



NGARUAWAHIA PRIMARY SCHOOL

CHARTER AND STRATEGIC PLAN

2019 – 2022



He Whakatauki: Words spoken by the first Maori King - Potatau Te Wherowhero

“Kotahi te kohao o te ngira e kuhuna ai te miro ma, te miro pango, te miro whero. A muri i au kia mau ki te ture, ki te whakapono, ki te aroha.”
‘Through the one eye of the needle passes the white threads, black threads and the red threads. After I have gone, hold fast on to the law, to your belief and to love.’



NGARUAWAHIA PRIMARY SCHOOL

"Mana te Tuatahi" – Honour First



OUR SCHOOL COMMUNITY



Ngaruawahia Primary school is a co-educational Year 1 – Year 8 state funded public school, which caters for 5 to 13 years old. It is one of four primary schools in the township and has a rich history in education spanning over six generations. It was first established in 1869. The school celebrated its diamond jubilee in 1933, its Centennial in 1969, its 125 Jubilee in 1994 and this year 2019 it has been an amazing 150 years in existence.

Most of the students are drawn in and around Ngaruawahia e.g., township, River Rd, Hopuhopu Camp/Waingaro Rd. The school is situated centrally within Ngaruawahia, adjacent to State Highway 1 and services an area of the township which is predominantly Maori. The housing and general nature of the area reflects a Decile 1 low socio economic parent community.

Ngaruawahia has a population of 6, 000 and is located in the heartland of the Waikato Region. It is in close proximity to Hamilton (15 minutes) and Auckland (1 hour). It is located at the junction of two great rivers—Waikato and Waipa and nestles at the foot of the majestic Hakarimata Ranges, with Puke-i-aahua to the south and faces towards Taupiri Maunga in the north.

Ngāruawāhia's name comes from a 17th-century love story. Te Ngaere, a Waikato chief, and Heke-i-te-rangi, a Ngāti Maniapoto woman, eloped. When their tribes were reconciled at a great feast, Te Ngaere began the festivities by saying, 'Wāhia ngā rua' (break open the food pits). Ngaruawahia was renamed Queenstown and then, in 1870, Newcastle and in 1877 the town became Ngāruawāhia again.

In the 1800s, Maori were pressured to sell land to the settlers. The **Kingitanga**, or King movement, was founded in the 1850's to counter the growing spread of colonial settlement in the Waikato and beyond. In 1850 the Kingitanga movement became based in Ngaruawahia when local chief Potatau Te Wherowhero became the first king. The establishment of Turangawaewae Marae in 1928 by Princess Te Puea is the central *Kingitanga* marae and is the official residence of our reigning Maori monarch Kiingi Tuheitia.



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SCHOOL DESCRIPTION



The current school roll is 100 students. Of this number 50% are girls. Maori students comprise 95% of the total school roll with European students a further 3% and Pasifika / Indian students numbering only 2%. With a relatively high turnover of students, we are a school where returning transients are frequent. There is an annual roll turnover rate of 30% Over the last 5 years, the large number of Year 8 students leaving for secondary school has *not* been offset by New entrant's enrolments and as a result the school roll has decreased.

The school is also a Technology provider for an additional 500 Year 7 and Year 8 students from 11 contributing schools and accommodates the RTLB Tainui cluster on school site.

School Logo and Motto

The *Shield* outline resembles a coat of arms represented in European History. The school's whanau heritage is imprinted on this shield

The *Hakarimata* (hill range) is the beautiful backdrop of Ngaruawahia which will be here before us and will continue to be here long after

The *Book of Knowledge* is associated with all learning that occurs in our schooling

The *fern* is unique to "Aotearoa" and therefore symbolizes our schools special culture.

The *koru* represents;
-Past, present and future pupils
-Tuakana / teina - "older students nurturing younger students"
-Adults and tamariki

Our 2 local *awa* (rivers) Waipa and Waikato meet at the POINT in Ngaruawahia and combine as one

Honour First" / "Be Proud".
Be proud and confident in who you






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MISSION STATEMENT	<i>Ngaruawahia Primary School will provide effective learning opportunities that allow all learners to achieve their full potential.</i>
SCHOOL VISION	In Partnership- <i>Kotahitanga</i> with our school community our students will enjoy and achieve educational success -Empowering- <i>Whakapiringatanga</i> them to create a pathway of personal success by striving for excellence through effort and achievement -Motivating- <i>Manamotuhake</i> them to lead their own learning so as to maximise their skills and talents -Caring- <i>Manaakitanga</i> for each other, themselves and our environment.
SCHOOL WHAKATAUKI 	These words were spoken by the first Maori King, Potatau Te Wherowhero to his son, Tukaroto Matutaera, who was known as Kingi Tawhiao; <i>"Kotahi te kohao o te ngira e kuhuna ai te miro ma, te miro pango, te miro whero. A muri i au kia mau ki te ture, ki te whakapono, ki te aroha."</i> <i>'Through the one eye of the needle passes the white threads, black threads and the red threads. After I have gone, hold fast on to the law, to your belief and to love.'</i> For our school, strength and unity(<i>kotahitanga</i>) is achieved by holding fast to our values, principles and 'aroha'. As individuals we have <i>value</i> but like a thread when we are woven with others we are strong and powerful to achieve whatever we want to do.

SCHOOL VALUES

MAMA KOWHA


Our **KAITOHU**, the role model of Ngaruawahia Primary School Values and Key Competencies. Our "Mama" who makes us strive to be the BEST.



