



CHARTER
2018 - 2020



Ma Te huruhuru, Ka rere Te manu - Adorn the bird with feathers so it can fly

The Pokeno School Charter was developed by the Board of Trustees through consultation with all stakeholders. The content of this charter sets the direction and focus of the school over the next three years.

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Vision

Ma Te huruhuru, Ka rere te manu

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Ako

*We are all learners
We are all teachers*

Manaakitanga

*We are respectful of
ourselves, others and
our community*

Kotahitanga

*We work together and
celebrate our
successes*

Whakawhanake

*We continually grow
and develop with our
community*

Perseverance Brings Success – Ma te pāuaua, ka whai hua

School Description

Pokeno School is a nine teacher school of approximately 200 - 240 pupils. We are located on Pokeno Road, 2 minutes from the main street of Pokeno.

We are a well-resourced school with ten classrooms, a library, administration building, resource room, swimming pool, large playground and field, and a large multipurpose shade structure with kitchen facilities. Pokeno playcentre is also located on the school grounds.

The majority of our children live within Pokeno. A small number of children live on the outskirts on lifestyle blocks. The number of children living outside of our enrolment zone is decreasing over time as the Board are no longer accepting out of zone enrolments. The Pokeno community is currently experiencing significant growth through a number of housing developments. The school Board of Trustees is working with the Ministry of Education to plan for this growth. The Ministry has predicted that Pokeno School could have a roll of 600 by 2021.

Pokeno School has an enthusiastic and supportive Board of Trustees and a hardworking PTA. The high quality staff are committed to ensuring that the needs of the children are paramount to everything we do. The community is extremely supportive and fully involved in the School's activities.

The children of Pokeno School take part in a wide range of annual events. The senior children compete in a number of events through the East Schools sports group. This includes swimming, athletics, netball, cross country, rippa rugby and soccer. A well supported Education Outside the Classroom programme allows the senior students to attend camps. The annual showday / gala is held in Term 4 every year and is the major fundraiser for the year.

Cultural Diversity and Māori Dimension

How will the school reflect:

<p>New Zealand's cultural diversity</p> <p>43% NZ European/Pakeha 37% Māori 7% Asian 6% Pacifica 5% African 2% Other (<i>British/Irish, Latin American</i>)</p> <p>At Pokeno School the cultural diversity is incorporated into planning. Teachers draw on the experiences and knowledge of the children within their class and the school to ensure all cultures are acknowledged and celebrated.</p>	<p>The unique position of the Maori culture</p> <p>37% Māori</p> <p>At Pokeno School Māori culture is celebrated through the implementation of the Treaty of Waitangi Policy.</p> <p>Basic Te Reo is incorporated into learning programmes and evidence of Te Reo can be seen in room environments. The community supports the school with events such as Matariki and assists with powhiri where appropriate.</p>
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What will the school do to provide instruction in te reo Māori (Māori language) for full time students whose parents ask for it?

Pokeno School will develop school policies which reflect New Zealand's cultural diversity and the unique position of Māori culture and ensure all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for full time students whose parents ask for it. (Education Standards Act, 2001, Section 61)

Requests from parents for the language of instruction to be in te reo will be received by the board and managed on a case by case basis. The board:

- Will look at personnel, finance and property
- Will liaise with other schools to see if a joint venture is possible

If none of the above is successful then the board will advise parents of alternative places in the local area where their needs may be met.

What steps will be taken to discover the views and concerns of the schools Māori community?

Pokeno School consults with its Māori community both formally and informally on an annual basis.

Annual Plan 2018

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School Wide Targets 2018

Reading

School wide aim: To have 80% of all students 'at' or 'above' curriculum expectations

Target: To accelerate the progress of the 24 students who are currently 'below' their expected NZC level to be 'at' their expected NZC level by the end of 2018.

- There will be a specific focus on year 1 and 2 students.
- We will continue to monitor Māori learners to ensure we build on the gains made in 2017 and maintain the current trajectory of these learners to be 'at' their expected NZC level.

Writing

School wide aim: To have 70% of all students 'at' or 'above' curriculum expectations.

