

CHARTER & STRATEGIC PLAN 2021-2023



WAERENGA-O-KURI SCHOOL

WAERENGA-O-KURI SCHOOL

(SCHOOL NO. 2712)

CONTENTS:

INTRODUCTION SECTION

Description of School and Community.....	3
School Vision.....	4
Core Values.....	4
School Mission.....	4
Cultural Dimension.....	5
Board's Undertakings.....	6
Reporting Overview.....	7
CaAP.....	8

STRATEGIC SECTION

Strategic Plan/ Overview: 2021 – 2023.....	9-16
Strategic Goals, Annual Aims, Targets 2021.....	17-20

ANNUAL SECTION

Annual Plan: 2021.....	21-23
Board of Trustees Self-Review Programme: 2021.....	24
Board of Trustees Communication Plan 2021.....	25

**Ko Rimuhau te Maunga
Ko Hangaroa te Awa
Ko Waerenga-O-Kuri te Whenua**

Rimuhau is our mountain

Hangaroa is our river

Waerenga-O-Kuri is our land



Waerenga-O-Kuri School is a decile 4, two teacher full primary school, situated 25 minutes south west of Gisborne. It provides a quality education tailored to the educational aspirations of the children and the community.

The school has the following characteristics:

- Set in a rural community of which many families have long standing connections to the land.
- The majority of children travel on buses to and from school, including Technology. This is a long term secure bus service provided by the Waerenga-O-Kuri School Bus Partnership.
- Open partnership exists between whanau and school.
- Supportive, collaborative staff knowledgeable about effective pedagogy and about what works for the individual learning needs of different students in their particular contexts.
- An effective learning community where everyone feels a collective responsibility for students' learning. Mutual trust, respect, and support by leaders, teachers, and students are key elements of our successful learning community.
- Maintains close liaison and active involvement with the rural school cluster providing the school with learning, social, cultural and competitive opportunities to broaden students' experiences.
- Provides opportunities for students to enrich learning outside the classroom.
- Provide strategic resourcing to facilitate the best learning opportunities and outcomes possible.
- Inclusive teaching practices that enables all learners to experience success.

Waerenga-o-Kuri School

Mission Statement

Positive Attitude, Maximum Achievement



Our Vision:

- *Growing Confident Learners Together*

Whakatiputahi i nga akonga maia



Our Core Values:

Respect

Leadership

Achievement

Honesty

Persistence



Cultural Perspectives

Waerenga-O-Kuri School recognises the cultural diversity of New Zealand/Aotearoa, by integrating Tikanga Māori into curriculum areas. The Curriculum encourages students to understand, value and respect the diverse cultures that make up New Zealand society. Through inclusive practices students will broaden their experiences and build familiarity with Māori context, tikanga, te reo, waiata, and mihi, as is documented in the New Zealand Curriculum.



The Principal and the Māori Liaison will be responsible for communication with the Māori community and to welcome new families into the district.

Tikanga Māori and Te Reo Māori

For parents who wish to have their children educated through the dimension of Te Reo Māori using Te Marautanga O Aotearoa; a discussion will occur between the Principal, on behalf of the Board, and the whanau, regarding current school capability and possible future developments.

The principal will also use the following pathways where appropriate:

- Māori liaison and Ministry of Education for advice and assistance.

- Whanau support.

- Other support agencies/experts eg RTLB.

- Where appropriate seek dual enrolment at Correspondence School and provide staff assistance.

2021 Waerenga-O-Kuri School Ethnic Diversity (as at the 28th of February)

22 families with (23%) being Māori , (77%) being NZ European. 32 students with 8 (25%) being Māori , 24 (75%) being NZ European.

All staff are developing an awareness of Tikanga Māori (Māori culture and protocol) and incorporate these into the classroom programme.

Special Needs

We believe all children can succeed. Our BOT and staff will ensure that all students are provided with a safe physical and emotional environment and are treated with respect and dignity. The BOT and staff will actively work towards maximising the potential of each student irrespective of their background and learning needs. Students with special learning needs, including the gifted and talented students, will be identified and programmes will be appropriately resourced without discrimination. Effective partnerships that support teaching and learning programmes will be established to best meet learning needs.

BOARD of TRUSTEE'S UNDERTAKINGS



Aim

The overall aim of the Waerenga-O-Kuri Board of Trustees is to improve student achievement. This occurs through effective consultation of students, parents and the community. A strong vision informs the strategic direction of the school, its goals, aims and targets.

Consultation

Waerenga-O-Kuri Board of Trustees annually consults with the Māori community and wider community to meet the needs and aspirations of our families and to ensure our school reflects our community's values. Processes for consultation include school newsletters, Board of Trustee meetings, Caregiver/Teacher interviews, parent invites to visit classrooms in action in Term one, questionnaires, and interviews; kanohi-ki-te-kanohi (face to face).

