

School Charter

Strategic and Annual Plan for Maromaku School

2019 - 2022

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| Principals' endorsement: | |
| Board of Trustees' endorsement: | |
| Submission date to Ministry of Education: | |

For further support and updated resources see our website www.uacel.ac.nz
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Maromaku School 2018 - 2021

Introductory Section - Strategic Intentions

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| Mission Statement | Maromaku School develops 21st Century Learners underpinned with country values. |
| Vision | Connected, Engaged, Lifelong Learners |
| Values | Respect Resilience Caring Honesty |
| Principles | High Expectations - A curriculum that supports and empowers students to learn and achieve personal excellence. Community Engagement - Local resources are used to give meaning and connections with students learning. |

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| | Learning to Learn - Students reflect on and know what processes they need to go through to learn. |
| Māori Dimensions and Cultural Diversity | We aim to demonstrate the unique place of Māori, respecting Māori beliefs, language and culture and value as part of the life of the school - Manaakitanga. Show awareness, respect and caring for all whānau - Tangata Whenuatanga |

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| School Organisation and Structures | <p>Health and Safety;</p> <p>The Maromaku community has strong bonds and is supportive of all members. We take physical and emotional health and safety seriously and are proud of the positive relationships we have in our community.</p> <p>Personnel:</p> <p>2019 sees a whole new teaching team here at Maromaku School. We have one full time teacher joining us from out of the area. At the time of writing our strategic plan we are yet to appoint our 0.5fte teacher. Our support staff are stable, supportive and from our local community.</p> |
| Review of Charter and Consultation | Maromaku Schools charter and strategic plan are working documents; they have been reviewed and will continue to be updated as we further develop our charter along with including community consultation and student voice. |

Strategic Section

| Strategic Goals | | Core Strategies for Achieving Goals 2019 - 2022 |
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| Students' Learning | Improved outcome for all students in literacy and numeracy, particularly for our Māori, Pasifikā and Special Needs students. | <ul style="list-style-type: none"> • Professional development is targeted at creating and understanding collaborative practices and spaces • Introduce and develop Digital Technology Curriculum |

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| | | <ul style="list-style-type: none"> • Develop further the use of digital technology within literacy and maths • Develop environments that support collaborative teaching and learning • Professional development for/of effective teaching strategies and embedded into teacher practice • Connecting with Tangata Whenua (Ngati Hine) • Develop and maintain strategies to for Maori learners • Inclusive classroom practices (PB4L/IYT) • |
| <p>School Culture and values</p> | <p>Create and embed a supportive culture, acknowledging the needs of students staff and the community to create and provide a safe, positive and respectful learning culture/environment.</p> | <ul style="list-style-type: none"> • Implement PB4L (positive behavior for learning) • Engage parents and the community in the development of our Charter the vision and mission statement through a variety of approaches (potluck, fireworks, productions, calf club day, church) • Create an engaging local curriculum relevant to our students needs • Connecting with Tangata Whenua (Ngati Hine) • Offering a range of co-curricular activities • Weekly kotahitanga • Increasing signage within our school grounds highlighting positive behaviour and expectations at Maromaku School |

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| <p>Student Ownership</p> | <p>Students own their learning and know themselves as learners.</p> | <ul style="list-style-type: none"> • PLD student agency <ul style="list-style-type: none"> • Assessment and use of data involves students • Students creating their learning pathways • Students reporting their progress to their families • Apply the principles of student agency • Classroom (school) walls to display progressions and celebrating student success • Seesaw as a online platform to communicate and share learning • School wide events involving all learning areas • Local events and issues are evident in our learning programmes • Planning is collaborated with students and integrated across the curriculum |
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Annual School Improvement Plan – SUMMARY

| Domain | Strategic Goal | Target | Short Report |
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| <p>Students' Learning</p> | <p>Improved outcome for all students in literacy and numeracy, particularly for our Māori, Pasifikā, Special Needs and Totara Pod students.</p> | <ul style="list-style-type: none"> • By the end of 2019 the year 5 and 6 boys will achieve at the curriculum level of their year for reading. | |