Target: To accelerate the progress of the 35 students who are currently 'below' their expected NZC level to be 'at' their expected NZC level by the end of 2018.

- There will be a specific focus on boys who make up 24 of the 35 students who are currently 'below'.
- We will continue to monitor Māori learners to ensure they maintain the current trajectory to be 'at' expected NZC level.
- There will be a focus on the Year 7 students to ensure this cohort meets NZC expectations.

Key Focus Areas

Ako		Manaakitanga	Kotahitanga	Whakawhanake
Strategy A1: Strengthen teachers' use of assessment information to plan specifically to meet the identified needs of children.	Strategy A4: Strengthen systems to ensure consistent and aligned practice	Strategy M1: Strengthen culturally responsive practices	Strategy K1: Partnerships for learning	Strategy W1: Strengthen internal evaluation processes
Strategy A2: Building teacher and student assessment capability	Strategy A5: Strengthen moderation practices	Strategy M2: Year two of PB4L initiative	Strategy K2: Induction of new staff, children and families	Strategy W2: School property improvement strategy
Strategy A3: Build instructional practices to accelerate progress of priority learners	Strategy A6: Implementation of Teaching as Inquiry practices		Strategy K3: Te Kaahui Ako o te Puuaha o Waikato	Strategy W3: Roll growth property strategy

Pokeno School Strategic Direction 2018 – 2020

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Ako

We are all learners, we are all teachers

GOALS:

- *To develop highly competent and passionate teachers through relevant professional development and effective appraisal.*
- *To develop confident students with an excellent knowledge base in literacy and numeracy and the ability to be self directed learners.*
- *To develop consistency in teaching practice across all levels of the school.*
- *To accelerate the progress of priority learners.*

2018 Strategies	Possible Strategies 2019	Possible Strategies 2020
<ul style="list-style-type: none"> • Strategy A1: Strengthen teachers' use of assessment information to plan specifically to meet the identified needs of children. • Strategy A2: Building teacher and student assessment capability • Strategy A3: Build instructional practices to accelerate progress of priority learners • Strategy A4: Strengthen systems to ensure consistent and aligned practice • Strategy A5: Strengthen moderation practices • Strategy A6: Implementation of Teaching as Inquiry practices 	<ul style="list-style-type: none"> • Explore Digital technologies in the curriculum, including professional development. • Build on 2018 PLD around strengthening teacher and student assessment capability and teaching as inquiry practices. • Develop Pokeno School pedagogy for MLE's. This could include PLD, school visits. • Increase levels of student agency across all year levels. • Review and implement induction processes for new staff. • Review processes for reporting to parents. 	<ul style="list-style-type: none"> • Review curriculum delivery and achievement plan. • Implementation of digital technologies in the curriculum. • Review appraisal process • Review and implement induction processes for new staff

Manaakitanga

We are respectful of ourselves, others and our community

GOALS:

- *To create a welcoming and safe environment where children, staff, whanau and the community feel safe, respected and valued.*
- *To create an inclusive culture which is responsive to the changing needs of our community.*

2018 Strategies	Possible Strategies 2019	Possible Strategies 2020
<ul style="list-style-type: none"> • Strategy M1: Strengthen culturally responsive practices • Strategy M2: Year two of PB4L initiative 	<ul style="list-style-type: none"> • Review culturally responsive practices. • Explore ways to increase community engagement. • Implementation of PB4L initiatives and processes. 	<ul style="list-style-type: none"> • Review culturally responsive practices. • Review PB4L initiatives and processes.

Kotahitanga

We work together and celebrate our successes

GOALS:

- *To develop a culture of collaboration which is focused on the development and wellbeing of our children, staff, whanau and wider community.*
- *To build partnerships which support the growth and progress of our children.*

2018 Strategies	Possible Strategies 2019	Possible Strategies 2020
<ul style="list-style-type: none"> • Strategy K1: Partnerships for learning • Strategy K2: Induction of new staff, children and families • Strategy K3: Engagement in and with Te Kaahui Ako o te Puuaha o Waikato 	<ul style="list-style-type: none"> • Continue to provide multiple opportunities for whanau to engage in partnerships for learning. • Review induction processes for new staff and families. • Te Kaahui Ako o te Puuaha o Waikato. • Board elections. PLD for trustees. 	<ul style="list-style-type: none"> • Continue to provide multiple opportunities for whanau to engage in partnerships for learning. • Review induction processes for new staff and families. • Te Kaahui Ako o te Puuaha o Waikato.