Planning Year

Waerenga-O-Kuri School's planning year is February to December. The implementation of the school's plan is from the beginning of the new school year. Processes for Principal performance, appraisal, strategic resourcing and targeted achievement will support Strategic goals and planning.

School's Charter

Waerenga-O-Kuri School Board of Trustees sends a copy of the School Charter with the annual plan and targets to the Ministry of Education annually at the end of February. The Analysis of Variance is sent to the Ministry of Education at the same time. The Charter will be revisited annually, and reviewed every 3 years to ensure it reflects the educational aspirations of the students and school community.

Reporting

Annual Report

This will include evidence of how the school is meeting its targets for student achievement in relation to New Zealand Curriculum Expectations .

Waerenga O Kuri School - REPORTING OVERVIEW

Board of Trustees	School Community	Parents / Whanau
<p>Reporting will include:</p> <p>Achievement is measured against the NZ Curriculum Expectations.</p> <p>Progress is measured in relation to New Zealand Curriculum Expectations identifying students working above, at, below and well below the expected levels.</p> <p>Data includes a breakdown of numbers and proportions in terms of ethnicity and gender.</p> <p>School strengths, and identified areas for improvement is supported with next steps for development. Recommendations for resourcing professional development are listed.</p> <p>Patterns of progress and areas requiring improvement are identified to inform future directions and planning.</p> <p>Reporting will focus on the Annual Plan and Targets</p> <p>An Analysis of Variance is prepared according to the Ministry of Education guidelines.</p>	<p>Reporting to include:</p> <p>Summary of the Annual Report and Analysis of Variance is available in digital form on the school website.</p> <p>Summary of overall student progress and achievement is reported in the newsletter.</p> <p>At the beginning of the year the school shares future directions, school targets and year planning with caregivers and community. This also incorporates a section on how families can assist with their children's learning in the home and at school.</p> <p>The Principal's end of year speech to the community includes target outcomes and an overview of learning progress which is also displayed on the school website.</p>	<p>One written plain language report is presented during the year showing progress and achievement in relation to New Zealand Curriculum Expectations.</p> <p style="text-align: center;">Term 4 – Formal Written Report</p> <p>The report outlines the measures the school has undertaken to improve achievement in plain language.</p> <p>In term one interviews are conducted to gather and share information about student learning.</p> <p>Positive strategies for parents to support learning in the home are included.</p> <p>In the second term Three Way Conferences enable discussions around educational achievement, learning goals and strategies. Children's e-portfolios will be used to drive the Three Way Conference process.</p> <p>During term three further interviews occur for students who are at risk of not achieving end of year NZ Curriculum Expectations.</p>

Planning for all learners: When implementing the Waerenga-o-Kuri School Curriculum are your students meeting curriculum expectations in Reading / Writing / Maths/ Spelling Refer O.T.Js / Literacy Learning Progressions / Maths Framework

Yes Tier 1	No Tier 2	No Tier 3
<p>Effective Classroom Practice</p> <p>Teaching</p> <p>Learning</p> <p>Monitoring & Assessment</p> <p>Monitoring & Assessment</p> <div data-bbox="120 1029 490 1286" style="border: 1px solid black; padding: 5px;"> <p>If returning to Tier 1, ongoing tracking and monitoring of individuals</p> </div>	<p>In class short intensive targeted intervention</p> <p>Acceleration through inquiry</p> <p>*Monitoring</p> <p>Inquiry</p> <p>Monitoring and reflecting on impact</p> <p>Ascertaining needs</p> <p>Learning pathways for acceleration</p> <p>Planned Deliberate Teaching (strategies, approaches DATs)</p> <p>Yes</p> <p>What worked? What was the impact? Why? What will we transfer to classroom practices?</p> <p>No</p> <p>Why didn't the student accelerate? What will we provide now for this learner?</p>	<p>Support for learners with additional learning needs</p> <p>SENCO Roll</p> <p>Monitoring</p> <p>IEP</p> <p>External Agency</p> <div data-bbox="1637 1010 2033 1289" style="border: 1px solid black; padding: 5px;"> <p>If returning to Tier 2 in-class intervention, what will occur that is different to meet the needs of the learner?</p> </div>
<p>Using the CaAP</p>	<p>Tier 2: What else have we got in place?</p>	<p>Responsibilities</p>
<p>Have are we going to respond when students are not achieving at expectation -Formal selection for Tier 2 support: March Reflection and reselection: Termly</p>	<p>We have a range of supports in place– support is selected according to learner needs</p>	<p>Tier 1: Curriculum teams Tier 2: Lead teachers Literacy and Numeracy Tier 3: SENCO</p>

Strategic Plan Section



Waerenga O Kuri School Strategic Plan 2021-2023

Strategic Goals

Annual Aims

2021 Targets

Strategic Goal 1:

Provide programmes that support all students to excel in their learning and through effective implementation of the NZ Curriculum raise achievement in Mathematics and Literacy measured against NZ Curriculum Expectations.