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| | | <ul style="list-style-type: none"> By the end of 2019 all students will make up to two curriculum level progress | |
| School Organisation and Structures | Create and embed a supportive culture, acknowledging the needs of students, staff and the community to create and provide a safe, positive and respectful learning culture/environment. | <ul style="list-style-type: none"> Incorporating our expectations (for all) into everyday life at Maromaku School | |
| Student Engagement | Students own their learning and know themselves as learners | <ul style="list-style-type: none"> Students will understand who they are as learners. By the end of 2019 students will co-construct their learning in one curriculum area. | |

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| Improvement Plan for a Learning Area | |
| School Strategic Learning Goal (ONE) | |
| Improved outcome for all students in literacy and numeracy, particularly for our Māori, Pasifikā, Special Needs and Totara Pod students. | |
| Annual Goal: All students to make accelerated progress in reading of 2 sublevels or more | Target: <ul style="list-style-type: none"> By the end of 2019 the year 5 and 6 boys will achieve at the curriculum level of their year for reading |
| Key Improvement Strategies | |
| Professional development - ?Liz Kane Literacy | |
| Students' progress and achievement will be measured against expected Curriculum levels | |
| AOV completed and targets set against expected Curriculum levels | |

| <p>Teacher inquiry into target groups Targets set annually Effective and inclusive teaching practices Developing and creating Assessment Schedule</p> | | | |
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| When | What | Who | Indicators of Progress |
| By week 5 | Identify target students (totara Pod - Year 5 & 6 Boys) Teachers to build positive relationship with the students | All teaching staff | One target group from each pod identified Relationships established |
| By Week 6 | Baseline data of target students (STAR, easTTle, Probe) | All teaching staff | Assessments completed and analyzed. OTJ;s formed |
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| By end of Term 1 | School and family partnership (seesaw, face to face, text, phone call & written) | All teaching staff | Positive partnership with home |
| End of Term 1 | Establish buddy reading program between Pods and pre school | Dianne Janet | All students to feel success with reading to another child once a week. Building learning relationships among students |
| By start of Term 2 | Referral to RTLB Attempt to gain support and funding for students who require the extra support. | Dianne | RTLB referral completed and possible funding/support provided |
| By Term 2, week 4 | Regular use of devices for reading and being involved in digital communities | All teaching staff | Students using digital devices to support their learning and participating in digital communities (Literacy Hub and Chapter Chat) |
| By end of Term 2 | Assessment of whole school, data analysed, reflected on and presented to students family and whole school to BOT. | All teaching staff | Assessments completed as per assessment schedule. Data analysed and presented to BOT and individual student to their family. |

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| | Use this assessment to guide next steps. | | |
| By the end of Term 2 | Recognise and connect with Ngati Hine iwi, plan for overnight stay at Motatau Marae supported by our Kaumatua. Families to be invited to join us. | All staff | Successful overnight stay at Motatau Marae for all students. |
| By the end of Term 4 | Assessment as per assessment schedule. | | Data collected and analyzed, EOY report to BOT. Student data presented and discussed with family |
| Near the end of every term | Staff meeting focussing on student achievement and progress. Focus on teaching as in inquiry, share practice. | All teaching staff | Professional discussions and reflections had on student progress and achievement. Ideas shared |
| <p>Monitoring Easttle and STAR assessments, phonological awareness assessment Each term one staff meeting for discussing progress and sharing of ideas Teaching inquiry (ALL initiative)</p> | | | |
| <p>Resourcing Literacy Hub (purchased in 2017 is being updated in 2019 to a new improved site) 5 new chromebooks have been purchased Dec 2018 ?May need 5 more Reading Eggs (purchased December 2018 for ALL students) Journal Surf ?Resource Shed (\$150) ?Liz Kane Literacy PLD Teacher observing in other schools to observed multilevel teaching Transport within the area to connect with Ngati Hine (Motatau Marae, Kawaiti Caves, Ruapekapeka Pa)</p> | | | |

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| Improvement Plan for a Learning Area |
| <p>Strategic Goal (TWO) Create and embed a supportive culture, acknowledging the needs of students, staff and the community to create and provide a safe, positive and respectful learning culture/environment.</p> |

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| Annual Goal: Incorporating our expectations (for all) into everyday life at Maromaku School | | Annual Target: To have our values & expectations displayed around our school and for all students, families, visitors and staff abide by our values when at Maromaku School | |
| Key Improvement Strategies : Staff and BOT visiting other successful PB4L Schools (TOD) Professional development from PB4L team (Lynn price) Professional development staff meetings 3 times per term Incredible Year Training Play Based Learning (Longworth Education – Learning through play in the junior class) Regularly utilize the school values in classroom learning and discussions Promote values in assemblies, newsletters, website and displays in the school | | | |
| When | What | Who | Indicators of Progress |
| By end of Term 1 | Students to have an understanding of their turangawaewae, who they are, and capable of saying their personal pepeha | Staff | All students and staff confident to deliver their pepeha |
| Term 1 | Start to implement learning through play into the Rimu Pod | Staff | Students engaged in learning through play |
| End of Term 2 | From the community consultations and student voice establish a clear mission statement and vision for Maromaku School | BOT Staff | Clear and relevant to our kura a mission statement and vision. |
| End of Term 3 | Explore options of having signage around our school showing our expectations and values | BOT Staff | Clear signage in and around our kura |
| Monitoring Student wellbeing questionnaire Feedback from the community | | | |
| Resourcing PB4L – MOE contract | | | |

IYT – MOE funded plus \$1000 to the school – release time for Dianne to attend Longworth Education (online – Learning through play in the junior class - \$240 for two staff members)

Improvement Plan for a Learning Area

School Strategic Learning Goal (Three)

Students own their learning and know themselves as learners

Annual Goal:

Students co-constructing their learning pathway in at least one curriculum area

Target

Our year 7 & 8 students to be co-constructing their learning and identify their next steps

Key Improvement Strategies

?PLD for student agency

?framework

Students, teachers and caregivers/parents work collaboratively in the goal setting process

A range of assessments are used to make OTJ's

Implementing the daily five (literacy)

| When | What | Who | Indicators of Progress |
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| Term 1 | Focus on expectations of curriculum areas for students. Will initially focus on literacy. | Teaching Staff | Students aware of and understand the learning expectations. |
| End of Term 2 | Implementing learning through play in the Rimu Pod | Teaching Staff | Students actively learning through play |
| End of Term 2 | Seesaw APP implemented across the school | Teaching Staff | Students and teaching staff using Seesaw to show learning progress |

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| End of Term 3 | Workshops to meet the student's individual needs. | Teaching Staff | Students attending at least four workshops a week for literacy. |
| End of Term 3 | Students assisting with creating a matrix for one curriculum area | Teaching Staff Students | Matrix to assist with students identifying their next steps. |
| End of Term 3 | Students starting to report their learning progress and next steps to parents. | Teaching Staff | Students leading learning conversations. |

Monitoring

Each class to have target students who will be monitored and recorded at the end of each term during staff meetings.

Seesaw will show learning progress throughout the year.

Learning Matrices on the walls in each classroom.

Students leading learning conferences.

Resourcing

Ensuring more devices are available for student use.

Teaching staff visiting another school to see how student agency is being enhanced to develop 21st Century skills.

Research and purchase a school management system that enables student and teacher reporting to whanau.

Other 2019 Key Improvement Strategies to Achieve Strategic Vision

| Property (summarised from property plan) | Finance |
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| <ul style="list-style-type: none"> Bring swimming pool up to code (5YA) Opening wall between Room 1 & 2 - with a door Remove wall from archive room Purchase devices to enhance learning environment | <ul style="list-style-type: none"> To work within our budget. To apply for funding to support teaching and learning, and for other big ticket items. |
| Personnel | Community Engagement |

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| <ul style="list-style-type: none">• Manage work/life balance throughout the year• Continue PLD for PB4L• PLD for challenging behaviour | <ul style="list-style-type: none">• Encourage community engagement via events such as potluck dinners, fireworks - 1 per term• Calf Club & netball/rugby day |
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