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Whakawhanake

We continually grow and develop with our community

GOALS:

- *To develop a culture of self improvement where student, staff and whanau voice is valued.*
- *To be adaptive to the changing needs of our community.*
- *To work proactively with the Ministry of Education, PTA, and local community to ensure the property and infrastructure requirements to cater for ongoing roll growth are planned for and delivered.*

2018 Strategies	Possible Strategies 2019	Possible Strategies 2020
<ul style="list-style-type: none"> • Strategy W1: Strengthen internal evaluation processes • Strategy W2: School property improvement strategy • Strategy W3: MOE roll growth property strategy 	<ul style="list-style-type: none"> • Review internal evaluation processes. • School property improvement strategy. • MOE roll growth property strategy. 	<ul style="list-style-type: none"> • Review internal evaluation processes. • School property improvement strategy. • MOE roll growth property strategy.

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Ako

Strategy A1: Strengthen teachers' use of assessment information to plan specifically to meet the identified needs of children.

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Review current assessment tools being used and make necessary changes.	Assessment tools used documented in Curriculum delivery and achievement plan.	End Term 1	\$600 - \$700 for relievers	Leadership team	N/A
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Review the current assessment schedule.	Assessment schedule updated and documented in Curriculum delivery and achievement plan.	End Term 1	NIL	Leadership team	N/A
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Review how current assessment tools are being used to accelerate learning for students. Use findings to inform PLD focus.	There is a shared understanding of how well targeted students are achieving, whose learning needs to be accelerated and what needs to be done.	2018 PLD focus	Ministry funded PLD	Principal/Deputy Principal / Vision education	Leadership team, teachers
Actions to date		Now what?		Support needed?	

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Strengthen systems around collating and analysing longitudinal data that shows progress over time.	Data is comprehensively analysed to show trends and patterns to direct next learning steps.	Initiated 2017, ongoing 2018	NIL	Deputy Principal	Principal, teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Review and refine the tracking of target learners progress identifying trends, patterns and next learning steps.	Tracking template identifying trends and patterns reported to the Board	Initiated 2017, review 2018	NIL	Deputy Principal	Principal, teachers
Actions to date		Now what?		Support needed?	

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Strategy A2: Building teacher and student assessment capability

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
PLD with RTLit to ensure consistency in administering a Running Record.	Consistent practice across all teachers	End Term 2	NIL	Deputy Principal	Teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Build teacher capability in analysing formative assessment tools to guide planning of next teaching & learning steps.	Assessment data is well analysed and next learning steps are identified in teachers planning	2018 PLD focus	Ministry funded PLD	Principal/Deputy Principal / Vision education	Leadership team, teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Build teacher knowledge of the Literacy Learning Progressions.	Understanding and use of the LLP's will be reflected in teachers planning	2018 PLD focus	Ministry funded PLD	Principal/Deputy Principal / Vision education	Leadership team, teachers
Actions to date		Now what?		Support needed?	

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Establish a school wide set of progressions in kid-speak that align to the Literacy Learning Progressions that learners can use to direct their next learning steps in consultation with their classroom teachers.	Students know where they are with their learning and can articulate next steps	2018 PLD focus	Ministry funded PLD	Principal/Deputy Principal / Vision education	Leadership team, teachers
Actions to date		Now what?		Support needed?	