1a) To increase the number of students achieving “at or above” the NZ Curriculum Expectations for Reading.

The cohort of at risk readers will make accelerated progress in working towards their 2021 expected Curriculum Level.

1b) To increase the number of students achieving “at or above” their chronological age in spelling .

The cohort of our boys who are at risk spellers will make accelerated progress in working towards their 2021 expected chronological spelling age.

Strategic Goal 2:

Māori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Māori. Whānau are engaged in supporting their children’s learning.

2a) Develop programmes of learning that recognise the identity, needs and aspirations of Māori students and their whānau.

The cohort of 5 Māori students at risk of not achieving their next expected Chronological Spelling age will demonstrate accelerated progress in Spelling in 2021.

2b) To increase the number of Maori students achieving “at” or “above” their expected curriculum level in reading; and “at” or “above” their chronological age in spelling.

All Maori students at risk of not achieving their next expected Curriculum level will demonstrate accelerated progress in Reading in 2021.

Waerenga O Kuri School Strategic Plan 2021-2023

Strategic Goals

Annual Aims

2021 Targets

Strategic Goal 3:

Ensure every student is supported to attend and be actively involved in all aspects of school life and to achieve personal success in both the Waerenga O Kuri School's Local Curriculum and the NZ Curriculum. We will recognise and celebrate learning with all students.

3a) Implement the CaAp to provide pathways for tier 2 and 3 learners. Monitor progress against individual learner plans and New Zealand Curriculum Expectations, and report to parents, families/ whānau and the Board of Trustees.

3b) With the support of appropriate agencies develop and provide programmes to accelerate achievement of students with identified high learning needs.

Waerenga O Kuri School Strategic Plan 2021-2023

Strategic Goals

Annual Aims

2021 Targets

Strategic Goal 4:

Implement blended e-Learning programmes to enhance student achievement across the curriculum.

4a) To collaborate with students to use technologies effectively to support authentic, higher order, co-constructed learning.

Strategic Goal 5:

Nurture partnerships between the school, parents, community and support agencies as a pathway to foster student success.

5a) To continue to build sound relationships with students, staff and community to foster success.

5b) Utilise consultation to effectively engage our wider community to inform school processes and practices.

Waerenga O Kuri School Strategic Plan Overview 2021-2023

Goals / NAGS	2021	2022	2023
NAG 4 Finance	Set & adhere to budget, priorities as per Strategic Plan Report monthly Accounts each meeting Professional Development budget to reflect annual goals Continue Teacher laptop lease Review Financial Annual Calendar Implement Asset Replacement Plan Follow ICT Asset Replacement Schedule Ensure reliable maintenance of ICT equipment Follow process for FOWS requests	Set & adhere to budget, priorities as per Strategic Plan Report monthly Accounts each meeting Professional Development budget to reflect annual goals Continue Teacher laptop lease Review Financial Annual Calendar Implement Asset Replacement Plan Follow ICT Asset Replacement Schedule Ensure reliable maintenance of ICT equipment Follow process for FOWS requests	Set & adhere to budget, priorities as per Strategic Plan Report monthly Accounts each meeting Professional Development budget to reflect annual goals Continue Teacher laptop lease Review Financial Annual Calendar Review Asset Replacement Plan Review ICT Asset Replacement Schedule Ensure reliable maintenance of ICT equipment Follow process for FOWS requests
NAG 4 Property	Report each BOT meeting Update annual plan, action plan and timeline. Prepare property management plan. Communicate each term with Property Manager Implement the 5 YPP	Report each BOT meeting Update annual plan, action plan and timeline Implement property management plan Communicate each term with Property Manager Continue to implement 5 YPP priorities	Report each BOT meeting Update annual plan, action plan and timeline Implement property management plan Communicate each term with Property Manager Review 5 YPP priorities

