p> <p>Provide professional development and complete a across school moderation cycle.</p>	<p>Organised and precise assessment, robust and fit for purpose.</p> <p>Implemented school wide assessment with consistency</p> <p>Implementing PaCT, Arinui and school review processes.</p> <p>Shared folder with exemplars. More consistent understanding between classes with progress and achievement.</p>	<p>The combination of these actions had significant impact on kaiako understanding progress and achievement, plus recognising the importance of aligning assessment data school wide. A guided and succinct assessment approach enabled kaiako to have a school wide aligned approach to meet the needs of all ākonga.</p> <p>The use of formative and summative assessment helped drive deliberate acts of teaching and precision teaching (RTLB) to benefit all ākonga.</p> <p>Moderation processes and exemplars developed a school wide understanding, pathways, consistency</p>	<p>Continue to build learning relationships with ākonga.</p> <p>Embed the use of PaCT tool and other assessment tools to create OTJ's.</p> <p>Use formative and summative assessment to accelerate learning.</p> <p>Connect with other schools for moderation.</p>

<p>Aligning OTJ's with a schoolwide framework, which corresponds to Kahui Ako. Discuss learning outcomes with RTLB and RTLiT. Professional conversations regarding OTJ's. Teaching as Inquiry cycle</p>	<p>External support that guided and supported the journey. Staff meetings and professional forums Robust dialogue and consistency – collaboratively building and sharing ideas. Coaching sessions/Inquiry</p>	<p>and confidence with kaiako and ākonga.  Knowing and understanding our ākonga and their needs, including whanau. Using our unique, conceptual setting to teach to the needs of learners in this environment.</p>	<p>Implement valued professional learning</p>
<p>Identify individuals and groups who need their achievement lifted (Effective targeted planning) Work on any school wide disparities of groups of learners.</p>	<p>Priority learners identified and accelerated learning pathways monitored through the use of tracking sheets. High expectations for all ākonga. Improved student outcomes. Accelerated learning progress.</p>	<p>Being responsive to whanau and community needs and involving them directly with ākonga learning.</p>	<p>Identify individuals and groups in all planning areas. Build stronger and more genuine relationships with whanau. Embed evaluation that contributes to ongoing improvement for all ākonga. Collaborate with evidence-based decision making to build agency</p>
<p>Involve whānau in ākonga learning and achievement/Student led conferences.</p>	<p>Conversations on building relationships, supporting learning and supporting whanau. Learning maps – what works, what didn't and why. Part of the Teacher Inquiry Cycle. Asked good questions, used relevant data, clarified purpose of data, and</p>	<p>Being responsive to the needs of the ākonga. Creating social learning opportunities with collaborative approach.  Programmes implemented focused on 'learner at the centre'.</p>	<p>Continue to develop social learning opportunities, sharing these approaches with whānau at home to build strong connections</p>

<p>Use data to analysis learning trajectories</p> <p>Self-reflection on student achievement shared at start of each term.</p> <p>Focused Teaching as Inquiry on target groups</p> <p>Use of participatory pedagogy and precision teaching</p>	<p>engaged in evidence-informed conversations</p> <p>Professional conversations of best practice, what worked why etc. Explored, reflected on teaching practice and what success looks like</p> <p>Developing exemplars with next learning steps, tuakana teina, mixed ability grouping etc.</p> <p>Focused professional conversations and inquiry processes based on evidence gathered in the class in a variety of ways</p> <p>Improved and modified pedagogy to meet the needs of the learners and the task</p>	<p>Kaiako felt supported to make changes and take risks . Coaching sessions and observations supported Kaiako to build stronger across school partnerships</p> <p>Akongā had a social, supported, and purposeful approach to engage with learning</p> <p>Gain a deeper understanding of the needs of the learner and actively pursue consistency across the kura</p> <p>Provide opportunities to build capabilities, ideas and collaboration</p> <p>Develop a learner at the centre culture within the kura</p>	<p>Embed reflective processes</p> <p>Embed Spirals of inquiry and evaluative processes</p> <p>Revisit pedagogy with new ako</p>
<p><b>Planning for next year:</b></p>			
<p>Continue to develop more robust internal evaluation processes. Embed genuine learning relationships with whānau for priority learners and all learners.</p>			



## Charter Review Cycle

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|---|------------------|
| • The Principal reports to the Board to review progress on Student achievement targets and Charter goals.   | August-September |
| • The Board consults with staff, parents, whānau, iwi and community as part of its annual Charter review. A copy of the school’s charter is available for the community via the schools web site. | July – November  |
| • The Board, Principal and kaiako draft targets for the following year and complete analyse of variences.   | October-November |
| • Student achievement information is shared with parents.   | November         |
| • Charter is finalised and ratified by the Board, shared with kaiako and the community plus submitted to Ministry   | February-March   |
| • Parents are invited to Whānau Kòreo   | February         |
| • Parents are invited to Student Led Interviews   | June             |
| • Parents are invited to Learner Centres programmes   | Twice per term   |

## Board of Trustees Members

Chairperson	Dominique McCrostie
Principal	Sue Ford
Staff Representative	Liz McCauley
Members	Megan Jordan
	Nik Joice