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Strategy A3: Build instructional practices to accelerate progress of priority learners

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
<p>In conjunction with Vision Education develop a PLD plan which will include a focus on:</p> <ul style="list-style-type: none"> - Building teacher and student assessment capability; - Strengthening teaching pedagogical knowledge in reading; - Strengthening the use of collaborative inquiries to develop adaptive practice; - Strengthening culturally responsive practices in order to accelerate progress and engage learners. 	<p>Accelerated progress for priority learners</p> <p>Teachers can discuss the deliberate acts of teaching that are having a positive impact on the learning for targeted students</p>	2018 PLD focus	Ministry funded PLD	Principal/Deputy Principal / Vision education	Leadership team, teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Through PLD and support systems ensure we have an explicit focus on developing student agency and ownership of learning.	Students are confident discussing their learning and can identify next learning steps	2018 PLD focus	Ministry funded PLD	Principal/DP / Vision education	Leadership team, teachers
Actions to date		Now what?		Support needed?	

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Strategy A4: Strengthen systems to ensure consistent and aligned practice

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Establish expectations document and timeline for conversations with principal about priority learners.	Organisational structures are aligned to reinforce expectations as well as support teachers to accelerate learning.	Initiated 2017, ongoing 2018	NIL	Principal	Deputy Principal, teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Opportunities for moderation scheduled into whanau and C&A meetings.	Consistent practices across the school	Ongoing	NIL	Leadership team	N/A
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Schedule observations of AFL practices & feedback conversations.	Organisational structures are aligned to reinforce expectations as well as support teachers to develop AfL practices.	Initiated 2017, ongoing 2018	NIL	Deputy Principal	Teachers, Principal
Actions to date		Now what?		Support needed?	

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Strategy A5: Strengthen moderation practices

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Promote opportunities for teachers to gain shared clarity and understanding of taking, analysing and then using individual assessment tools to guide and inform teaching and learning.	Consistent practice in taking, analysing and using individual assessment tools and making OTJ's	Ongoing 2018	NIL	Deputy Principal, Whanau Leaders	Principal, teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Schedule opportunities within staff meetings and whanau meetings for teachers to moderate OTJ's.	Consistent practice in taking, analysing and using individual assessment tools and making OTJ's	Ongoing 2018	NIL	DP, Whanau Leaders	Principal, teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
School leaders to explore the use of the PACT tool to support teaching and learning.	Leadership team has a clear understanding of how the PACT tool can support teaching and learning	End Term 3	NIL	Principal	Leadership team
Actions to date		Now what?		Support needed?	

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Ako

Strategy A6: Implementation of Teaching as Inquiry practices

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
<p>Fully implement teaching as inquiry practices through the following actions;</p> <ul style="list-style-type: none"> - <i>Review the impact of the current TAI practices.</i> - <i>Develop a common understanding with staff of what it means to 'use inquiry to become an adaptive expert'.</i> - <i>Ascertain teachers' PLD needs in relation to TAI.</i> - <i>Build TAI systems (tables for recording voice) more holistically into C&A and whanau meeting.</i> - <i>Weave inquiry teaching practices into PLD model with Vision Education.</i> 	<p>Reflective and adaptive practice will be evident in classrooms, discussions and planning.</p> <p>Teachers will be able to reflect on the impact of the changes to their practice on student learning.</p>	2018 PLD focus	Ministry funded PLD	Principal/Deputy Principal / Vision education	Leadership team, teachers
Actions to date		Now what?		Support needed?	

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Manaakitanga

Strategy M1: Strengthen culturally responsive practices

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Undertake a school wide review of cultural responsiveness that includes input from all stakeholders. Use review to identify next steps.	Accelerated progress for Māori learners Disparity in achievement between Māori and non-Māori students is reducing Schoolwide and classroom programmes reflect a multi-cultural perspective whilst acknowledging our bi-cultural heritage.	Term 2	NIL	Principal / SAF	Leadership team, teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Capture and document both informal and formal consultation with our Māori community to prioritise next steps.	Accelerated progress for Māori learners Disparity in achievement between Māori and non-Māori students is reducing Schoolwide and classroom programmes reflect a bi-cultural perspective	Ongoing 2018	NIL	Principal	Leadership team, teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Review and refine our school wide Te Reo Māori programme.	Accelerated progress for Māori learners	Term 2 onwards	NIL	Principal, SAF	Leadership team, teachers