"Mama Kowha"


Manamotuhake
Manaakitanga
Kotahitanga
Whakoiringatanga

STUDENT PROFILES



Manamotuhake

- I am proud
- I am positive
- I am special
- I am motivated





Manaakitanga

- I am caring
- I am respectful
- I am fair
- I am responsible





Kotahitanga

- I am a team player
- I help others to succeed
- I relate well to others
- I value whanau

Whakapiringatanga

- I make good choices
- I am a role model
- I am organised
- I want to learn



5 KEY COMPETENCIES: i) Thinking ii) Relating to Others
iii) Using language, symbols and text iv) Managing self v) Participating and contributing

NEW ZEALAND CURRICULUM PRINCIPLES

WHAT IT LOOKS LIKE AT NGARUAWAHIA PRIMARY SCHOOL

HIGH EXPECTATIONS

Supporting and empowering all students to learn and achieve personal

- Collaborative teaching
- Positive relationships. Hauora - caring for the whole child



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<p>excellence, regardless of their individual circumstances</p>	<ul style="list-style-type: none">• Expectations suitably pitched and understood by learners• Learners engaged, motivated and encouraged to achieve their personal best their individual circumstances• Programmes stimulating, providing challenge and support• Learning intentions shared and understood by students• Success criteria developed with learners• Quality feedback helps increases learners' awareness of strengths and areas for development• Reflective teachers• Agentic learners• Student voice evident• Teachers empowering students to take responsibility for their learning, taking it further• Learning pathways with goals
<p>LEARNING TO LEARN Encouraging all students to reflect on their own learning processes and to learn how to learn.</p>	<ul style="list-style-type: none">• Learner agency• Children articulate process and progress of their learning• Children are aware of their strengths and areas of development• Children encouraged to reflect on their learning – e.g. talk about being in the learning zone (Juniors)• Learners refer to learning pathways• Quality feedback helps learners understand next steps• Visible success criteria• Children reflect on Key Competencies and School Values• Teachers modelling reflective practice• Learning pathways and goals



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<p>TREATY OF WAITANGI Acknowledging the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</p>	<ul style="list-style-type: none"> • Learners experience opportunities that help them understand, experience and appreciate the bicultural tikanga of Aotearoa New Zealand (performances, Marae visits, powhiri) • Tikanga Maori and Te Reo are valued and integrated • All learners participate in regular Whanau Hui sessions, performing mihi, waiata, etc. • Kapa Haka has high profile within the school • Celebrating Maori as Maori
<p>MAORI DIMENSIONS AND CULTURAL DIVERSITY Reflects New Zealand's cultural diversity and values the histories and traditions of all its people</p>	<p>95% of our school roll is Maori our school's key goals include;</p> <ul style="list-style-type: none"> • high expectations for all our students in their educational progression and achievement. • ensuring that Māori can effectively achieve 'educational success as Māori' ref to '<i>Ka Hikitia – Accelerating Success</i>' • consulting regularly and holding Whanau Hui so they are kept informed about Māori achievement • continuing to develop positive and effective relationships between staff and students and the school and home • the present teaching staff continue to be encouraged and fully supported with professional development to extend their current abilities in Te Reo. • the components of Tikanga Maori and Te Reo Maori being integrated into all appropriate aspects of the school curriculum • the achievement of Maori students has been identified in school targets. • promoting the use of and celebrating the school's whakatauki, peepeha and waiata to enhance a feeling of belonging in the school • Fostering of Kapa Haka at all Year levels. • Employing 5 Maori teachers, 3 teacher aides on staff and having access to local kaumatua for advice and guidance • Learners encouraged to respect and value other cultures/differences



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	<ul style="list-style-type: none"> • School's values programme high profile across the school
<p>INCLUSION The curriculum is non-sexist, non-racist, and non-discriminatory;</p>	<ul style="list-style-type: none"> • Is welcoming of all learners • All children, whanau and staff valued and respected • Variety of groupings • Children encourage and support others' learning • Individual strengths/talents recognised and valued it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed. • Learning needs addressed in a variety of ways, both in school and externally - TA, RTL, specialist teachers, resources • Wide range of extra-curricular activities - Kapa Haka, camps, etc • Extending the progress of learners with special learning abilities including gifted and talented. • Providing IEPs where required • Learners are emotionally safe and free from bullying.
<p>COHERENCE (<i>connecting ideas</i>) Offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p>	<ul style="list-style-type: none"> • Curriculum is integrated - planned and delivered in ways that make natural connections across values, key competencies, learning areas and knowledge • Children develop the ability to recognise that skills, processes and knowledge can be used across a range of areas • Programmes are developed that utilise community strengths • Whole school inquiries undertaken • Students provided with range of extra-curricular activities • Enviroschools for future sustainability of the environment • Student Council/Leadership roles • Experts – carvers, kapa haka tutors, police - links to community and real world



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<p>FUTURE FOCUS</p> <p>Encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation</p>	<ul style="list-style-type: none"> • Interpersonal skills, creativity, problem solving developed • Where relevant, children consider the implications in the future for themselves, others and the world in which they live • Children are encouraged to make strong decisions and consider the implications of these • Integration of IT seamless • Leadership roles are fostered • Global awareness
<p>COMMUNITY ENGAGEMENT</p> <p>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.</p>	<ul style="list-style-type: none"> • The school seeks relevant opportunities in which to involve families and our community • Teachers encourage children to talk about their culture, families and outside interests • There is a strong sense of the Home/School partnership • Support for families - Kidscan, Lunches, Breakfast Club • Kaumatua Day • Student /Teacher led conference • Meet the teacher events BBQ • Information evenings - maths evening, exhibition, etc. • Positive relationship between Ngaruawahia Pre School institution and School • Community consultation