NAG 5 Health & Safety	<p>Review Emergency Procedures and displays</p> <p>Conduct a drill of emergency procedures once per term</p> <p>Complete biannual checklists/ action plan</p> <p>Adhere to Health & Safety policy and procedures</p> <p>Ensure procedures reflect the intent of the policies</p> <p>Complete consultation as required</p>	<p>Review and display Emergency Procedures</p> <p>Conduct a drill of emergency procedures once per term</p> <p>Complete biannual checklists/ action plan</p> <p>Review Health & Safety policy and procedures</p> <p>Ensure procedures reflect the intent of the policies</p> <p>Review and complete consultation as required</p>	<p>Review and display Emergency Procedures</p> <p>Conduct a drill of emergency procedures once per term</p> <p>Complete biannual checklists/ action plan</p> <p>Adhere to Health & Safety policy and procedures</p> <p>Ensure procedures reflect the intent of the policies</p> <p>Complete consultation as required</p>
NAG 2/2A/7/8 Self-review/ National Standards Reporting	<p>Implement curriculum document</p> <p>Continue cyclical review of BOT policies</p> <p>Ensure the cyclical review of procedures in accordance to policies is continued</p> <p>Organise BOT training specific to needs of new and existing BOT members</p> <p>Report against New Zealand Curriculum Expectations midyear & end of year</p> <p>Send Charter to MOE before due date</p> <p>Utilise eTap in managing data to develop OTJs and measure, moderate and report against NZ Curriculum Expectations.</p> <p>Utilise ERO Internal Evaluation document (2020) to further develop and implement the school Self Review Framework</p>	<p>Update curriculum document as required</p> <p>Continue cyclical review of BOT policies</p> <p>Ensure the cyclical review of procedures in accordance to policies is continued</p> <p>Organise BOT training, needs based & reflecting annual goals</p> <p>Report against NZ Curriculum Expectations mid-year & end of year</p> <p>Utilise eTap in managing data to develop OTJs and measure against NZ Curriculum Expectations.</p> <p>Implement the school self-review framework.</p>	<p>Implement curriculum document</p> <p>Continue cyclical review of BOT policies</p> <p>Ensure the cyclical review of procedures in accordance to policies is continued</p> <p>Organise BOT training, needs based & reflects annual goals</p> <p>Report against NZ Curriculum Expectations mid-year & end of year</p> <p>Utilise eTap in managing data to develop OTJs and measure against NZ Curriculum Expectations..</p> <p>Re-evaluate and implement the school self-review framework</p>
NAG 3 Human Resources	<p>Ensure professional development reflects annual goals</p> <p>Conduct external Principal appraisal</p> <p>Complete Principal Performance agreement</p> <p>Complete Principal attestation</p> <p>Employ Teacher Aides if funds allow</p> <p>Complete Staff & support staff appraisals</p> <p>Implement Communication plan</p> <p>Ensure BOT acts as good employer</p>	<p>Ensure professional development reflects annual goals</p> <p>Conduct external Principal appraisal</p> <p>Complete Principal Performance agreement</p> <p>Complete Principal attestation</p> <p>Employ Teacher Aides if funds allow</p> <p>Complete Staff & support staff appraisals</p> <p>Implement Communication plan</p> <p>Ensure BOT acts as good employer</p>	<p>Ensure professional development reflects annual goals</p> <p>Conduct external Principal appraisal</p> <p>Complete Principal Performance agreement</p> <p>Complete Principal attestation</p> <p>Employ Teacher Aides as funds allow</p> <p>Complete Staff & support staff appraisals</p> <p>Implement Communication plan</p> <p>Ensure BOT acts as good employer</p>
NAG 6 Attendance	<p>Set school year and number of days open according to requirements</p> <p>Utilise eTAP for recording attendance</p> <p>Complete accurate roll returns</p>	<p>Set school year and number of days open according to requirements</p> <p>Utilise eTAP for recording attendance</p> <p>Complete accurate roll returns</p>	<p>Set school year and number of days open according to requirements</p> <p>Utilise eTAP for recording attendance</p> <p>Complete accurate roll returns</p>

Strategic Plan

2021

2022

2023

Strategic Goal 1:

Provide programmes that support all students to excel in their learning and through effective implementation of the NZ Curriculum raise achievement in Mathematics and Literacy as measured against NZ Curriculum Expectations

1a) To increase the number of students achieving “at or above” the NZ Curriculum Expectations for Reading.

1b) To increase the number of students achieving “at or above” their chronological age in spelling .

Review 2021 Curriculum Expectations data to ascertain needs of cohort/individual groups.

Utilise Curriculum Expectations data to inform teaching, learning and assessment in mathematics and literacy.

To continue to build teacher pedagogical knowledge to best progress students learning in mathematics and literacy in the areas identified in 2021 end of year assessments.

Review 2022 Curriculum Expectations data to ascertain needs of cohort/individual groups.

Utilise Curriculum Expectations data to inform teaching, learning and assessment in mathematics and literacy.

To continue to build teacher pedagogical knowledge to best progress students learning in mathematics and literacy in the areas identified in 2022 end of year assessments.

Strategic Goal 2:

Māori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Māori . Whānau are engaged in supporting their children’s learning.

2a) Develop programmes of learning that recognise the identity, needs and aspirations of Māori students and their whānau.

2b) To increase the number of Maori students achieving “at” or “above” their expected curriculum level in reading; and “at” or “above” their chronological age in spelling.

Maintain programmes of learning that recognise the identity, needs and aspirations of Māori students and their whānau.

Consult with our community on priorities as identified in 2021 in maintaining Māori Educational success.

Maintain programmes of learning that recognise the identity, needs and aspirations of Māori students and their whānau.

Consult with our community on priorities as identified in 2022 in maintaining Māori Educational success.

Strategic Goal 3:

Ensure every student is supported to attend and be actively involved in all aspects of school life and to achieve personal success in both the Waerenga O Kuri School’s Local Curriculum and the NZ Curriculum. We will recognise and celebrate learning with all students.

3a) Implement the CaAp to provide pathways for tier 2 and 3 learners. Monitor progress against individual learner plans and Curriculum Expectations. Report to parents, families/ whānau and the board of trustees.

3b) With the support of appropriate agencies develop and provide programmes to accelerate achievement of students with identified special education needs.

Complete the school-wide self-review of inclusive policies and practices.

To ensure learners with special education needs are clearly identified and fully engaged in the school programme and activities.

With the assistance of appropriate support agencies closely monitor and maintain the continued progress and achievement of students with identified special education needs.

To ensure learners with special education needs are clearly identified and fully engaged in the school programme and activities.

With the assistance of appropriate support agencies closely monitor and maintain the continued progress and achievement of students with identified special education needs.

Strategic Goal 4:

Implement blended e-Learning programmes to enhance student achievement.

4a) To collaborate with students to use technologies appropriately to support authentic, higher order, co-constructed learning.

Continue PD for staff to further develop effective pedagogical practice in utilising e-learning across the school curriculum.

Review the ICT purchase plan to best meet the needs of the students and community

To collaborate with students to use technologies appropriately to support authentic, higher order, co-constructed learning.

Continue PD for staff to further develop effective pedagogical practice in utilising e-learning across the school curriculum.

Implement the ICT purchase plan to best meet the needs of the students and community

To collaborate with students to use technologies appropriately to support authentic, higher order, co-constructed learning.

Continue PD for staff to further develop effective pedagogical practice in utilising e-learning across the school curriculum.

Review and implement the ICT purchase plan to best meet the needs of the students and community

Strategic Goal 5:

Nurture partnerships between the school, parents, community and support agencies as a pathway to foster student success.

5a) To maintain sound relationships with students, staff, community and support agencies.

To maintain communication processes and to best meet the needs of our community.

5b) Utilise consultation to effectively engage our wider community and inform our processes.

5c) Build parent capacity to support home based learning.

5a) To maintain sound relationships with students, staff, community and support agencies.

To maintain communication processes and to best meet the needs of our community.

5b) Utilise consultation to effectively engage our wider community and inform our processes.

5c) Build parent capacity to support home based learning.

5a) To maintain sound relationships with students, staff, community and support agencies.

To maintain communication processes and to best meet the needs of our community.

5b) Utilise consultation to effectively engage our wider community and inform our processes.

5c) Build parent capacity to support home based learning.

Waerenga O Kuri School Literacy Target 2021

Strategic Goal 1:

Provide programmes that support all students to excel in their learning and through effective implementation of the NZ Curriculum raise achievement in Mathematics and Literacy as measured against NZ Curriculum Expectations.

Annual Aims

1) To increase the number of students achieving “at or above” their chronological age in spelling.

Targets

The cohort of our boys who are at risk spellers will make accelerated progress in working towards their 2021 expected chronological spelling age.

Spelling Data

Year Level in 2020	Above	At	Below	Well Below	Total Number of Students
Y0	1	1			2
Y1	1	2			3
Y2			3	1	4
Y3	2		2		4
Y4	2	2	1		5
Y5	1		1	1	3
Y6	2	5	3	1	11
Y7			2		2
Y8	2		1	1	4

Overall School-Wide Analysis of Spelling Data

Year 1 - 8 Spelling Data (OTJ’S Against New Zealand Curriculum Expectations) November 2020

- 4 out of 38 (11%) achieved “well below”
- 13 out of 38 (34%) achieved “below”
- 10 out of 38 (26%) achieved “at”
- 11 out of 38 (29%) achieved “above”

Actions to achieve Spelling Target	Led by	Budget	Time Frame
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1. Review and analyse assessment data with staff and determine the particular learning needs of the targeted cohort. Assessment will include student motivation, interests and self-efficacy. Implement school CaAp to determine 2&3 learners and provide targeted learning pathways.
2. Implement monthly staff meetings to discuss students' progress and next learning steps.
3. Co-construct individual learning goals with students, include regular reviews and celebrate successes.
4. Plan programmes around contexts that have relevance and hold importance to the student group.
5. Purchase and utilise effective resources and e-learning tools considering advice from relevant experts and evidence.
6. Provide support to fully engage our parents and whanau in home learning opportunities to achieve high levels of spelling activities.
7. Provide enrichment classes and/or teacher aide support to further enable accelerated learning.
8. Put in place processes for teachers to reflect on and improve teaching programmes ensuring evidence based practices.
9. Provide professional readings and discussion forums to support and guide teachers professional practice.
10. Teachers will include mentor texts and unpack the messages and meanings while providing examples of how to interpret and understand a variety of text types for a range of purposes.
11. Analyse year-end data to inform planning for the following year.

1-10
Principal and staff

3, 4, 10
Principal, staff and students

11
Principal, staff and BOT

\$2,500 allocated for Literacy, teaching and learning

February to November

Waerenga O Kuri School Maori Cohort Literacy Target 2021

Strategic Goal 2:

Māori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Māori. Whānau are engaged in supporting their children's learning.

Annual Aims

2a) Develop programmes of learning that recognise the identity, needs and aspirations of Māori students and their whānau.

2b) To increase the number of Maori students achieving "at" or "above" their expected curriculum level in reading; and "at" or "above" their chronological age in spelling.

Target:

The cohort of 5 Māori students at risk of not achieving their next expected Chronological Spelling age will demonstrate accelerated progress in Spelling in 2021.

	Well Below Standard	Below Standard	At Standard	Above Standard	Total
NZ European	7% (2)	36% (10)	21% (6)	36% (10)	28
NZ Maori	20% (2)	30% (3)	40% (4)	10% (1)	10
<i>Totals</i>	11% (4)	34% (13)	26% (10)	29% (11)	38

Spelling Data 2020

Overall Māori Students Analysis of Spelling Data

Year 1 - 8 Data (OTJ'S Against New Zealand Curriculum Expectations) November 2020

- 5 out of 10 (50%) achieved "at or above" NZ Curriculum Expectations in Spelling.
- 5 out of 10 (50%) achieved "below or well below" NZ Curriculum Expectations in Spelling.

Actions to achieve Spelling Targets

Led by

Budget

Time Frame

1. Review and analyse assessment data with staff and determine the particular learning needs of the targeted cohort. Assessment will include student motivation, interests and self-efficacy. Implement school CaAp to determine tier 2&3 learners and provide targeted learning pathways.
2. Implement monthly staff meetings to discuss student's progress and next learning steps.
3. Plan a specific programme to meet the learning needs of students at risk of not achieving the 2020 target and co-construct individual learning goals incorporating regular reflection and review.
4. Collaboration with whanau and outside experts will continue in strengthening positive learning partnerships focused on normalising success for Māori learners.
5. Provide enrichment classes and/or teacher aide support to further support accelerated learning.
6. Purchase and utilise effective resources and e-learning tools considering advice from relevant experts.
7. Put in place processes for teachers to reflect on and improve teaching programmes ensuring evidence based practices
8. Provide professional readings and discussion planned to support and guide teachers professional practice.
9. Analyse year-end data to inform planning for the following year.

1-8
Principal and staff

2, 3 Principal, staff and students

9 Principal, staff and BOT

\$ 500.00 towards resources

The funding from the previous targets will be utilised to implement these actions.

February to November

Waerenga O Kuri BOT Annual Plan 2021

NAGs	ACTION	WHO	TIMEFRAME	BUDGET	PROGRESS
NAG 4 Finance	Start budget in September Ratify budget in December Report over/under 10% budget at meetings Prepare PD plan in line with annual goals Ensure reliable ICT maintenance Implement 3 year Asset replacement plan Continue teacher laptop lease	Finance committee BOT Principal/finance com. Principal/staff Principal Principal/staff/BOT Principal/staff/BOT	Sept-Feb Dec Each meeting End of term 1 On going On going As contract expires	As per ops grant Per budget PD budget \$8,000 Per budget \$4000 To be discussed As per budget \$600	
NAG 4 Property	Submit Report Complete action plans/timelines Communicate with Property Manager Update School house maintenance priorities	Property Committee Property Committee Property committee Property committee	Each meeting As Required Each Term As Required		
NAG 5 Health & Safety	Revisit emergency procedures and display Practice procedure once per term Complete checklists/action plan Adhere to Health & Safety Policy Procedure review to comply with Education Act	Principal/staff Principal/staff H & S committee All Principal	End of term 1 Each term Term 1/Term 4 On going On going		
NAG 2/2A/7/8 Self- Review/ Reporting	Continue to use school local curriculum document Continue cyclic review of BOT policies Continue cyclic review of procedures Organise BOT training for new Trustees Report against Curriculum Expectations mid-year / end of year. Conduct BOT self-review meeting Revisit Strategic plan Send Charter to MOE March 1 st	Principal/Staff BOT Principal Trustees/Chair Principal BOT Principal/Staff/BOT Principal/Staff/BOT Principal	On going On going On going After elections, on going July/December December November December March 1		
NAG 3 Human Resources	Ensure Professional Development reflects annual goals Conduct external Principal appraisal Complete Principal Performance Agreement Complete Principal Attestation Complete all staff & support staff appraisals Follow communication plan Ensure BOT acts as a good employer	Principal/Staff External Provider Principal/BOT Principal Principal BOT BOT	On going 2021 2021 End of 2021 End of 2021 On going On going	\$5000 \$2000	
NAG 6 Legislative Require- ments	The school remains open for the required amount of days of the year for instruction, and hours per day. Daily attendance is recorded electronically on eTaP Roll returns are accurate and completed on time.	Principal/BOT Principal/Staff Principal/admin support	On going Every day March/July	 \$600	

Waerenga O Kuri School Annual Plan 2021

NAG/ GOAL	ANNUAL AIMS	ACTION	WHO	TIMEFRAME	BUDGET	PROGRESS
NAG 1 Raising Student Achievement	<p>1a) To increase the number of students achieving “at or above” the NZ Curriculum Expectations in Reading.</p> <p>1b) To increase the number of students achieving “at or above” their chronological age in spelling.</p>	<p>Review assessment data with staff and determine the particular learning needs of students. Implement school CaAp to determine tier 1, 2 & 3 learners and provide targeted learning pathways. Implement monthly meetings to discuss students’ progress and next learning steps. Plan a specific programme to meet the learning needs of any students at risk of not achieving the 2021 target and co-construct individual learning goals incorporating regular reflection and review. Work with parents, families and whanau around ways to support students’ learning. Provide enrichment classes and/or teacher aide support to further support accelerated learning. Purchase and utilise effective resources and e-learning tools. Put in place processes for teachers to reflect on and improve practice. Provide professional readings and discussion planned to support and guide teachers professional practice. Follow moderation processes and school-wide assessment maps so that there is consistency throughout the school. Analyse year-end data to inform planning for the following year.</p>	Principal, staff and BOT	Term 1-4	\$4500	
NAG 1 Raising Student Achievement	<p>Annual Aims</p> <p>2a) Develop programmes of learning that recognise the identity, needs and aspirations of Māori students and their whānau.</p>	<p>Plan programmes around contexts that have relevance and hold importance to our students. Work with parents, families and whanau around ways to support students’ learning. Establish appropriate processes for consultation utilising the whānau support person. Consult with our Māori community utilising the Māori Succeeding as Māori Document.</p>	Principal BOT Staff Community	Term 1 - 4	Falls under curriculum budget areas as set out above.	

<p>NAG 1 Raising Student Achievement</p>	<p>3a) The progress of all learners with special education needs will be regularly monitored against individual learner plans in relation to Curriculum Expectations and reported to parents, families/ whānau and the Board of Trustees.</p> <p>3b) With the support of appropriate agencies develop and provide programmes to accelerate achievement of students with identified special education needs</p>	<p>The staff will use baseline data, and the school CaAp and SENCO criteria to identify students that have special needs.</p> <p>The staff will contact appropriate support agencies to provide assistance to children with special needs.</p> <p>The SENCO will establish a regular meeting schedule with the RTLB that includes aspects of PD and a focus on supporting staff to meet students learning needs.</p> <p>The school will maintain a register of gifted and talented students and special needs students.</p> <p>BOT members will access training services and relevant literature to gain a greater understanding of Inclusive Practices as required.</p> <p>BOT will ensure relevant policies are scheduled to be reviewed.</p> <p>Principal will ensure that relevant procedures are scheduled to be reviewed.</p>	<p>Principal BOT Staff SENCO</p>	<p>Term 1 - 4</p>		
<p>NAG 1 Raising Student Achievement</p>	<p>4a) To collaborate with students to use technologies appropriately to support authentic, higher order, co-constructed learning.</p>	<p>Purchase hardware as per ICT Replacement Plan.</p> <p>Continue to participate in relevant staff PD. (Digital technology focus with Emily Walpole)</p> <p>Include opportunities to 'bring your own device' to enhance learning programmes.</p> <p>Utilise effective applications and software to support learning.</p> <p>Create a safe flexible environment providing learners equitable open access to reliable technologies and infrastructure that meets their on-line learning needs.</p> <p>Ensure systems are in place for the sustainable maintenance and development of a reliable infrastructure for the school/community network.</p>			<p>Technician \$4000</p> <p>Teacher Laptops \$600</p>	
<p>NAG 1 Raising Student Achievement</p>	<p>5a) To continue to build sound relationships with students, staff and community</p> <p>5b) Utilise consultation to effectively engage our wider community and inform our processes.</p>	<p>Provide clear communication about school life.</p> <p>Continue the open door policy where parents/whānau are welcomed and valued.</p> <p>Provide opportunities for whānau to share and support their children's learning.</p> <p>Consult with all Māori Whanau in 2021</p> <p>Implement school community consultation regarding health programmes.</p> <p>Implement school community consultation regarding educational aspirations for 2021.</p> <p>Collate, analyse and utilise data to inform policy review, procedures and curriculum planning for 2022.</p>	<p>Principal Staff BOT</p>	<p>Term 1 and 2</p>		

Waerenga O Kuri School Self Review

Area of Review	Focus	Suggested Frequency	Data gathered by:	Questions to consider?
Board performance	Board-effectiveness in understanding governance; role description	Annually	Self-assessment survey	What value does the board add?
	Trustee-Code of Conduct	Annually	Assessment data against Code of Conduct gathered by chair/self-assessment	Does each trustee follow the Code of Conduct?
	Chair-role description	Annually	Assessment by Trustees	Are meetings well run? Does the board have processes that enable the desired outcomes?
	Meetings-effectiveness	Annually	Survey	Are our meetings effective and strategic?
	Community partnership	Newsletters; Consultation every 2-3 years	Survey Community meetings School newsletter presence Interviews	What mechanisms do we have in place to hear the parent voice? How do we communicate what we are doing on their behalf?
Strategic performance [Charter]	Strategic Plan	Annually [quarterly updates]	Annual plan; key result indicators Risk factors	What progress/ achievement are we making towards our annual goals? Are we satisfied? How can we help? How can we minimise risk?
Principal performance	Principal Performance Appraisal	Annually Report to BOT meeting	Principal appraisal process by external consultant	Are we delivering on our Annual Plan?
Operational performance	NAG's; Curriculum Planning & Reporting Personnel Finance & Assets Health & safety Legal requirements	Follow policy cycle for review Reviews of procedures on going in line with policy review.	Attestation by Principal Delegated committees Principal Appraiser Principal/Staff	Do we have "Success for all"? Are we reporting to parents/MoE effectively? Are we good employers? Does our budget reflect strategic priorities? Are our staff, children safe and in a healthy environment? Did we meet all legal requirements?
	Curriculum statements	Once in the 3 year cycle	Report by Principal [or their delegate]	What are our curriculum strengths and challenges?

Waerenga o Kuri School Board of Trustees' Communication Plan

Focus	Reason	Action of Board	Who	Date/Timeline
Governance	Strategic responsibility Accountability Teambuilding	Issue updated BOT folder to each member Take all new members and some past members through orientation programme Make BOT Meeting dates, agendas and minutes available Ensure processes are transparent Include governance updates in newsletters after each BOT meeting Allocate relevant correspondence to all members	Chair Present/past chair BOT All Chair Principal/Chair	After election After election/ new members Feb Minutes/records Ongoing after BOT hui Each meeting Prior to meetings
Principal	Lead co-construction of strategic plan Lead co-construction of annual plan Feedback on progress Feedback on compliance Develop Principal Networks	Receive reports according to BOT schedule/review or audit dates Relevant memo emails between meetings to keep BOT informed Chair/Principal meetings fortnightly Appraise annually Feedback to BOT from Principal	Principal Principal Chair/Principal External Appraiser Principal	When required Timely Fortnightly Throughout year Throughout year
Staff	BOT as employer Skills and knowledge for strategic and annual plans	Consult on Strategic 3 yr plan Review Strategic plan annually	BOT BOT	October October
Parents	Legal Reporting on Student Progress Consultation	Triennially consult on Strategic plan Complete BOT update in newsletter after each meeting Feedback on BOT performance once per year Make meeting dates available Share complaints procedure annually	BOT Chair BOT/Chair BOT set dates Principal/BOT	October After BOT meeting By end of year Feb Feb
Community	Effective informative communication Ensure school has inclusive practices Utilise community strengths to support school and BOT	Newsletters have governance presence - BOT SPOT Invitations to events Co-option as required Seek community experts to support new initiatives Personal contact and make opportunities available	Chair BOT / Principal BOT BOT / Principal Principal	After meeting As required When they arise When required Ongoing
MOE	Ensure compliance Meet all NEG and NAGs responsibilities	Strategic planning, Charter, Annual Plan, Analysis of Variance, Data Submission - Student Progress reporting, Roll Returns, Audits and other required documentation Up to date correspondence	BOT/ Principal Chair	On going On going Ongoing