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	Disparity in achievement between Māori and non-Māori students is reducing Schoolwide and classroom programmes reflect a bi-cultural perspective				
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Ensure that there is explicit planning for the teaching of Te Reo Māori and tikanga Māori in classroom programmes and long term planning; - Promote a bi-cultural perspective, local history specific to area; - Promote opportunities for local whanau and students to have input into inquiry plans prior to them being taught.	Accelerated progress for Māori learners Disparity in achievement between Māori and non-Māori students is reducing Schoolwide and classroom programmes reflect a bi-cultural perspective	Term 2 onwards	NIL	Principal, SAF	Leadership team, teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Through TAI, PLD (this includes Tataiako) and support systems, develop a shared understanding of culturally responsive practices and strategies that are effective for accelerating the learning for Māori students.	Accelerated progress for Māori learners Disparity in achievement between Māori and non-Māori students is reducing Schoolwide and classroom programmes reflect a bi-cultural perspective	Term 2 onwards	NIL	Principal, SAF	Leadership team, teachers
Actions to date		Now what?		Support needed?	

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Manaakitanga

Strategy M2: Year two of PB4L initiative

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Continue to work through the implementation process.	PB4L processes and strategies are established and being implemented.	Ongoing 2018	\$10,000 MOE funded	PB4L Leader	Principal, PB4L team, all staff
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Review 'TERRIFIC Kids' and make changes as necessary.	The 'vehicle' for the delivery of the PB4L strategies is established.	Term 2	NIL	PB4L leader	Principal, PB4L team, all staff
Actions to date		Now what?		Support needed?	

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Kotahitanga

Strategy K1: Partnerships for learning

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Provide a range of partnership for learning opportunities for families.	Families are engaged in the process of supporting learning	Ongoing	NIL	Leadership team	Teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Track and analyse family engagement in partnership for learning opportunities.	Information analysed to determine target families.	Ongoing	NIL	Leadership Team	Teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Increase opportunities to collect whanau voice with a focus on student learning.	Information analysed to determine areas whanau require support.	Termly	\$200 for prize draws	Principal	Teachers
Actions to date		Now what?		Support needed?	

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Kotahitanga

Strategy K2: Induction of new staff, children and families

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Complete induction process with new staff.	Organisational structures are aligned to reinforce school wide expectations and provide clarity for staff.	Mid Term 1	NIL	Principal	Teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Review induction process and refine as necessary for 2019.	Induction process for 2019 developed based on feedback from staff.	Term 4	NIL	Principal	Teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Introduction of induction for new families strategy. This will include information evenings and welcome to school packs.	New families engage with the school and feel well informed.	End Term 1 and ongoing	NIL	Principal, Ruru Whanau Leader	Leadership team, teachers
Actions to date		Now what?		Support needed?	

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Survey new families about enrolment and induction processes.	Information collected used to inform future needs and to support review process.	Term 4	NIL	Principal	Leadership team
Actions to date		Now what?		Support needed?	

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Kotahitanga

Strategy K3: Engagement in and with Te Kaahui Ako o te Puuaha o Waikato

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Principal to actively participate in and contribute to all Kaahui Ako meetings	Pokeno School is engaged in the decision making processes of the Kaahui Ako.	Ongoing	NIL	Principal	Leadership team
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
All staff to engage in Kaahui Ako meetings as necessary.	Pokeno staff contribute to the development of our Kaahui Ako	Ongoing	NIL	Principal	All teachers
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Te Kaahui Ako o te Puuaha o Waikato focus for 2018 is to have achievement challenges approved and key personnel appointed.	All planning completed and approved ready for 2019 implementation.	End 2018	NIL	Kaahui Ako lead principal	All schools
Actions to date		Now what?		Support needed?	

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Whakawhanake

Strategy W1: Strengthen internal evaluation processes

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Review current self-review processes and use findings to refine internal evaluation model. This includes timeframes and guidelines for strategic and regular self-review at the BOT and school level.	Next steps to strengthen internal evaluation processes have been identified and guide an evaluation model for the school.	Term 2	NIL	Principal, SAF	Leadership team, BOT
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Develop a process for monitoring the impact of new initiatives that have been put in place. Including developing success indicators to monitor progress.	A shared understanding of the impact of schoolwide practices and the impact on teacher capability and accelerated learning.	Term 2	NIL	Principal, SAF	Leadership team, BOT
Actions to date		Now what?		Support needed?	