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Baseline Data or School Context

Students' Learning

READING

	WELL BELOW		BELOW		AT		ABOVE		TOTAL	
	Number	%	Number	%	Number	%	Number	%	Number	% at or above
2015 ALL STUDENTS	27	19.7%	26	19.0%	34	24.8%	50	36.5%	137	61%
2016 ALL STUDENTS	17	12.4%	40	29.2%	45	32.8%	35	25.5%	137	58%
2017 ALL STUDENTS	18	14%	13	10%	57	45%	38	30%	126	75%
2018 ALL STUDENTS	9	9%	3	3%	86		87%		98	87%

WRITING

	WELL BELOW		BELOW		AT		ABOVE		TOTAL	
	Number	%	Number	%	Number	%	Number	%	Number	% at or above
2015 ALL STUDENTS	27	19.7%	26	19.0%	34	24.8%	50	36.5%	137	61%
2016 ALL STUDENTS	18	13%	26	19%	72	53%	21	15%	137	68%
2017 ALL STUDENTS	25	20%	34	27%	46	37%	21	17%	126	54%
2018 ALL STUDENTS	10	9%	21	19%	67		68%		98	68%

MATHS

	WELL BELOW		BELOW		AT		ABOVE		TOTAL	
	Number	%	Number	%	Number	%	Number	%	Number	% at or above
2015 ALL STUDENTS	16	11.7%	26	19.0%	68	49.6%	27	19.7%	137	69%
2016 ALL STUDENTS	16	11.7%	49	35.8%	55	40.1%	17	12.4%	137	53%
2017 ALL STUDENTS	19	15%	43	34%	48	38%	16	13%	126	51%
2018 ALL STUDENTS	18	17%	24	22%	56		57%		98	57%

For 2018
 40 students were identified as targets students in Writing
 50 students were identified as target students in Maths
 10 Year 0/1 students were not included in overall school roll
 Students achieving *at* and *above* were combined as one total



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In the last 2 years the percentage of students who are *at or above* have increased. The cohort of targets students identified in 2018 who *did not make progress* or who *did accelerate* but are *not* within their Year level are *focus* learners again in 2019. New students are included as **focus** learners after collation and analysing 2018 November data and 2019 February data. The cohort of *focus* learners will be tracked and monitored closely.

Review of Charter and Consultation

Actions	Notes:	Date	Date (next)
Consultation with Community Re: Strategic Direction/Charter	Newsletter Whole Survey	June 19	June 20
Consultation with Maori Re; Maori achievement	Hui – to be held annually	July 19	June 20
Consultation with Community Re: Sharing Survey Results and Reading/Maths data	Meeting – to be held annually Meet the Teacher Evening Parent/Caregivers/Student/Teacher 3 Way Conferences	Feb 19 June 19	Feb 20 June 20
Consultation with Community Re: Charter	Newsletters (monthly) Meeting	July 19	July 20
Ratification of Charter	BOT Meeting	Mar 19	Feb 20
Submit copy of School Charter	To M.O.E	By Mar 19	Mar 20
School's planning year	Report, review goals, set new targets/goals Develop action plans, implement review performance	11/18 - 12/19	11/19 -12/20
Annual Report	Audited accounts and annual Reports sent to M.O.E	5/19	5/20



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STRATEGIC SECTION

**SCHOOL VISION: Kotahitanga Whakapiringatanga Manamotuhake Manaakitanga,
PARTNERSHIP EMPOWERING MOTIVATING CARING**

- Partnership – *Kotahitanga* Staff, Whanau and School community TAMARIKI will enjoy and achieve educational success
- Empowering-*Whakapiringatanga* TAMARIKI to create a pathway of personal success by striving for excellence through effort and achievement
- Motivating-*Manamotuhake* TAMARIKI to lead their own learning so as to maximise their skills and talents
- Caring-*Manaakitanga* for each other, themselves and our environment.

STUDENT LEARNER

Strategic Goal 1: To raise and accelerate student achievement in Literacy & Numeracy achieving 1 year or more progress for 1 year's instruction.

STUDENT AGENCY

Strategic Goal 2: Develop learner agency so that students are self-directed and self-regulating in our school and beyond.

COLLABORATIVE TEACHING

Strategic Goal 3: To enhance student achievement by strengthening collaborative teaching across the school.

LEADERSHIP

Strategic Goal 4: Strengthen leadership capabilities so that we are deliberate in our actions to support individual and school wide shifts in pedagogy and practice

WHANAUNAGATANGA

Strategic Goal 5: Strengthening relationships with our whanau so that powerful partnerships support learning and behaviour



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Strategic Goals	CORE STRATEGIES FOR ACHIEVING GOALS 2019 -2022	WHAT WILL WE SEE
<p>STUDENT LEARNER Strategic Goal 1: To raise and accelerate student achievement in Literacy & Numeracy achieving 1 year or more progress for 1year's instruction.</p>	<p>Design and implement a plan to achieve better results Setting and communicating clear lesson goals that clarify success criteria Incorporating the new progressions in Literacy and Maths in planning and programmes. Trialing well-researched strategies Successful approaches for acceleration in one area are implemented by increasing number of students and teacher's participation. Strengthening relationships with students, their parents and whānau.</p>	<p>Greater student focus and achievement in learning. Accelerated progress of focused learners in Maths and Writing Higher levels of movement over a year due to focused learning environments. Sharing of effective strategies that accelerate the achievement of students Increased teacher confidence in teaching and learning Monitoring and improvement in attendance of identified students. Reporting to BOT regularly in relation to annual achievement target</p>
<p>STUDENT AGENCY Strategic Goal 2: Develop learner agency so that students are self-directed and self-regulating in our school and beyond.</p>	<p>PLD for teachers/student/whanau on student agency i.e. students voice and choice, in how they learn. Students understanding the learning progressions, be able to recognise what they have mastered, and know what to do next Teachers practice is responsive to student's needs Growth mindset for persistence in overcoming learning challenges and ability to manage one's own learning</p>	<p>Students aware of what their next step learning goals are. Students actively engaged with the learning goals to plan their own learning Life-long learner growth mindset Students taking ownership of their learning and displaying positive attitude to school More effective use of information communication technology</p>



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	Graduate profile integrated in all aspects of school life to enhance engagement and achievement.	
<p>COLLABORATIVE TEACHING Strategic Goal 3: To enhance student achievement by strengthening collaborative teaching across the school.</p>	<p>Develop and agree upon shared vision and goals for acceleration Developed shared expectation of effective pedagogy for student agency Fostering a sense of community –building relationships Teachers observation of each other in action, engage in professional conversations about the impact of different approaches, and receiving feedback on their teaching Teacher Inquiry processes and systems ensure student and teacher needs are being fostered to lift achievement Develop a school curriculum that reflects the needs of our school community</p>	<p>Strong student/teacher relationships Teachers co-planning and co-teaching based on a shared vision Teaching teams capitalising on each other’s strengths, support each other’s professional growth, debate ideas, and problem solve together. Student agency and engagement increased. Increased teacher knowledge within and across the school of what works for students Intervention processes and practices that respond to student underachievement, reflected in a school’s documentation. Teacher’s monitoring, reflecting and responding to student learning and progress: Teachers articulating the understanding and principles of teaching as inquiry. Teachers reflect critically on practice Undertake professional reading. Teachers are able to identify effective teaching practices, which improve student learning and outcomes. Shared understanding of good practice.</p>
<p>LEADERSHIP Strategic Goal 4: Strengthen leadership capabilities so that we are deliberate in our</p>	<p>Professional learning in Coaching and Mentoring to strengthen leadership capabilities –SAF support</p>	<p>Lead teachers facilitating staff meetings. Teachers are up skilled on a personal needs level. Feedback given to teacher is personalised and meaningful.</p>



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<p>actions to support individual and school wide shifts in pedagogy and practice Provide opportunities to build a strong student voice in the school and grow young leaders.</p>	<p>Lead teachers will provide professional leadership to enhance teaching and learning programmes in literacy, numeracy and inquiry learning. External facilitators used to support leaders with best-practice, current research and applicable strategies and skills to grow Leaders establishing professional dialogue with team members, collectively and individually, in relation to their pedagogy and practice Leaders promoting and participating in effective teacher professional learning</p>	<p>Consistent school wide teaching and assessment practices towards literacy and Numeracy. Effective teachers professionally supported by leaders to provide high-impact pedagogies for accelerated progress Effective classroom teaching across the school Well established school self-review, monitoring and assessment practices underpinned by the concept of improvement rather than 'to prove' . Students will be supported and encouraged to plan for, participate in and contribute to both school and community projects/events</p>
<p>WHANAUNAGATANGA Strategic Goal 5: Strengthening relationships with our whanau so that powerful partnerships support learning and behaviour</p>	<p>Staff, Students and Whanau to work collaboratively to raise student achievement Community voice used to inform our strategic direction. Designing a local curriculum that is responsive to the needs and aspirations of students and whanau Consolidating relationships with whanau to develop their ability to support their child's learning Communicating students learning effectively</p>	<p>Increased number of parents/whānau engaged with their child's learning, teacher and the school Increased number of community 'resources' support children's learning. Greater links between home and school due to common knowledge of expectations. Methods of communication between, school, home, teacher, child, parent will be greatly enhanced Percentage of attendance at student/teacher led conferences, sports events, whole school expo days, celebration assemblies etc. Educational interactions between and amongst student - student; student - teacher; teacher - whānau; student - whānau; teacher-teacher; teacher-school leaders/visiting leaders.</p>



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2019 Improvement Plan for Maths and Writing

Strategic Goal 1: STUDENT LEARNER	1.To raise and accelerate student achievement in Literacy & Numeracy achieving 1 year or more progress for 1 year’s instruction. 2. Develop learner agency so that students are self-directed and self-regulating in our school and beyond. 3. To enhance student achievement by strengthening collaborative teaching across the school																																																						
Annual Target	Accelerate student achievement in Literacy & Numeracy achieving 1 year or more progress for 1 year’s instruction																																																						
Key Improvement Strategies	Design and implement a plan to achieve better results (School Capability PLD) Incorporating the school progressions for Writing and Draft NPD Diagnostics Questions for Maths in planning and programmes. Trial well-researched strategies																																																						
Target Groups	Focus learners identified at each Year level in February 2019 - 44 students for Writing - 39 students in Maths																																																						
Historical Position	<p>For 2018 40 students were identified as targets students in Writing 50 students were identified as target students in Maths 10 Year 0/1 students were not included in reporting of assessment and evaluation in Nov 2018 Students achieving <i>at</i> and <i>above</i> were combined as one total –Nov 2018</p> <p>WRITING</p> <table border="1" data-bbox="577 1002 2056 1219"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">WELL BELOW</th> <th colspan="2">BELOW</th> <th colspan="2">AT</th> <th colspan="2">ABOVE</th> <th colspan="2">TOTAL</th> </tr> <tr> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> <th>Number</th> <th>% at or above</th> </tr> </thead> <tbody> <tr> <td>2016 ALL STUDENTS</td> <td>18</td> <td>13%</td> <td>26</td> <td>19%</td> <td>72</td> <td>53%</td> <td>21</td> <td>15%</td> <td>137</td> <td>68%</td> </tr> <tr> <td>2017 ALL STUDENTS</td> <td>25</td> <td>20%</td> <td>34</td> <td>27%</td> <td>46</td> <td>37%</td> <td>21</td> <td>17%</td> <td>126</td> <td>54%</td> </tr> <tr> <td>2018 ALL STUDENTS</td> <td>10</td> <td>9%</td> <td>21</td> <td>19%</td> <td colspan="2">67</td> <td colspan="2">68%</td> <td>98</td> <td>68%</td> </tr> </tbody> </table> <p>22/40 - 55% had <i>not accelerated</i> 15/22 – 68% are males 7/22 - 44% are females.</p>		WELL BELOW		BELOW		AT		ABOVE		TOTAL		Number	%	Number	%	Number	%	Number	%	Number	% at or above	2016 ALL STUDENTS	18	13%	26	19%	72	53%	21	15%	137	68%	2017 ALL STUDENTS	25	20%	34	27%	46	37%	21	17%	126	54%	2018 ALL STUDENTS	10	9%	21	19%	67		68%		98	68%
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18/40 - 45% in total had made *accelerated /acc+ progress*
 14/40 - 35% had *accelerated*
 4/40 - 10% had *accelerated+*

9/40 – 22% students progressed from well below/below to AT or ABOVE in Writing at the end of 2018.
 Overall **67/98- 68%** of students are AT or ABOVE. A 14% improvement when compared to 2017.

MATHS

	WELL BELOW		BELOW		AT		ABOVE		TOTAL	
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2018 ALL STUDENTS	18	17%	24	22%	56		57%		98	57%

25/50 - 50% had *not accelerated*
 18/25 -72% are *males*- more than twice the number when compared with females.

25/50 - 50% in total had made *accelerated or accelerated + progress*
 17/50 - 34% had *accelerated*
 8/50 - 16% had *accelerated +*

8/50 – 16% students progressed from well below/below to AT or ABOVE in Maths at the end of 2018.
 Overall **56/98 - 57%** of students are AT or ABOVE. A **6%** improvement when compared to 2017.

What will the school do to meet the target?	When will it be done by?	Who is involved? responsible?	Resources allocated to meet the target
MATHS Focus children identified in February 2019 will be monitored closely and regularly using identified school assessment methods. Implementation of NPS Draft Diagnostic Questions(Bruce Moody) to identify levels of achievement	Term 2 2019	All Teachers	PLD – Bruce Moody



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Professional learning with Bruce Moody providing individual teachers with best practice modelling strategies for selected strands. Staff to implement, practice, consolidate, share and reflect on effectiveness of what they has worked with focus students	Ongoing 2019	All teachers	Teacher release time
Maintenance to occur in all classes to provide consolidation of number knowledge and increase speed (fluency) and confidence. Maintenance practice work are to be concepts mastered.	Ongoing 2019	All teachers	
Schoolwide consistency in administering, recording and analysing NZ National Monitoring Testing to consolidate fluency in Basic Facts.	Ongoing 2019	All teachers	NZ National Monitoring
Alternate tests e.g. E Asttle maths, Maths Speed Tests, Maths No Problem to be trialled to identify relevant formative assessment that meet the current needs of the school. Focus on implementing Growth mindset strategies to encourage children self-confidence and determination to succeed	Ongoing 2019	Snr Leaders All teachers	Snr Leaders attendance at PLD – Growth Mindset – James Anderson
Student Tracking model (Bruce Moody) will be used across the school to visually map the progress made for the teacher and student,	Ongoing 2019	All teachers Lead Maths teacher	
Teachers planning collaboratively to identify and implement effective strategies that develop student agency skills i.e. students can articulate what levels, stages they are at and where they need to be, what they have to do to get there.	Ongoing 2019	All teachers	
PLD: Teaching as Inquiry process for accelerating progress to be implemented in Appraisal/Arinui Each teacher inquiry focus to include a best practice research exemplar for developing collaborative teaching and student agency.	Ongoing 2019	All teachers	ALL – Accelerated Learning in Literacy readings Bruce Mood's resources
PLD: Strategies for promoting Student Agency are implemented in each classroom and student led conferences are used as a means of evaluating effectiveness.	Ongoing	All teachers	Funding for PLD – Student agency strategies
Teachers collectively organizing current school maths equipment and practice work resources to support the teaching of concepts at each level outlined in the NPS Diagnostic Questions. Each class to have their own set of maths resources listed by Bruce Moody	Ongoing 2019	All teachers	Purchasing of resources listed by Bruce Moody
Teachers utilising the online Seed resource to support teacher confidence and knowledge when teaching new concepts to focus students.	Ongoing 2019	All teachers	Funding for online access to SEED resource
Compiling a schoolwide resource of practical activities and strategies at each level for different strands that have effectively accelerated progress of focus students.	On		
Establish a regular reporting process i.e. once a term to inform whanau/parents and twice yearly for BOT of focus students' progress	Each term	All teacher	



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WRITING All classes to implement the NPS Writing plan using the school wide expectations as outlined then schoolwide review of its effectiveness	Ongoing 2019	All teachers	
Planning templates developed in 2018 will be used by all teachers. New teachers will be guided and supported to meet school expectations Focus students identified in each class will be closely monitored and weekly reporting at syndicate meeting of student progress.	Term 1/2	All teachers	
Goal setting conferences Writing is to be taught daily Students will use child speak learning progressions to help set goals and monitor their own progress	Ongoing	All teachers	
PLD - Learning to talk – focus on getting students to talk about their experiences or topics that are relevant to stimulate motivation to write	Ongoing	Senior Leader	Supply of the Resource books – Learning through talk Years 1-3 and Years 4 - 8
Spelling programmes will be based on the learning of essential words	Ongoing 2019	All teachers	
Focused staff/syndicate meetings on identified areas for improvement. Professional discussions on focus student achievement and successful teaching strategies that teachers have used.	Ongoing	Senior leaders	
PLD and practicing moderation within teams, across the school for consistency and to improve teacher confidence in making robust judgments.	Terms 2-4	All teachers	Facilitator for Writing Teacher release for Kim to ALL Accelerated Literacy in Learning
Use of data to plan teaching and learning with specific learning Intentions for focus student needs. Organise PLD, writing resource books, attendance at workshops that can be practiced in classroom programmes implement ways to engage and motivate student to write	Terms 2-4	Literacy Leader	Attendance at a Workshop – Joseph Driessan Effective Writing Instruction resource
Review and trial E- AsTTle Writing rubrics matrix and identify other assessment tools in writing that can be used	Terms 3/4	Senior Leaders	
Students Management programme upskilling to accurately record evaluate, analyse and implement deliberate acts of teaching with team members.	Ongoing	Senior Leaders All teachers	
Sharing experiences, observing other teachers, changing our own practice	Ongoing	All teachers	



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IMPROVEMENT PLAN -LEARNING

STRATEGIC GOALS – Student Agency

Goal 2: Develop learner agency so that students are self-directed and self-regulating in our school and beyond.

ANNUAL TARGET

Students will be able to articulate their learning, where they are at, their next steps and the purpose of the learning, their data and use it to co-construct and evaluate their learning
Parents/whanau will have an understanding of learner agency and the impact it has on student achievement

KEY IMPROVEMENT STRATEGIES

Support children's abilities to define their own learning goals, ask questions, use metacognitive strategies when engaging with curriculum, and self-monitor
Community voice will be gathered in relation to our new reporting format

WHAT	WHEN	INDICATORS OF PROGRESS	WHO
<p>Survey with selection of students asking what skills students think that they need in order to be a successful learner.</p> <p>NPS Learner profile to be developed</p> <p>PLD with staff on effective systems promoting growth mindset/student agency – Carol Dweck/James Anderson</p>	Term 2-4	<p>Key Competencies, behaviour programme and school values so that children develop as resilient and empowered learners</p> <p>Students aware of what their next step learning goals are.</p> <p>Students actively engaged with the learning goals to plan their own learning</p> <p>Life-long learner growth mindset strategies are established</p> <p>Students taking ownership of their learning and displaying positive attitude to school</p> <p>Create a Learner Profile in staff meeting time</p> <p>Learner contracts created by staff and trialled through the year PLD facilitator and SLT co-constructing lessons with staff to promote more effective systems promoting student agency in all classes re effective use of information communication technology</p>	<p>Principal/Senior Leaders</p> <p>Students</p> <p>All teachers</p>

MONITORING: *How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.*

RESOURCING



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IMPROVEMENT PLAN - LEARNING

STRATEGIC GOALS Collaborative Teaching Goal 3: : To enhance student achievement by strengthening collaborative teaching across the school		ANNUAL TARGET To have everyone teaching collaboratively across the school by the end of 2019, impacting positively on teaching and learning. Parents will have an understanding of collaborative teaching and the positive outcomes for students.	
KEY IMPROVEMENT STRATEGIES An PLD facilitator to upskill teachers with best-practice, current research and applicable strategies and skills for teaching collaboratively Leadership Team will have a deeper understanding of different models of collaborative teaching and the impact on student achievement			
WHAT Regularly monitor children's progress to stay well informed of the progress they are making or need to make.	WHEN Ongoing 2019	INDICATORS OF PROGRESS Strong student/teacher relationships Teachers co-planning and co-teaching based on a shared vision Teaching teams capitalising on each other's strengths, support each other's professional growth, debate ideas, and problem solve together. Student agency and engagement increased. Increased teacher knowledge within and across the school of what works for students Intervention processes and practices that respond to student underachievement, reflected in a school's documentation. Teacher's monitoring, reflecting and responding to student learning and progress:	WHO Senior Leaders SAF support
MONITORING: <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			
RESOURCING			



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IMPROVEMENT PLAN - LEARNING			
STRATEGIC GOALS Leadership Goal 4: Strengthen leadership capabilities so that we are deliberate in our actions to support individual and school wide shifts in pedagogy and practice		ANNUAL TARGET Grow leadership capabilities that enhance teacher efficacy and student agency.	
KEY IMPROVEMENT STRATEGIES Appointment of experienced Senior Leaders with the confidence and abilities to establish firm and meaningful relationships with students, colleagues and whanau. An external facilitator to support leaders with best-practice, current research and applicable strategies and skills to grow their leadership and develop those they lead, by transferring these skills into their practice Increase leadership opportunities for all staff and upcoming student leaders The SLT understands, monitors and implements effective evaluation of teaching programmes			
WHAT	WHEN	INDICATORS OF PROGRESS	WHO
<p>PLD support to build the capability of the Senior Leadership Team with principal roles and responsibilities</p> <p>The Senior Leadership Team research methods for improving the teaching of writing and Maths</p> <p>The Senior Leadership Team develop a plan and lead PLD with staff in the target area of writing and Maths</p> <p>The SLT, through regular critical analysis, ensures that teaching inquiries are focused upon measuring, evaluating and improving teaching methods, resulting in increased student achievement</p>	Terms 2-4	<p>Lead teachers confident at facilitating staff meetings.</p> <p>Teachers are up skilled on a personal needs level. Feedback given to teacher is personalised and meaningful.</p> <p>Consistent school wide teaching and assessment practices towards literacy and Numeracy.</p> <p>Effective teachers professionally supported by leaders to provide high-impact pedagogies for accelerated progress</p> <p>Effective classroom teaching across the school</p> <p>Well established school self-review, monitoring and assessment practices underpinned by the concept of improvement rather than 'to prove'.</p>	<p>Leaders in Maths – Maggie/Maria</p> <p>Literacy Kim</p> <p>Maths- Bruce Moody</p> <p>SAF facilitator- Grace Marsh</p>
MONITORING: <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			
RESOURCING			



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IMPROVEMENT PLAN - LEARNING			
STRATEGIC GOALS Whanaungatanga Goal 5: Strengthening relationships with our whanau so that powerful partnerships support learning and behaviour		ANNUAL TARGET Designing a local curriculum that is responsive to the needs and aspirations of students and whanau	
KEY IMPROVEMENT STRATEGIES Create opportunities to consult with and inform the community through a series of celebratory events at school or elsewhere Develop shared understanding on how we communicate our vision, values and goals. Weekly focus of NPS Vision and Values			
WHAT	WHEN	INDICATORS OF PROGRESS	WHO
Provide a variety of opportunities for school and family to work in collaboration. Learning conversations about assessments are held with whanau. Goal setting conferences to share reporting to parents reports. Surveys to support where to next steps. Consolidate Student led conferencing Expo & Meet the Teacher workshops to support parents as first teachers.	Term 2-34	A variety of opportunities to consult with and inform the community through a series of celebratory events at school or elsewhere Evident in whole school weekly focus Increased community involvement Purposeful communication with all stakeholders through Surveys Focus groups of parents and teachers. Student led conferencing Newsletters Website Assemblies	BOT Principal Senior Leaders All teachers
MONITORING: <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			
RESOURCING			



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NAG 4 PROPERTY

Redevelopment of a native garden/trees area – State Highway fence line
Classroom furniture replacement cycle
Update 5yyp programme
- water supply for Tech area
-swimming pool drainage
-heating in 2 Tech room
-roofing – C Block
School house refurbishment for rental compliance –heating, -internal remodeling
-driveway -insulation
IT equipment purchase- a class set of chrome books laptops/iPads
School flats - monitor the sale and disposal

NAG 1 TEACHING AND LEARNING

FOCUS; Writing/Maths

-PLD with Maths facilitator – Bruce Moody
-formative tools – E asttle Writing, Pre and Post tests
-TAI focusing on maths /writing
implementation of google classroom
Implementation of NPS student graduation port folio
Develop student Led conferencing – student agency
Incorporate schoolwide collaborative teaching strategies
Participation in first year of MOE ALL Accelerated Learning in Literacy p
Review tracking process for focus students' progress

NAG 2 SCHOOL REVIEW

Review impact of E Leaning Programme to identify resource needs for Middle/Senior school
Consultation with parents/caregivers to establish and identify strategic goals for Local Curriculum
Establish parent evening to share School programmes in Maths, IT and Enviroschools
Re-establish school liaison with local preschool institutions –promoting of a school prospectus

SCHOOL ANNUAL PLAN 2019

NAG 4 FINANCE

2018 Financial statements forwarded to MOE by due date
MUSAC finance software programme implementation for school financial management
Board Treasurer lead role for School Financial Review Policies and Procedures
Review of 2019 School Budget – July to address issues of roll decrease

NAG 2 SCHOOL REVIEW cont.

Training for a newly appointed BOT members
Challenge ministry for Hopuhopu bus on major health and safety issue and financial burden for students and whanau
Organisation and fundraising 150th Jubilee
Review Schoolwide PB4L –behaviour management/discipline
Appraisal/Attestation processes (Arinui)
Principles and Practices' for Writing and Mathematics

NAG 3 PERSONNEL / PROFESSIONAL DEVELOPMENT

Consolidation Arinui Appraisal programme for Teaching as Inquiry
Gauging parents/staff/student voices on student agency and local curriculum
Appoint a Deputy Principal and Senior teacher for experience and leadership
Strengthen leadership capabilities of current staff members
Organise training workshops for new members on BOT
Schoolwide PLD for Maths by Bruce Moody
ALL – accelerated learning in literacy contract commencing with lead teacher

NAG 5 HEALTH AND SAFETY

Review and updating of school property templates
Establish a Health and Safety team and a convener to take responsibility of monitoring compliances expectations
Review and update school property templates
Continuation of Non bullying programmes
Introduction and consolidation of PB4L Tier 1 and Tier 2 processes

NAG 6 Legislative Compliance

Reviewing and Implementation of Practising Teacher Criteria and Tataiako – Cultural competencies for teachers of Maori students
Review and implement practicing teacher criteria and code of conduct



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NGARUAWAHIA PRIMARY BOT PROGRAMME OF STRATEGIC SELF REVIEW

	2019	2020	2021	2022
NAG 1 : Curriculum and Student Achievement	Maths/Writing Review and redraft of School Learning Progressions Writing Develop School Learning Progressions for Maths-Bruce Moody	Maths/Writing Implementation of Learning progressions for Writing Implementation of Learning progressions for Maths	Maths/Literacy Review learning progressions for Reading Consolidation of implementation plan for Writing Consolidation of implementation plan for Maths	Maths/Literacy Develop redraft of Learning progressions for Reading Review of implementation plan for Writing and Maths
	Develop a NPS student graduated portfolio Prepare for Growth Mindset/Students Agency	Implement NPS Student graduation portfolio Develop growth mindset/student agency	Consolidation NPS student graduation portfolio Implementation plan growth mindset/student agency	Review NPS student graduation portfolio Consolidate implementation plan growth mindset/student agency
	Preparation of Digital technology curriculum Developing E- Learning planning framework	Introduction of Digital technology curriculum Implementing E learning framework	Implementing Digital technology curriculum Implementing E learning framework	Reviewing Digital Technology Curriculum Reviewing E Learning framework
	Reporting to Whanau – Introduce student led conference Develop Communication Plan to include Whanau Develop Roll growth strategy for school and Technology centre Survey /consultation process with whanau to design and preparation for NPS Local Curriculum	Reporting to Whanau – developing student led conference Implement Communication Plan (C.P) Implement roll growth strategies Develop NPS local curriculum and implementation	Reporting to Whanau – consolidating student led conference Consolidate and Review effectiveness of Communication Review roll growth strategy Consolidate and review effectiveness of NPS local curriculum	Reporting to Whanau -reviewing student led conference programme Update and implement Communication Plan Consolidate and/update roll growth strategy plan Survey /consultation process with whanau to redesign or update NPS Local Curriculum



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NAG 2 : Documentation and self-review	Mathematics Writing Arinui/ Performance Management (Tataiako)/Inquiry Learning Student Wellbeing Health and Safety The Arts School Charter	Math/Writing Digital learning Arinui/Performance Management (Tataiako /Inquiry learning Reporting to parents Student Wellbeing Health and Safety ERO visit School Charter	Maths/Literacy Health and PE EOTC Student Wellbeing Health and Safety School Charter	The Arts Student Wellbeing Health and Safety School Charter
	Develop an action review timeline for 2019	Develop an action review timeline for 2020	Develop an action review timeline for 2021	Develop an action review timeline for 2022
NAG 3 : Personnel	Provide PLD for staff in relation to WRITING AND MATHS Leadership Capabilities	Provide PLD for staff in relation to current focus Leadership Capabilities	Provide PLD for staff in relation to current focus Leadership capabilities	Provide PLD for staff in relation to current focus Leadership capabilities
	BOT Training programme by STA	BOT Training include Self view	BOT Training programme by STA	BOT Election year /canvassing
NAG 4: Property and Finance	PROPERTY Maintain a/ renew leased devices New 10ypp plan Enviroschools	Maintain a/ renew leased devices Follow 10ypp	Maintain a/ renew leased devices Follow 10ypp	Maintain a/ renew leased devices Follow 10ypp
	FINANCE Internal Control of Finances Property and Asset Management Continue to monitor roll	Theft and Fraud Policy Reimbursement Credit Card Fundraising and Sponsorship Continue to monitor roll	Financial Management Policy Budgeting Property and Asset Management Continue to monitor roll	Annual Reporting and Audit Compliances Review Asset register / Inventory Purchasing Good Continue to monitor roll
NAG 5: Health and Safety	Monitor attendance to ensure students are optimizing learning opportunities Emergencies Procedures Health Promoting school Policy Review as required Digital citizenship	Monitor attendance to ensure students are optimizing learning opportunities Healthy food and nutrition Policy Review as required Digital citizenship	Monitor attendance to ensure students are optimizing learning opportunities Emergencies Procedures Healthy food and nutrition Policy Review as required Digital citizenship	Monitor attendance to ensure students are optimizing learning opportunities Healthy food and nutrition Policy Review as required Digital citizenship



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NAG 6: Legislation	Suspensions and Stand downs Code of Conduct for BOT BOT Terms of Reference BOT Meeting	Privacy Act Length of school day New /General Legislation	Disclosures / Confidentiality Emergency closure Call back days	Copyright Compliance New /General Legislation
NAG 7: School Charter Update	Charter by 1 st March	Transitional Strategic plan for 2020	Strategic Plan Annual implementation plan 2021	Strategic Plan Annual implementation plan 2022
NAG 8: Analysis of Variance	Submit Analysis of variance with Charter	Submit Statement of variance	Submit Statement of variance	Submit Statement of variance