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Whakawhanake

Strategy W2: School property improvement strategy

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Review and update 2017 BOT property priorities.	Property priorities for 2018 established	End Term 1	Unknown	Property sub committee	Board, Staff, PTA
Actions to date		Now what?		Support needed?	
Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Develop and implement an action plan with specific timeframes and responsibilities.	Action plan developed and implemented.	End Term 1 then ongoing 2018	Unknown	Property sub committee	Board, Staff, PTA
Actions to date		Now what?		Support needed?	

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Whakawhanake

Strategy W3: Roll growth property strategy

Action	Expected Outcome	Timeframe	Budget	Responsibility	Supporting
Continue to liaise with the Ministry of Education on the roll growth property strategy.	MOE to be progressing with a property development strategy to cater for roll growth.	Ongoing	MOE funded	MOE	Principal, Board
Actions to date		Now what?		Support needed?	

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2018 Student Achievement Target for Reading

2018 Aim: To have 80% of all students 'at' or 'above' curriculum expectations.

Baseline Data:

70.7% of all students met expectations in 2017 with 67.3% of Māori learners achieving expectations. This was a significant trend upwards for Māori learners from 2016. The data also shows there is a need to focus on Year 1 learners with only 40% (10/25) meeting the expected curriculum level.

Data from our 2017 end of year assessments indicate that 24 students (10 Māori) are 'Below' their expected curriculum level in reading.

2018 Target:

To accelerate the progress of the 24 students who are currently 'below' their expected curriculum level to be 'at' their expected curriculum level by the end of 2018.

- *There will be a specific focus on year 1 and 2 students.*
- *We will continue to monitor Māori learners to ensure we build on the gains made in 2017 and maintain the current trajectory of these learners to be 'at' their expected curriculum level.*

Key Strategies to Achieve Targets:

- Teachers to support priority learners through target groups and the development of Teaching As Inquiry
- MOE funded PLD with Vision Education
- Provide PLD opportunities in 'Curriculum & Assessment' meetings
- Teachers to engage in regular alignment discussions with school leaders.
- Teacher aide support – in class / priority learners
- Review and strengthen culturally responsive practices
- Increased opportunities for home-school partnerships
- Reading Together programme, focussing on families of target learners including year 1 & 2 and Māori students
- Reading Eggs to be available to all students/families
- Monitoring of attendance for priority learners

Actual Outcomes:

Variance:

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2018 Student Achievement Target for Writing

- **2018 Aim:** To have 70% of all students 'at' or 'above' curriculum expectations.

Baseline Data:

Baseline data shows that 61.6% of all students met writing expectations in 2017 with 60.3% of Māori learners achieving the standard. Disparity exists between females and males with 69.2% of girls meeting expectations as compared to 54.6% of boys.

Year 6 data from 2017 shows that 6/18 students met expectations.

Data from our 2017 end of year assessments indicate that 35 students (24 boys) are 'Below' their expected curriculum level in writing.

2018 Target:

To accelerate the progress of the 35 students who are currently 'below' their expected curriculum level to be 'at' their expected curriculum level.

- *There will be a specific focus on boys who make up 24 of the 35 students who are currently 'below'.*
- *We will continue to monitor Māori learners to ensure they maintain the current trajectory to be 'at' expected curriculum level.*
- *There will be a focus on the Year 7 students to ensure that this cohort meets expectations.*

Key Strategies to Achieve Targets:

- Teachers to support priority learners through target groups and the development of Teaching As Inquiry.
- Provide PLD opportunities in 'Curriculum & Assessment' meetings.
- Teachers to engage in regular alignment discussions with school leaders.
- Explore increased opportunities for students to engage in purposeful writing, with a specific focus on boys.
- Review and strengthen culturally responsive practices
- Collect student voice, with a focus on boys, to ascertain areas of need to increase engagement and enjoyment of writing
- Teacher aide support – in class / priority learners.
- Increased opportunities for home-school partnerships.
- Monitoring of attendance for priority learners.

Actual Outcomes:

Variance: