

Rotokauri School

Charter

2016

Strategic Planning Introduction

Analysis of Variance - Maths

Strategic Aims

Annual Plan Overview

Annual Aims

Operation, Governance and Management Section

APPENDIX

National Standard Data

Strengths and Weaknesses



Principal - Mark Goodson Signed: _____ Date: _____

Board of Trustees Chairperson - Matt Snelgrove Signed: _____ Date: _____

Ministry of Education Number - 1930

Email: office@rotokauri.school.nz

National Priorities

- Literacy
- Numeracy
- Maori/Pasifika Student Learners
- Inclusive Schooling
- Information and Communication Technology
- National Standards

School culture

- Concept of TEAM - Together everyone achieves more
- Open door
- High expectations of behaviour and learning
- Buddy system
- Supportive family feeling
- Inclusive - appreciate individual differences
- Celebrate success
- Reflective practices
- Leadership opportunities

Success Criteria for Rotokauri School

- Inclusive, positive environment
- Balanced curriculum with emphasis on literacy and numeracy
- Key competencies
- Students actively involved in learning
- Evidence of the values being used
- Strong connections between school and community

ROKOKAURI PRIMARY SCHOOL

Charter 2016-18



Together We Grow - Together We Learn

Mission:

Our positive environment will actively engage us all in learning.

Vision:

We are resilient, creative, responsible, confident learners and communicators.

Values:

Respect, Responsibility, Honesty, Persistence, Excellence

Rotokauri School

- Is semi - rural with appealing country outlook
- Has a proud history
- Friendly, family atmosphere
- Approachable, high calibre staff
- Supportive B.O.T and proactive P.T.A
- Enrolment scheme to avoid overcrowding
- Support for learners with special education needs
- Technology used to support classroom programmes
- Attractive learning environments
- School Roll - 188
- Year 1-8
- European/Pakeha - 68%
- Maori - 23%
- Pasifika - 1%
- Asian - 6%
- Other - 2%
- Decile 8

Cultural Diversity and Maori Dimension

- We have a Maori Student Achievement Plane that is reviewed annually in consultation to support our Maori learners
- Maori community are valued resources
- Provision of authentic learning experiences
- Te Reo and Tikanga progressions for Years 1-8 under development
- Local community/iwi involvement
- Tātaiako Competencies under development
- Maori facilitator to be employed to provide Professional Development for staff

PRINCIPLES OF OUR ROTOKAURI CURRICULUM

These principles guide the development and direction of the Rotokauri Curriculum.

<p style="text-align: center;"><u>Learning To Learn</u></p> <p>Students will develop the skills to manage their own learning. Students will reflect on their learning process.</p> <ul style="list-style-type: none"> ● formative assessment ● self-assessment ● setting goals ● co-constructing ● establishing learning intentions and success criteria ● taking risks 	<p style="text-align: center;"><u>High Expectations</u></p> <p>Students will be encouraged to achieve personal excellence. Students will celebrate their own and others' successes.</p> <ul style="list-style-type: none"> ● celebrate successes ● values ● leadership responsibilities are shared 	<p style="text-align: center;"><u>Coherence</u></p> <p>Students will experience a balanced curriculum incorporating all learning areas, attributes and values. Students will be encouraged to make connections in their learning. Students will experience a supported transition to their next learning challenge.</p> <ul style="list-style-type: none"> ● inquiry learning (FLIGHT learning model) ● integrated units ● teacher communication between classes ● Transition To School booklet ● curriculum coverage tracking sheet ● transition visits to next class ● IEPs ● Year 8 exit survey 	<p style="text-align: center;"><u>Community Engagement</u></p> <p>Students will be positively supported by an actively involved learning community.</p> <ul style="list-style-type: none"> ● Perceptual Motor Programme ● concerts/festivals ● parent interviews ● Parent Evenings ● parent helper/volunteers ● trip transportation ● Meet The Teacher evening ● sporting events ● fundraising events
<p style="text-align: center;"><u>Inclusion</u></p> <p>Students will have their learning needs catered for in an equitable way.</p> <ul style="list-style-type: none"> ● assessment ● Special Needs programmes ● Gifted and Talented ● relationships ● holistic approach ● whanaungtanga ● leadership ● inclusive classroom practices ● differentiation 	<p style="text-align: center;"><u>Cultural Diversity</u></p> <p>Students will respect cultural differences and traditions.</p> <ul style="list-style-type: none"> ● globalisation ● country studies 	<p style="text-align: center;"><u>Treaty of Waitangi</u></p> <p>Students will have the opportunity to learn Te Reo Māori. Students will be supported by the Māori community. The Tātaiako Competencies will be acknowledged in classroom practice.</p> <ul style="list-style-type: none"> ● pronunciation (Te Reo) ● signage ● waiata - National Anthem ● protocols ● consultation meeting/email group 	<p style="text-align: center;"><u>Future Focus</u></p> <p>Students will explore future focused concepts such as sustainability, citizenship, enterprise and globalisation. Students will be involved in environmental sustainability practices.</p> <ul style="list-style-type: none"> ● sustainability e.g vegetable gardens ● Citizenship ● Enterprise ● Globalisation

CONSULTATION

Rotokauri B.O.T. and Management consults regularly with students, staff, parents/caregivers, the wider community and the Māori community.

Processes for consultation include - specific consultation questionnaires, student voice surveys, school newsletters, P.T.A. and B.O.T. meetings, formal and informal interviews, B.O.T. phone surveys, e-mailing and parents' evenings.

Parents have the opportunity to put their views in the good ideas box which is situated at the front office. This is all part of our Open Door Policy which is a strong feature of the Rotokauri School culture.

All past consultations are documented and can be found on site.

CONSULTATION DATES

- o Annual Consultation with community, staff and students.
(August/September 2016)
- o Consultation with Board regarding strategic planning.
(December 2016 - February 2017)
- o Charter, strategic planning and reporting meeting, when the management team reflects on the views of all interested parties.
(November/December 2016)
- o Draft copy of charter circulated to the Board and Staff and is available in the office foyer for parents to view.
(February 2016)
- o Consultation with the Māori Community (February 2016)
- o Student Consultation - continuous cycle throughout the year.

MĀORI DIMENSION SECTION

CONSULTATION WITH MĀORI COMMUNITY

Our 2015 roll showed forty one students whose parents identified their children as Māori as one of their family ethnicities on our enrolment forms. Personal invitations to our annual hui are sent out to parents/caregivers of Māori students and a notice is published in the newsletter for other interested parties in February each year. The Māori liaison staff members will be present at this hui. Information from the meeting will be communicated to the Board of Trustees and Staff. At this meeting, parents are consulted on the Strategic Plan Aims and Annual Plan Aims.

We will continue our relationship with Te Papa-o-Rotu Marae, Whatawhata. Our Māori students and parents with skills in Te Reo are valued resources. Four staff members attended a year-long course of Te Reo at the Wananga in 2014. One staff member continued on to a higher level of Te Reo in 2015. We consulted with all of our Māori students in August 2015 to determine -

- whether they felt their culture was being acknowledged
- whether leadership was being encouraged
- how engaged they were in their education
- if they were confident learners and communicators
- whether students attended Kohanga Reo early education
- whether students could identify their marae and their involvement on their marae
- their preferred learning style e.g individual vs group
- what further learning they would like

Staff held meetings with a Maori facilitator from Waikato Polytechnic to discuss where we are at presently with a Te Reo programme in the school and what further steps we need to make.

This year we will further develop Te Reo and Tikanga progressions from Year 1 to Year 8 using the Ministry of Education Curriculum Guidelines for teaching and learning Te Reo Maori. We will also use our local history, environment and community as a resource. The BOT will fund the hiring of a Maori tutor to increase teacher's knowledge and confidence and support them with teaching Te Reo in their classrooms.

TE REO MĀORI INSTRUCTION FOR FULL TIME STUDENTS WHO REQUEST

Rotokauri School aims to develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture. We take all reasonable steps to incorporate Tikanga Māori and Māori culture into the school, which includes a school wide programme of Te Reo for all students and an E.O.T.C. Programme relating to cultural activities, when relevant.

If a whanau requests a higher level of Tikanga and/or Te Reo than that which is presently being offered, the Board of Trustees, staff and family will discuss the following options:

- further extension of the existing programmes,
- consider support and assistance from local iwi to help support the school.

This will be dependent on cost, effectiveness and feasibility.

KEY DATES FOR CHARTER

Rotokauri School's Strategic Planning is from November to November. The implementation of the school's plan is from the beginning of each year.

Board adopts Charter, Planning and Reporting Programme 2016 (February)

Rotokauri B.O.T. Chairperson: Matt Snelgrove: _____ Date: _____

Rotokauri School Principal: Mark Goodson: _____ Date: _____

Ratified Charter sent to M.O.E. March 1 2016 - charters.hamilton@minedu.govt.nz

ANALYSIS OF VARIANCE OF MATHS TARGET 2015

Focus	Maths
Strategic Aim	All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.
Annual Aim	To decrease the number of students in the target group (20 students from Year 4 - 8) Below the National Standard for Maths by 25% (5 students), based on the 2014 National Standards data.
Baseline Data 2014	Analysis of school-wide maths data in November 2014 identified 48% of students in Years 4-8 were working "below" the National Standard in maths. It also showed that 2% of students were achieving at "Well Below" the National Standard in maths.
Targets 2015	25% of the twenty target students will achieve At for the National Standard in Maths.

<p style="text-align: center;"><u>Actions</u></p> <p style="text-align: center;">(What did we do?)</p>	<p style="text-align: center;"><u>Outcomes</u></p> <p style="text-align: center;">(What happened?)</p>	<p style="text-align: center;"><u>Reasons for the Variance</u></p> <p style="text-align: center;">(Why did it happen?)</p>	<p style="text-align: center;"><u>Evaluation</u></p> <p style="text-align: center;">(Where to next?)</p>
<p>Using assessment data, we identified students from Yrs 2 - 8 (48) that were below or well below the National Standard in Maths. A group of 20 target students from Year 4 - 8 were identified.</p> <p>Four Professional Development meetings were held during Term 2, run by SENCO and the Management Team. An inquiry was undertaken to address teacher's understandings about the use of support staff within the classroom (inclusive practice).</p>	<p>At the end of 2014, there were 48/171 (28%) students "Below" the National Standards in Mathematics. There were 2% (3/171) "Well Below" the National Standard in Mathematics. There were 30 students below and 3 students well below in Years 4 - 8. Twenty students became the target group.</p> <p>At the end of 2015 9/20 (45%) students were At the National Standard. One student left the school prior to November so their data is not included. At the end of 2015, 38/184 (21%) students were below the National Standard in Mathematics. There were 6/184 (3%) Well Below.</p> <p>Staff became more informed and reflective about the role of the Learning Support Teacher.</p> <p>All students within the classrooms benefited from the LST assistance and support.</p>	<p>All students progressed towards the National Standard in Mathematics, but 11/20 may not have necessarily achieved <u>all</u> the requirements to meet the National Standard.</p> <p>Using the LST within classrooms became more of a focus.</p> <p>Students become more aware of the role of the LST in the classroom.</p>	<p>Review and reflect on assessments e.g which ones are necessary? Are all strands covered in assessments?</p> <p>Developing an Assessment folder per teacher which will standardise our assessment approach across the whole school.</p> <p>Ensuring that staff have access to assessments online via Google Docs.</p> <p>Staff development meetings to discuss assessment, moderation etc in order to have a consistent understanding throughout the school.</p> <p>Develop a shared understanding and guidelines for LST and teacher aides within classroom across the school.</p> <p>Continue to use LST and teacher aides in the classrooms to support teaching programmes.</p>

<p>Staff and LST developed specific programmes to meet the needs of the 20 targeted students. The Learning Support Teacher worked within the classroom supporting the teacher as they worked with the target students for daily instruction.</p>	<p>A stronger relationship was formed between the students, teachers and LST.</p> <p>Target students made progress towards the National Standards. 9/20 target students moved from below to at.</p> <p>From end of 2014 data 15/41 students (37%) moved from below to at and one student moved to above.</p>	<p>We modified our programmes and teaching methods to try to shift the target students.</p> <p>New teaching staff taught in senior classrooms.</p> <p>Attitudes of all students changed with having the LST in the classroom.</p> <p>Student confidence improved with the LST supporting individuals in a non-threatening environment.</p> <p>Continuity across the classrooms with teaching Maths.</p> <p>Students were involved in Maths programmes at appropriate times</p>	<p>Management Team to share the outcomes (positive) using the National Standards data.</p> <p>Management Team to identify 2016 target students.</p> <p>Maths teaching programmes to begin early in Term 1 using the December 2015 data and strategic plan.</p> <p>Time to reflect on what has been successful and what changes need to be made to progress further.</p> <p>Identify trends from student data (across all strands, knowledge and strategy) and target gaps in learning.</p>
<p>Senior staff completed an equipment stocktake, identified gaps with equipment, shared resources across classrooms, ordered new equipment and discussed ways of using resources.</p>	<p>The equipment was used more regularly and targeted towards the children's needs.</p>	<p>rather than being withdrawn from class.</p> <p>Staff and students were motivated to use the equipment appropriately and effectively.</p>	<p>Staff to build up more equipment.</p> <p>Sharing of ideas in staff development and syndicate meetings to showcase how equipment is used.</p>

<p>The school started a contract with Maths Whizz for all students. The school funded 1/3 of the cost per student. Staff upgraded the technology within their classrooms to cater for Maths programmes. Staff undertook professional development to learn how to effectively implement the programme within the classroom and to use the Maths Whizz resources.</p>	<p>Staff had a shared understanding of what equipment was available in the school.</p> <p>Maths Whizz became part of the daily Maths teaching programme and was used in the homework programme.</p> <p>Students were introduced to the entire Maths coverage e.g strands.</p> <p>Students became more reflective, self-monitoring, competitive, self-managing in their approach to Maths.</p> <p>A workshop was run to introduce</p>	<p>Students were able to practice following up activities using the equipment (more enthusiasm).</p> <p>A link between what was being taught at school and what was being done at home was developed.</p> <p>Success with the Maths Whizz programme, as a class and individuals, was celebrated.</p> <p>Maths Whizz adjusted the programme to meet the student's needs and challenged where appropriate.</p>	<p>Continue with the Maths Whizz programme throughout the entire school.</p> <p>Reporting to parents about student progress with the Maths Whizz programme.</p> <p>Staff development through IT unit holder for Maths Whizz.</p>
<p>SENCO and Management team consulted with target students, by way of a student voice questionnaire, to determine the effectiveness of the LST. Staff were also consulted (teaching staff, LST and teacher aide).</p>	<p>parents to the Maths Whizz programme.</p> <p>Shift in opinion as the students progressed through the school. The relationship between the target students, other students, teachers and the LST became more productive.</p> <p>Levels of achievement improved with the LST's input.</p>	<p>Parents were supportive of the students working on Maths Whizz at home.</p> <p>Identified trends and patterns across the senior school e.g fractions, basic facts.</p> <p>Clearer expectations and a shared understanding between students, LST and teachers.</p>	<p>LST time used to gather and make relevant resources.</p> <p>Continue with LST working in the classrooms.</p> <p>Professional development opportunities for LST.</p>

	LST's knowledge of Maths teaching, programmes and resources has improved.		
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STRATEGIC PLAN OVERVIEW

2015 - 2018

	2015	2016	2017	2018
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Major Focus and Professional Development	Rotokauri Curriculum redesigned Oral Language (Junior School) Maths	Rotokauri curriculum redesigned (Science) Literacy (Junior School) Maths (Senior School)	Rotokauri Curriculum Redesigned Reading Comprehension	Writing Health/PE
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Minor Focus	Reading Comprehension Te Reo Progressions	Oral Language Maori Curriculum	Spelling/Punctuation/ Grammar	Rotokauri Curriculum Integration
Future Focus	Enterprise/Sustainability	Enterprise/Citizenship	Enterprise/Globalisation	Enterprise/Sustainability



ROTOKAURI PRIMARY SCHOOL

STRATEGIC PLAN 2016-2018



1. All students are successfully able to access the New Zealand Curriculum as shown by progress and achievement in relation to the National Standards.

2. Improve Maori/Pasifika student engagement and achievement through valuing the language and culture, by providing authentic learning experiences for all students.

3. Students with special education needs are supported in their learning through full participation in an inclusive environment, progressing in relation to the New Zealand Curriculum. Special programmes are provided to improve student outcomes.

4. To equip students as 21st century learners by improving achievement through e-learning tools and strategies.

5. To develop a philosophy of caring for the environment.

6. To provide opportunities for students to participate and excel in a variety of sports and physical activities.

7. To facilitate planned year of professional development encompassing Rotokauri School Curriculum, Assessment Folders and Teaching Operational Manual.

8. To provide all learners the opportunity to learn Te Reo Maori and learn about the Maori culture.

9. To enhance and maintain system, processes and resources to support teaching and learning in a safe and positive environment.

ROKOKAURI SCHOOL: 2016 ANNUAL PLAN

Aim 1 - Student Achievement

All students are successfully able to access the New Zealand Curriculum as shown by progress and achievement in relation to the National Standards.

Emphasis on literacy and numeracy

Major Focus (Target) - Junior School Reading, Senior School Maths

Minor Focus - Oral Language, Maori progressions

Unit Allocation - I.T., Environment, Sport, The Arts, Curriculum, Special Education

Continue with Maths Whizz programme

Aim 2 - Maori /Pasifika Achievement

Improve Maori student engagement and achievement in Maths, through valuing the language and culture, by providing authentic learning experiences for all students.

Reading, Writing and Maths Achievement

Te Reo & Tikanga progressions

School hangi

Reviewing and updating resources

Student and parent voice surveys

2016 Maths target (Years 2 - 4)

Refer to Aim 9

ROKOKAURI SCHOOL

Focus on Raising Standards

Literacy - Reading
(Year 1 & 3)

Maths (Years 4-8)



Aim 3 - Students with special education needs

Students with special education needs are supported in their learning through full participation in an inclusive environment, progressing in relation to the New Zealand Curriculum. Special programmes are provided to improve student outcomes.

Gifted and Talented Register

Teacher Aide

Support Register

Medical Action Plans

IEPs

Reading Recovery

Learning Support teachers

Standardised testing analysed

Aim 4 - E- Learning

To equip students as 21st century learners by improving achievement through e-learning tools and strategies.

Technology integration into programmes

Increased devices across the school

Digital citizenship

Google drive, website, blogs

Communication with parents

Increase teacher resources

Maths Whizz

New server/phone system

Aim 5 - Environment

To develop a philosophy of caring for the environment.

Participate in national initiatives, e.g. Keep NZ Beautiful.

Garden group - Planting and harvesting

Recycling and Worm farm

Educational facilitators, e.g. Zero Waste

Keep Rotokauri School Beautiful Award each week to develop sense of pride.

Beautification Plan

Aim 6 - Sport

To provide opportunities for students to participate and excel in a variety of sports and physical activities.

- Student Voice
- Parental encouragement
- Interschool activities
- Participation and attitudes
- Project Energize and other outside agencies
- Senior Student involvement
- Sports Committee/leadership
- Providing resources and professional development

Aim 7 - Professional Development

To facilitate planned year of professional development encompassing Rotokauri School Curriculum, Assessment Folders and Teaching Operational Manual.

- Systematic one year plan for Professional Development (balance)
- Standardised documentation for classes
- Timetabling - unit holders, curriculum, moderation
- Agendas, minutes, follow up, documentation
- Target students (sharing of good practice)
- Health and Safety
- Focus on Communication (whole school), to be assessed against rubrics.

Aim 8 - Te Reo and Tikanga

To provide all learners the opportunity to learn Te Reo Maori and learn about the Maori culture.

- Te Reo and Tikanga progressions
- Facilitator to work with staff
- Opportunities to develop waiata and kapa haka
- Build up bank of resources
- Cultural experiences - hangi, Matariki

Aim 9 - Governance

To enhance and maintain system, processes and resources to support teaching and learning in a safe and positive environment.

School Review

- Self-review schedule
- Rotokauri School Curriculum review
- Strategic plan, action plans
- Community and student self-review
- Staff self-review

Property

- Maintenance contracts - refer to policies
- 5 and 10 year property plan
- Monthly property report
- Pool maintenance
- Property budgets
- Beautification plans
- Maintain systems, e.g. sewage
- Liaise with Ministry re cladding of MPR

Health and Safety

- Health and Safety procedures
- Maintain hazard register
- Maintain accident register and sick bay log
- Warrant of Fitness
- Health action plans
- Water quality checks
- See health and safety policies, e.g. Sunsmart
- New regulations (April 2016)

Finance

- Budget 2016 (216 students)
- Monthly meeting with the accountant
- Property plan
- Assets register
- Finance Policy
- Monthly report



MAORI STUDENT ACHIEVEMENT PLAN - 2016



Manaakitanga

Valuing Cultural Connectedness

Aim to establish a kapahaka group with support from the local community (explore tutor options).

Maori Language Week - plan events in classrooms (21 - 27 July).

Cultural Day including a Hangi - plan events and whanau involvement for the whole school.

Investigate ways to value Te Reo in the school e.g school motto translated to Maori, numbering of classrooms.

Nga Whakapiritanga

Environment

Develop a plan for including Maori artwork and signage around the school.

Priority Area

To decrease the number of Maori students in the target group (Years 2 - 4) below the Maths National

Whanaungatanga

Relationships

Continue to build on relationship with local iwi (consult for advice on whole school hangi).
Seeking and valuing Maori parental involvement e.g consultation meeting (February).

Wananga and Ako

Communication and Classroom Action

Conduct survey of Maori students (engagement, cultural learning style, leadership).

Maori student achievement targets set in charter documents.

Design Level 1 - 4 Te Reo/Tikanga progressions.

Professional development opportunities for staff.

Explore the variety of resources that support the integration of Te Reo in curriculum areas.

ANNUAL PLAN

AIM 1: NATIONAL STANDARD READING TARGET (Junior School - Years 1 - 3)

STRATEGIC AIM 1: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards,

2016 ANNUAL AIM 1/TARGET:

To decrease the number of students in the target group (9 students from Year 2) Below the National Standard for Reading by 44% (4 students).

Analysis of school-wide Reading data (OTJ's against Reading National Standards Anniversary) identified that 66% of students are below after one year at school (27/41). Data shows that in November 2015, 28% of students Year 1 - 8 were Below the National Standard in Reading (52/184) and 2% (2/184) were Well Below. The target students were chosen based on the student's anniversary (October - December 2015).

END OF YEAR 2015 READING DATA: Number of Learners - 184 students				DATA ANALYSIS: 2% of students (4/184) are achieving Well Below the Reading National Standard. 28% of students (52/184) are achieving Below the Reading National Standard. 37% of students (68/184) are achieving At the Reading National Standard. 33% of students (60/184) are achieving Above the Reading National Standard. 3% of the students (3/94) are achieving Well Below against the National Standard are females. 26% of the students (24/94) are achieving Below against the National Standard are females. 1% of the students (1/90) achieving Well Below against the National Standard are males. 31% of the students (28/90) achieving Below against the National Standard are males. 5% of the students (1/19) achieving Well Below the National Standard are Maori males. 37% of the students (7/19) achieving Below the National Standard are Maori males.
Well Below	Below	At	Above	
4 (2%)	52 (28%)	68 (37%)	60 (33%)	
<u>To add - Target children's data</u>				

13% of the students (2/16) achieving Well Below are Maori females.

31% of the students (5/16) achieving Below are Maori females.

0% of the students are classified as Pasifika male.

100% of the students (1/1) achieving Below the National Standard are Pasifika female.

17% of the students (1/6) achieving Below the National Standard are Asian female.

Students not included in this data:

Students who have had less than a total of 40 weeks enrolment at school (Year 0 to 1 students).

AREAS OF EFFECTIVE SCHOOLWIDE PRACTICE IN TEACHING READING:

- Assess and group according to student needs.
- Shared understanding for all staff in regards to Below and Well Below students.
- Provide relevant experiences to motivate students to do Reading.
- Quality Reading programmes being taught school-wide.
- Use equipment to support learning.
- Support and encourage students to succeed.
- Give formative feedback to the students about their learning.
- Extend the Reading programme by organising extension groups taught within the class.
- IEPs are developed for those students achieving "Well Below".
- Provide Reading homework for students to reinforce skills.
- Use of technology to support students learning.

AREAS IDENTIFIED FOR FUTURE IMPROVEMENTS:

- Learning Support Teacher, SENCO and teacher devise an action plan using Running Record data, for the students in the target groups.
- Review resources available for teaching programmes and decide what is most effective and how it will be used.
- Consistent use of a school wide (junior/senior syndicate) planning template (long term, unit and weekly).
- Moderate programmes and check for consistency of teaching across classes.
- Moderate assessment - involve teachers, teacher aide, Learning Support Teacher and SENCO for consistency of administering and analysis.
- Teacher use of student assessment data/information to inform planning and teaching, and to inform reporting.

- Further improvement of teacher/learning support teacher pedagogy in teaching Reading.
- Reflect on effective classroom practice and modify where required.
- Purchasing, sorting and sharing Reading resources.
- Proactively supporting families who have a history of struggling with Reading (SENCO/RT.Lit to run parent workshop).
- IEPs are developed for those students achieving "Well Below" the National Standard in Reading (within syndicates and with teacher aide/teacher input).
- IEPs developed for targeted students in consultation with SENCO.

Actions to achieve targets:	Led by:	Timeframe:
1. Improve teacher knowledge of Ministry guidelines, e.g. National Standards document, NZ Curriculum, Literacy Progressions	Junior/Senior syndicate leaders SENCO	2016
2. Develop a purchasing plan, continue to stocktake Reading resources.	All teachers	2016
3. Integrate I.T. resources to support Reading programmes.	I.C.T. Unit holder	2016
4. Reviewing and reflecting on assessments currently used and their relevance. Use of consistent administration procedures for assessing. Development of action plans for teaching students, using data collected.	Teachers with target students SENCO	2016
5. Teachers refer students to the Reading Support Teacher/teacher aide for additional support in Reading.	Junior Syndicate Reading Support Teacher	2016
6. The teacher and Reading Support Teacher will analyse data, plan and teach lessons and activities that are based on the diagnosed needs of the students.	All staff Reading Support Teacher	2016

2016 BUDGET

STAFF PROFESSIONAL DEVELOPMENT			LEARNING RESOURCES		
<u>Activity</u>	<u>Budget</u>	<u>Actual</u>	<u>Activity</u>	<u>Budget</u>	<u>Actual</u>
RT.Lit/SENCO support for teachers to improve pedagogy and classroom practice in Reading.	Release time for teaching staff Possibly payment for out of school hours assistance		Reading Support Teacher	Employed for .4 per week	
Courses/workshops for staff to attend based on Reading needs.	Professional Development Budget	\$300 per student	Equipment/Resources	Junior Reading Target \$1000	

AIM 1: NATIONAL STANDARD MATHEMATICS TARGET (Senior School - Years 4 - 8)

STRATEGIC AIM 1: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards,

2016 ANNUAL AIM 1/TARGET:

To decrease the number of students in the target group (20 students from Year 4 to 8) Below or Well Below the National Standard for Maths by 40% (8 students), based on the 2015 National Standards data.

Analysis of school-wide maths data (OTJ's against Mathematics National Standards) identified that there are were 20 students that still needed to reach the National Standard. Data shows that in November 2015, 18% (20/113) of Year 4 - 8 students were Below the National Standard in Mathematics. Included in the target group are 3 Year 4 students (below) who are yet to complete their 3rd year at school.

END OF YEAR 2015 MATHS DATA: Number of Learners 184 students				DATA ANALYSIS: 3% of students (6/184) are achieving Well Below the Mathematics National Standard. 21% of students (38/184) are achieving Below the Mathematics National Standard. 55% of students (102/184) are achieving At the Mathematics National Standard. 21% of students (38/184) are achieving Above the Mathematics National Standard. 4% of the students (4/94) are achieving Well Below against the National Standard are females. 29% of the students (27/94) are achieving Below against the National Standard are females. 2% of the students (2/90) achieving Well Below against the National Standard are males. 12% of the students (11/90) achieving Below against the National Standard are males. 13% of the students (2/16) achieving Well Below against the National Standard are females. 31% of the students (5/16) achieving Below the National Standard are Maori females. 0% of the students achieving Well Below the National Standard are Maori males. 26% of the students (5/19) achieving Below are Maori males. 100% of the students (1/1) achieving Below the National Standard are Pasifika female.
Well Below	Below	At	Above	
6 (3%)	38 (21%)	102 (55%)	38 (21%)	

0% of the students achieving Below/Well Below the National Standard are Asian.

Students not included in this data:

Students who have had less than a total of 40 weeks enrolment at school (Year 0 to 1 students).

AREAS OF EFFECTIVE SCHOOLWIDE PRACTICE IN TEACHING MATHS:

- Assess and group according to student needs.
- Provide relevant experiences to motivate students to do maths.
- Quality maths programmes being taught school-wide.
- Use equipment to support learning.
- Support and encourage students to succeed.
- Give formative feedback to the students about their learning.
- Extend the maths programme by organising gifted and talented maths groups taught within the class. Select students to participate in the ICAS Maths Competition.
- IEPs are developed for those students achieving "Well Below" the National Standard in Mathematics (within syndicates and with teacher aide/teacher input).
- IEPs developed for targeted students in consultation with SENCO.
- Provide maths homework for students to reinforce skills, when appropriate.
- Use of Maths Whizz to support students learning.

AREAS IDENTIFIED FOR FUTURE IMPROVEMENTS:

- Learning Support Teacher and teacher devise an action plan using IKAN, GloSS and JAM data, for the students in the target groups.
- Continue to review resources available for teaching programmes and decide what is most effective and how it will be used.
- Consistent use of a school wide planning template (long term, unit and weekly).
- Moderate programmes and check for consistency of teaching across classes.
- Focus on the language of maths.
- Teacher use of student assessment data/information to inform planning and teaching, and to inform reporting.
- Further improvement of teacher/maths support teacher pedagogy in teaching maths.
- Reflect on effective classroom practice and modify where required.
- Purchasing, sorting and sharing maths resources.
- Proactively involve parents in supporting their children's learning.
- Senior staff to analyse knowledge assessment data and design suitable remedial programmes to meet the student's needs.
- Promote integration of number into strand units of work.

- Moderate assessment - involve teachers, teacher aide, Learning Support Teacher and SENCO for consistency of administering and analysis.

Actions to achieve targets:	Led by:	Timeframe:
1. Improve teacher knowledge of Ministry guidelines, e.g. National Standards document, NZ Curriculum, nzmaths.co.nz	Lead teachers, Junior/Senior School	2016
2. Develop a purchasing plan and continue to stocktake maths equipment.	All teachers	2016
3. Integrate I.T. resources to support maths learning (Maths Whizz)	I.C.T. Unit holder	2016
4. Reviewing and reflecting on assessments currently used and their relevance. Use of consistent administration procedures for assessing. Development of action plans for teaching students, using data collected.	Teachers with target students	2016
5. Teachers refer students to the Reading Support Teacher/teacher aide for additional support in Maths.	All teachers	2016
7. The teacher and Learning Support Teacher/teacher aide will analyse data, plan and teach Lessons and activities that are based on the diagnosed needs of the students.	All staff	2016

2016 BUDGET

STAFF PROFESSIONAL DEVELOPMENT			LEARNING RESOURCES		
<u>Activity</u>	<u>Budget</u>	<u>Actual</u>	<u>Activity</u>	<u>Budget</u>	<u>Actual</u>
Courses/workshops for staff to attend based on Maths needs.	Professional Development Budget	\$300 per teacher	Maths Support Teacher	\$11,500	
.			Equipment/Resources	Budget allocations for Maths - Junior/Senior	

AIM 2: NATIONAL STANDARDS MAORI MATHS TARGET

STRATEGIC AIM 2:

Improve Maori student engagement and achievement in Maths, through valuing the language and culture, by providing authentic learning experiences for all students.

2016 ANNUAL AIM 1/TARGET:

To decrease the number of Maori students in the target group (8 students from Years 2 - 4) below the National Standard for Maths by 25% (2 students), based on the 2015 National Standards data.

Analysis of school-wide Maths data (OTJ's against Reading National Standards) identified that there are a number of students who require further support to reach the National Standard. Data shows that in November 2015, 35% of students (12/35) were Below/Well Below the National Standard in Maths.

END OF YEAR 2015 READING MAORI DATA: Number of Learners				DATA ANALYSIS: 6% of students (2/35) are achieving Well Below the Maths National Standard. 29% of students (10/35) are achieving Below the Maths National Standard. 49% of students (17/35) are achieving At the Math National Standard. 17% of students (6/35) are achieving Above the Maths National Standard. 13% of the students (2/16) are achieving Well Below against the National Standard are females. 31% of the students (5/16) are achieving Below against the National Standard are females. 0% of the students achieving Well Below against the National Standard are males. 26% of the students (5/19) achieving Below against the National Standard are males. Students not included in this data: Students who have had less than a total of 40 weeks enrolment at school (Year 0 to 1 students).
Well Below	Below	At	Above	
2	10	17	6	
(6%)	(29%)	(49%)	(17%)	

AREAS OF EFFECTIVE SCHOOLWIDE PRACTICE IN TEACHING IN MATHS:

- Assess and group according to student needs.
- Provide relevant experiences to motivate students to read.
- Quality Maths programmes being taught school-wide.
- Support and encourage students to succeed.
- Give formative feedback to the students about their learning.
- IEPs are developed for those students achieving "Well Below" the National Standard in Maths.
- Provide Maths homework for students to reinforce skills, when appropriate.
- Teacher aide support for Maori target group.
- Explore learning styles applicable to Maori students.
- Include parents in decisions/planning based on their children's needs.

AREAS IDENTIFIED FOR FUTURE IMPROVEMENTS:

- Devise an action plan using Maths assessments (JAM, GLoSS).
- Review resources available for teaching programmes and decide what is most effective and how it will be used.
- Teachers to develop classroom programme with Maths support teacher and SENCO.

- Teacher use of student assessment data/information to inform planning and teaching, and to inform reporting.
- Reflect on effective classroom practice and modify where required (learning styles).
- Home/school partnership to address and support student's needs.

Actions to achieve targets:	Led by:	Timeframe:
1. Improve teacher knowledge of Maths pedagogy and Maori students' learning style.	SENCO	2016
2. Participate in school-wide professional development.	SENCO Syndicate leaders	2016
3. Review Maths resources available and purchase accordingly.	Teachers	2016
4. Integrate I.T. resources to support Maths learning.	Classroom teachers	2016
5. Use of consistent administration procedures for assessing. Development of action plans for teaching students, using data collected.	Teachers with target students SENCO	2016

2016 BUDGET

STAFF PROFESSIONAL DEVELOPMENT			LEARNING RESOURCES		
<u>Activity</u>	<u>Budget</u>	<u>Actual</u>	<u>Activity</u>	<u>Budget</u>	<u>Actual</u>
Courses/workshops for staff to attend based on Maths needs.	Professional Development Budget \$1000 budget for targeted students	\$300 per teacher	Maths Support Teacher	\$11,500	
.			Equipment/Resources	Budget allocations for Maths - Junior/Senior	

ANNUAL PLAN

AIM 3

To raise achievement of Special Needs and to enrich Gifted and Talented students.

Duration: 2016

Intentions	Actions	Desired Outcomes	Who	Budget	Achievements
To identify and cater for children with special needs.	Identify children with special needs from classroom testing and observation. Allocate a unit to SENCO. Learning Support. Special Education,(Individual Profiles). Personal File, (medical and emotional needs).5 year School Entry assessments.6year Nett results. Plan programmes and timetables for teacher aide and SENCO to support children with special needs. Inform staff of programmes that may assist them.	Students classified as at risk will receive additional support through the actions specified.	Classroom teacher SENCO Teacher Aide Students Parents Outside agencies	SENCO budget Gifted and Talented budget Special Needs budget National Standards budget Banked staffing	Students' needs will be catered for and progress made.
To identify and enrich gifted and talented children.	SENCO to maintain Gifted and Talented registers. Identify gifted and talented students from classroom testing and observation. Withdraw groups for extension, eg. Maths, The Arts, Science, Photography, Technology, I.T, Writing and Environment. Discuss programmes to provide diverse experiences, e.g. Options,	Students identified as G&T will be catered for within their classroom programmes and be withdrawn for extension programmes.	Classroom teacher SENCO Teacher Aide Students Parents Outside agencies	SENCO budget Gifted and Talented budget Special Needs budget National Standards budget	Students' needs will be catered for and progress made.

	Share Gifted and Talented work/success in assemblies and displays.			Banked staffing	
Budget for special needs and gifted and talented children	Purchase Resources to support the Special Education programmes. Budget for SENCO Professional development.	SENCO and classroom teachers will be upskilled and have the resources required to implement programmes.	SENCO Classroom teachers	SENCO's professional development budget	To cater for individual needs within Rotokauri School with emphasis on Special Needs and Gifted and Talented Students
Liaise with Principal, classroom teachers, parents and outside agencies.	Communicate and negotiate the plan of action between all stakeholders. Formulate the referral process for various agencies. Collate data and write reports.	Clear guidelines and action plans to support our students. Building rapport with all stakeholders.	SENCO Classroom teachers Outside agencies Parents	SENCO	All stakeholders will understand the action plan for students.
Identify using school records students with specific health concerns.	Co-ordinate records with school office, keep a register, write safety/action plans (updated yearly) where appropriate	Clear guidelines and action plans to support our students physical health and safety at school.	SENCO Office Administrator Class teachers and parents		All stakeholders will understand the action plan for students.

<p>To report to the Management team and the Board of Trustees</p>	<p>SENCO reports to the Management team, Board of Trustees and school community on progress of special needs, gifted and talented children and special programmes within the school.</p>	<p>A report will be written and presented to the Board of Trustees at the end of the year.</p>	<p>SENCO BOT members Management team</p>	<p>SENCO</p>	<p>The BOT and management team members will be informed and stakeholders will be able to reflect on next steps for the students' learning.</p>
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ANNUAL PLAN

AIM 4

To equip students as 21st century learners by improving achievement through e-learning tools and strategies.

Duration: 2016

Intentions	Actions	Desired Outcomes	Who	Budget	Achievements
Implement the use of Google Drive across the school.	<ul style="list-style-type: none"> • More Professional Development for staff to improve knowledge and confidence in using the program. 	<ul style="list-style-type: none"> • A way for staff to easily access and edit student work. • A way for students and parents to access their school work at home easily. • Allows live student collaboration. • A way for staff to communicate with one another and keep everyone informed. • A platform for teachers to locate school documents & information from any location on any device. 	<ul style="list-style-type: none"> • ICT unit holder and staff. 		<ul style="list-style-type: none"> • Improved overall communication.
To create an effective leaning environment in Room 7 with the 1:1 environment.	<ul style="list-style-type: none"> • Continual online research and learning by classroom teacher to ensure teaching and learning is being enhanced by how devices are used. 	<ul style="list-style-type: none"> • Students are collaborative, motivated learners who are taking 	<ul style="list-style-type: none"> • ICT unit holder 		<ul style="list-style-type: none"> • Room 7 teacher will reflect on how effectively the computers are enhancing teaching

		<p>responsibility for their own learning.</p> <p>Use of online tools such as Google Sites and Blogger for students and parents to access learning resources and activities and for students to display work in e-portfolios on a regular basis.</p> <ul style="list-style-type: none"> • Use Hapara teacher dashboard as a way of keeping track of student work and also to monitor that students are being responsible digital citizens. 			and learning and report to the Board of Trustees on progress.
For all staff to be keeping an online blog for parents and potential parents to view.	<ul style="list-style-type: none"> • An expectation set at the beginning of the year for all staff. 	<ul style="list-style-type: none"> • Blogger • Needs to be regularly updated so as to look professional. 	<ul style="list-style-type: none"> • All staff 		<ul style="list-style-type: none"> • An up-to-date and useful online tool for parents to easily see what is happening at school.
Improve collection of school/class photos and teacher resources.	<ul style="list-style-type: none"> • Introduce staff to Photosync to enable photos and videos from iPads to be stored in one location for their class. • Store all photos in one place which any authorised person 	<ul style="list-style-type: none"> • Meeting minutes, school policies and useful passwords or information for new teachers could be stored in a Google Drive 	<ul style="list-style-type: none"> • ICT unit holder • All staff 		<ul style="list-style-type: none"> • Photos and resources that are easily accessible and up-to-date for all staff and students.

	can access at any time - Google Drive/Photos.	account and shared with staff when necessary. • An organised location set up for all school photos to be stored.			
Increase the use of effective I.T practices throughout the school.	• Continue with regular PD sessions for teachers and more encouragement for everyone to be sharing ideas.	• Teachers more confident in the integration of I.T across the curriculum. • Students more engaged and skilled through the use of I.T.	• ICT unit holder • All staff	•	• Increased use of I.T in all classrooms which enhances teaching and learning outcomes.
Sustain a professional e-learning community.	• Develop a supportive learning community in which technologies are explored and shared amongst teachers/syndicates.	• Explore how technologies can be used in classroom learning during syndicate meetings. • Staff development meetings will be scheduled at least once a term.	• ICT unit holder • All staff • SupportNet		• Staff to reflect on personal development and refocus each term.
Digital citizenship, digital literacy skills and cyber safety.	• Principal and teachers are aware that digital citizenship defines the Key Competencies and values in a digital environment.	• Individual teachers explore digital citizenship at the beginning of each year.	• All staff		• Staff will have a shared understanding of digital citizenship and how it relates to Key Competencies and Values.

<p>To report to the management team and Board of Trustees.</p>	<p>A report will be written and presented to the Board of Trustees four times a year. Recommendations will be formulated and actioned.</p>	<ul style="list-style-type: none"> ●Reporting will allow focus on next steps for I.T. 	<ul style="list-style-type: none"> ●ICT unit holder ●Board of Trustees 		<ul style="list-style-type: none"> ●Reports will be shared with the stakeholders to help reflect on our next steps.
<p>Students to experience computer programming skills.</p>	<ul style="list-style-type: none"> ●Access the support of an expert in this area. 	<ul style="list-style-type: none"> ●Allow students the opportunity to problem solve through programming. 	<ul style="list-style-type: none"> ●ICT unit holder ●Principal 	<ul style="list-style-type: none"> ●ICT budget 	<ul style="list-style-type: none"> ●Students with programming knowledge and problem solving skills.
<p>Maths-Whizz</p>	<ul style="list-style-type: none"> ●Set school wide expectation around the use of Maths-Whizz as homework as well as in the classroom. ●Continue with regular PD sessions for teachers and more encouragement for everyone to be sharing ideas and how they use MW in class. 	<ul style="list-style-type: none"> ●To develop school wide usage and maintain continual interest. ●Teachers become more familiar with how MW can be used for teaching and learning. 	<ul style="list-style-type: none"> ●ICT unit holder ●Staff 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●Increased use of MW and the tools it has to offer both students and teachers.

ANNUAL PLAN

AIM 5

To develop a philosophy of caring for the environment.					
Duration: 2016					
Intention	Actions	Desired Outcomes	Who	Budget	Achievements
To instil a sense of pride and respect in the school environment and local community	<ul style="list-style-type: none"> • Develop a plan for the students to be actively involved in caring for the school grounds and classroom. • To participate in the Keep New Zealand Beautiful clean up week and local tree planting initiatives. • To continue the garden group. • To continue beautifying the school. • To organise a working bee for planting/weeding/pruning when necessary (management to supply refreshments). 	<ul style="list-style-type: none"> • To instil a sense of pride not only in our school but also within our community. • Students to feel a sense of pride and achievement through involvement in school and community planting and clean up projects. 	<ul style="list-style-type: none"> • Environment unit holder • Staff • Students • Community members • Waikato Council 	<ul style="list-style-type: none"> • Environmental Budget 	<ul style="list-style-type: none"> • On-going maintenance programme.
To further develop recycling of paper, food, plastics and	<ul style="list-style-type: none"> • Continue recycling paper as part of our daily routine. 	<ul style="list-style-type: none"> • Our students will understand that recycling is not 	<ul style="list-style-type: none"> • All of the students 	<ul style="list-style-type: none"> • Property Budget 	<ul style="list-style-type: none"> • Not only will we increase recycling

<p>glass within the school.</p>	<ul style="list-style-type: none"> • Encourage children to put their food scraps into the worm bins provided to feed our two large worm farms. • Use green recycle bin for recyclable plastic and glass items. 	<p>only good for our planet but also our school. This will come through as part of class programmes, such as Zero Waste.</p> <ul style="list-style-type: none"> • Our school will be tidier and will support our sense of pride in our environment. 	<ul style="list-style-type: none"> • All of the staff 	<ul style="list-style-type: none"> • Environmental Budget • Future Focus Budget (sustainability) 	<p>but we will reduce litter and waste.</p> <ul style="list-style-type: none"> • The students will show a sense of pride in their school. • The students will be able to articulate the message of recycling to others. • Sustainability will be a lifelong belief.
<p>To give the students the experience of growing vegetables.</p>	<ul style="list-style-type: none"> • The enviro students will be responsible for propagating, planting, growing and harvesting vegetables in the school vegetable gardens. • The students will maintain their garden by weeding and replanting when necessary. • The students will market and sell products. 	<ul style="list-style-type: none"> • The students will understand the skills/effort required to grow and maintain the vegetable patch. 	<ul style="list-style-type: none"> • The Enviro students • The Enviro coordinator. 	<ul style="list-style-type: none"> • Environmental Budget 	<ul style="list-style-type: none"> • The students will have had the opportunity to grow vegetables at our school. • The students will have had experience of marketing and selling produce to parents.
<p>To facilitate environmental programmes within the classroom.</p>	<ul style="list-style-type: none"> • To organise Zero Waste to come and work in the classrooms. • To inform the students of environmental issues nationally and internationally, 	<ul style="list-style-type: none"> • To give our students a better understanding of environmental issues and the 	<ul style="list-style-type: none"> • All of the students • All of the staff 	<ul style="list-style-type: none"> • Environmental Budget • Future Focus Budget • Special Events Budget 	<ul style="list-style-type: none"> • The students will understand the importance of various environmental groups that help

	e.g. in the current event programme.	groups who bring these issues to the attention of the public.	<ul style="list-style-type: none"> • Various environmental groups 		<p>to protect the environment.</p> <ul style="list-style-type: none"> • Review the needs of the students in relation to environmental issues. • Allow inquiry approach - students to feed back for next steps.
To report to the Management team and the Board of Trustees.	<ul style="list-style-type: none"> • A report will be written and presented to the Management team and the Board of Trustees each term. • Recommendations will be formulated and actioned. 	<ul style="list-style-type: none"> • Reporting to the Board of Trustees will give a clear indication of how successful we are with our intentions. 	<ul style="list-style-type: none"> • Environmental co-ordinator 	<ul style="list-style-type: none"> • Environmental Budget 	<ul style="list-style-type: none"> • The Board of Trustees will discuss the recommendations, and in association with staff and environmental unit holder will resource the next steps.

ANNUAL PLAN

AIM 6

To provide opportunities for students to participate and excel in a variety of sports and physical activities.					
Duration: 2016					
Intentions	Actions	Desired Outcomes	Who	Budget	Achievements
<p>A variety of sports are provided at Rotokauri School.</p>	<ul style="list-style-type: none"> ● Students have a voice within the school, and have an opinion on what sports they would like in Rotokauri. ● Encourage and give parents opportunities to become coaches. ● Provide local club information for sports not in our school, and sports we cannot provide coaches for. ● Develop basketball within the school. 	<ul style="list-style-type: none"> ● Children feel part of the schools sporting culture and share their ideas in what they want to see in Rotokauri School. ● Support student's interests and capabilities by providing opportunities for them to develop further and try new sports. ● Students play for Rotokauri teams if we have enough human resources, or playing in clubs if not. ● Rotokauri Basketball teams are participating in weekly competitions. 	<ul style="list-style-type: none"> ● Sports co-ordinator, parents and local clubs. 	<ul style="list-style-type: none"> ● Sports budget ● Sports subs 	<ul style="list-style-type: none"> ● Everyone playing sport has the opportunity to play either for Rotokauri or local clubs. An effort has been made to get enough parents and children to fill a team of any sport children show an interest in. ● Basketball is growing in popularity but a focus on this should see this interest increase. ● We will encourage more parents to come forward to help coach our children.

<p>Participation and attitudes will improve in the senior school towards sports.</p>	<ul style="list-style-type: none"> • Senior students are to be more involved with running lunch time sporting activities for junior school. Training programme developed to assist Senior students. • Sports committee are to run tournaments or games with junior classes. (Tennis, softball, bat down, Touch, Rippa Rugby...) 	<ul style="list-style-type: none"> • Juniors become more active in organised sports and seniors build their leadership skills. • Seniors become more active in sports and activities they are interested in. 	<ul style="list-style-type: none"> • Sports co-ordinator and senior students. 		<ul style="list-style-type: none"> • More students get involved and participate in sport for fun, enjoyment, and competition. • A whole school community focus on keeping our students actively engaged in sporting or physical activities.
<p>Organisation of events runs smoothly.</p>	<ul style="list-style-type: none"> • Communication between staff, children, parents and other schools is clear and informative. 	<ul style="list-style-type: none"> • Get information to the required people early Make sure it is relevant, and informative. • To ensure students are informed and ready for all their activities. 	<ul style="list-style-type: none"> • Sports co-ordinator. • Sport co-ordinator 		<ul style="list-style-type: none"> • All sports and events run smoothly without a hitch with all people involved knowing their jobs/responsibilities. • Use of School website/Facebook to advertise.
<p>Rotokauri Sporting/</p>	<ul style="list-style-type: none"> • Promote and encourage our important school 	<ul style="list-style-type: none"> • Parents supporting their children and being involved in the sporting events. 	<ul style="list-style-type: none"> • Sports- co-ordinator Staff, Children and 	<ul style="list-style-type: none"> • Sport budget 	<ul style="list-style-type: none"> • Parents help in running the events.

community events.	sporting events in the community.		Parents		<ul style="list-style-type: none"> • More students/parents involved in sport days. • Larger attendance at sporting events from the community.
Term Newsletter	<ul style="list-style-type: none"> • Aim to put out a Term's newsletter outlining the sporting events and sport focus for the term. 	<ul style="list-style-type: none"> • Parents are kept informed as to what sporting foci and events are happening within the school and community. 	<ul style="list-style-type: none"> • Sports Co-ordinator 	NA	<ul style="list-style-type: none"> • Teachers, parents, school community as a whole are kept informed on a regular basis.
Provide Staff with resources and knowledge to help teach physical education in their classrooms.	<ul style="list-style-type: none"> • Provide resources for staff. • Project Energize and other facilitators aid teachers in physical education. • Provide professional development lessons for staff. • Term plan to direct Physical Education programmes in class and across the school. 	<ul style="list-style-type: none"> • Equipment is up to date and the staff is aware of what we have got in the school. • Outside specialists come in and share their skills with teachers/students. • Teachers keep motivated and have inspiration to do physical education in the classroom. 	<ul style="list-style-type: none"> • Sports co-ordinator, • Project Energize, • Kiwi Sport 	<ul style="list-style-type: none"> • Sport budget 	<ul style="list-style-type: none"> • Staff become more confident and has access to equipment to run physical education in their classrooms. • Class sets of equipment for organised focused lessons. • Classroom equipment for lunchtime use.

	<p>These units will allow students to learn and practice the necessary skills required for other sporting events.</p>				
<p>Management team and Board of Trustees.</p>	<ul style="list-style-type: none"> • Evaluation of unit will be presented to management team and BOT 4 times a year. 	<ul style="list-style-type: none"> • BOT will give a clear indication of how successful we are with our intentions. 	<ul style="list-style-type: none"> • Sports Co-ordinator 		<ul style="list-style-type: none"> • BOT will discuss the recommendations, and in association with staff and Management team will resource the next steps.

ANNUAL PLAN

AIM 7

To facilitate planned year of professional development encompassing Rotokauri School Curriculum, Assessment Folders and Teaching Operational Manual.					
Duration - 2016					
Intentions	Actions	Desired Outcomes	Who	Budget	Achievements
Precise overview of the staff professional development programme for the year.	<ul style="list-style-type: none"> Coordinating with the Unit Holders to determine the time requirements for providing professional development for staff. Professional development timeline will be visible to all staff in the staffroom. Formalising/tracking of meetings through use of an agenda and minutes on Google Docs. 	<ul style="list-style-type: none"> Fairness of time allocation. Balanced approach to yearly professional development programme. All staff will have a shared understanding of the meetings held. 	•		<ul style="list-style-type: none"> Clearly stated actions, who and when. Guided by school aims and targets with professional discussions, excluding administration (staff meeting).
Developing an operational manual for classroom teachers	<ul style="list-style-type: none"> Review what is currently in the Rotokauri Curriculum 2015 and select which will be relevant for the Operations Manual. Updating the documents - include school logo. Collate finished product and distribute to the staff. 	<ul style="list-style-type: none"> Staff will have an Operations Manual that they can readily access both online and hard copy. All staff will be using standardised documentation. 	•	•	<ul style="list-style-type: none"> Operational manual will be online and one per classroom. Operational Manual will be updated and reviewed annually.
Continue to reflect and refine the Rotokauri Curriculum.	<ul style="list-style-type: none"> Finalise our learning model, with our acronym FLIGHT and 	<ul style="list-style-type: none"> Staff will have input into the design and develop a shared understanding. 	•	•	<ul style="list-style-type: none"> Staff have ownership of the Rotokauri Curriculum.

	<p>our Fantail visual representation of the learner.</p> <ul style="list-style-type: none"> • Design a context (story) for Piwi which symbolises the learning journey. 	<ul style="list-style-type: none"> • Introduce the Piwi character to the students. • Undertake an inquiry using the FLIGHT learning model and use a Communication rubric to assess (in a Science context). 			<ul style="list-style-type: none"> • Students will actively involved. • Review and reflect upon the process and develop next steps (e.g Questioner - Reading)
<p>Develop a schoolwide Assessment folder for staff.</p>	<ul style="list-style-type: none"> • Staff discussions about types of assessment that are relevant and need to be used to develop classroom teaching programmes. • Set guidelines for administering assessments and model correct procedure. • Develop and Assessment Folder. 	<ul style="list-style-type: none"> • Staff will have an Assessment folder that they can readily access both online and hard copy. • All staff will be using standardised documentation and have a shared understanding. 	•	•	<ul style="list-style-type: none"> • Assessment folder will be online and one per classroom. • Assessment folder will be updated and reviewed annually.

ANNUAL PLAN

AIM 8

To provide all students the opportunity to learn te reo Māori and learn about the Māori culture.					
Duration: 2016					
Intentions	Actions	Desired Outcomes	Who	Budget	Achievements
To provide the students an opportunity to learn te reo Māori, an official language of Aotearoa.	<ul style="list-style-type: none"> • Develop a plan for the whole school to follow, with regular professional development to support teachers to teach Level 1 from Curriculum Guidelines for Teaching and Learning te reo Māori (beginning to develop the a Rotokauri School rubric). • Hire an expert to complement teaching staff to teach te reo Māori. 	<ul style="list-style-type: none"> • Students will be able to use Māori greetings, farewells and simple phrases in te reo Māori. 	<ul style="list-style-type: none"> • Māori unit holder • Staff • Students • Expert teacher 	<ul style="list-style-type: none"> • Māori Budget • Staffing budget 	<ul style="list-style-type: none"> • The teachers and students will be able to use greetings, farewells and simple Māori phrases with confidence.
To learn te reo Māori through waiata and kapa haka.	<ul style="list-style-type: none"> • Teach the staff and students waiata through classroom programmes and singing assemblies. 	<ul style="list-style-type: none"> • Our students will have a bank of known waiata. 	<ul style="list-style-type: none"> • Māori unit holder • Staff • Students 	<ul style="list-style-type: none"> • Māori Budget • Music Budget 	<ul style="list-style-type: none"> • The students will be able to sing at appropriate occasions and for pleasure.
To report to the Management team	<ul style="list-style-type: none"> • A report will be written and presented to the Management team and the 	<ul style="list-style-type: none"> • Reporting to the Board of Trustees will give a clear 	<ul style="list-style-type: none"> • Māori unit holder 	<ul style="list-style-type: none"> • Māori Budget 	<ul style="list-style-type: none"> • The Board of Trustees will discuss the recommendations,

and the Board of Trustees.	<p>Board of Trustees each term.</p> <ul style="list-style-type: none"> ● Recommendations will be formulated and actioned. 	<p>indication of how successful we are with our intentions.</p>			<p>and in association with staff and Māori unit holder will resource the next steps.</p>
Build up a bank of resources.	<ul style="list-style-type: none"> ● Collate resources as needed and make staff aware of what is available. 	<ul style="list-style-type: none"> ● Have relevant resources collated to enable teachers to teach te reo Māori Level 1 from Curriculum Guidelines for Teaching and Learning te reo Māori. 	<ul style="list-style-type: none"> ● Māori unit holder ● Staff 	<ul style="list-style-type: none"> ● Māori budget 	<ul style="list-style-type: none"> ● Relevant resources will be available to all staff.

ANNUAL PLAN

AIM 9

To enhance and maintain systems, processes and resources to support teaching and learning in a safe environment.

Duration - 2016

Intentions	Actions	Desired Outcomes	Who	Budget	Achievements
<p>1. School Review</p> <p>To improve the students' education, behaviour and attendance.</p> <p>To review the Rotokauri School Curriculum.</p>	<ul style="list-style-type: none"> • Refer to the list of reviews in the Rotokauri Curriculum. • Review and develop a more streamlined Rotokauri School Curriculum, with Operations Manual separate. 	<ul style="list-style-type: none"> • Continual cycle of self-improvement. 	<ul style="list-style-type: none"> • B.O.T. • Management • Staff • Students • Parents • Community 		<ul style="list-style-type: none"> • Informed decisions on students' education
<p>2. Health and Safety</p> <p>To provide a safe environment for all stakeholders.</p>	<ul style="list-style-type: none"> • Refer Hazards Register, Medical Register, Warrant of Fitness Checklist, Accident Register, Health Action Plans, RAMs, policies. • Familiarise stakeholders with new Health and Safety regulations (4th April). 	<ul style="list-style-type: none"> • Rotokauri School is a safe environment. • Pro-active in looking after health, e.g. Sunsmart, Cool Schools, Project Energise (fitness and health) • Digital safety (Richard from SupportNet). 	<ul style="list-style-type: none"> • All stakeholders 	<ul style="list-style-type: none"> • Property budget • Health budget • IT budget 	<ul style="list-style-type: none"> • Safeguards are in place and issues are dealt with promptly. • New legislation is incorporated.
<p>3. Property</p>	<ul style="list-style-type: none"> • Refer to policies, 5 and 10 year property plans, 	<ul style="list-style-type: none"> • Rotokauri School is kept to a high standard and 	<ul style="list-style-type: none"> • B.O.T., Management, 	<ul style="list-style-type: none"> • Property 	<ul style="list-style-type: none"> • The School is well maintained.

<p>To maintain and enhance the school property and environment.</p>	<p>maintenance contracts, Environmental Unit Holder plan.</p>	<p>there are plans for future needs.</p>	<p>Caretaker, Contractors Staff</p>		
<p>4. Finance To budget appropriately for the needs of the students.</p>	<ul style="list-style-type: none"> Refer to finance policies, budget 	<ul style="list-style-type: none"> Financially fiscal, responsible financial management, transparency 	<ul style="list-style-type: none"> Accountant, B.O.T., Principal, Ministry of Education, Auditors, Staff 	<ul style="list-style-type: none"> Annual budget with various designated codes 	<ul style="list-style-type: none"> Financially well managed school.

ROKOKAURI SCHOOL OPERATIONS, GOVERNANCE AND MANAGEMENT SECTION 2016

Curriculum

Key school documents that inform the Rotokauri School Charter relating to curriculum include:

Rotokauri Curriculum 2016

- Curriculum Learning Area Teaching Practice Statements
- Assessment Teaching Practice Statement and timeline/checklist
- Pedagogy Guidelines
- Self Review Schedule
- Strategic Plan and Action Plans
- Reporting Guidelines
- National Standards Procedures Manual
- Gifted and Talented/Special Needs Procedures
- Information Section - Organisation, Timetables, Policies, Procedure Statements

Finances

Key School documents that inform the Rotokauri School Charter relating to finances include:

- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Assets Register
- Associated Policies and Procedures
- Rotokauri School Strategic Plan
- Rotokauri School Annual Plan

Health and Safety

Key school documents that inform the Rotokauri School Charter relating to health and safety include:

- Rotokauri School Strategic Plan
- Rotokauri Annual Plan
- Hazards Register
- Evacuation Procedures
- Attendance Reports
- Associated Policies
- Student Support Policies and Procedures
- Sick Bay Log
- Medication Register

Property

Key School documents that inform the Rotokauri School Charter relating to property include:

- 10 Year Property Plan
- 5 Year Property Schedule
- Maintenance Schedule
- Hazards Register
- Insurance
- Associated Policies
- Rotokauri School Strategic Plan
- Rotokauri School Annual Plan

Human Resources

Key school documents that inform the Rotokauri School Charter relating to human resources include:

- Job Descriptions
- Performance Agreements
- Staff Attestations
- Staff Appraisals
- Rotokauri Curriculum 2015
- School Parent Information Booklet
- Staff Professional Development Programme
- Staff Responsibilities
- Personnel and Curriculum Policies
- Rotokauri School Strategic Plan
- Rotokauri School Annual Plan

Date: 15/02/16

School name: Rotokauri

School number: 1930

NAG2A (b)(i) Areas of strength

National Standard subjects: Writing

Discussion:

76.6% (141/184) of Rotokauri students are performing At or Above the Writing National Standard.

59% (23/39) of Maori students are performing At or Above the Writing National Standard.

0% (0/3) of Pasifika students are performing At or Above the Writing National Standard.

There is a 9.3% increase from 2014 of students performing At or Above the Writing National Standard.

75.5% (68/90) of male students are performing At or Above the Writing National Standard.

77% (73/94) of female students are performing At or Above the Writing National Standard.

2.7% (5/184) of Rotokauri students were identified as Well Below the Writing National Standard.

The reasons that we believe Writing is a strength are –

- Moderation across the school and a clear understanding of how to level students e.g 1A.
- Good understanding by all staff of the assessment tools used e.g asTTle.
- Ensuring that writing experiences are authentic.
- Writing has a purpose within classroom programmes.
- A more integrated approach to writing.
- Student attitudes towards Writing has changed.
- Use of technology within the writing programme.
- Links between writing and other curriculum areas.
- Identified Gifted and Talented students and provide the opportunity for them to participate in the ICAS exams.
- Ownership of their work – using exemplars and models which enables students to reflect on their work and refine.
- Sharing success – within classroom, at assemblies, in school newsletters.

NAG2A (b)(i) Areas for improvement

National Standard subjects: Reading

Discussion:

After one year at school 65.9% (27/41) of students are below the Reading National Standard.

After two years at school 42.9 (12/28) of students are well below or below the Reading National Standard.

After three years at school 13.3% (2/15) of students are below the Reading National Standard.

In Years 4 – 8, 12% (12/100) students are below the Reading National Standard.

38.4% (15/39) Maori students are well below or below the Reading National Standard.

32.2% (29/90) male students are well below or below the Reading National Standard.

28.7% (27/94) female students are well below or below the Reading National Standard.

Since the end of 2014 there has been no change in the Reading National Standard (69.6%).

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

1. National Standards data has identified that Reading is an area for improvement, in particular students after one and two years at school 42% (29/69).
2. Maori students have been identified as requiring extra support 38.4% (15/39).
3. Students transitioning from preschool/day care are entering school with a smaller skill set, as identified in the data (School Entry Assessment). Record of Oral Language – 11/31 students scored below 50%, Letter Identification – 15/31 students scored at Stanine 1, 2 or 3 and Concepts About Print – 30/31 students scored at Stanine 1, 2 or 3.
4. Strengthening the parent/school partnership and transitioning students into school so that their learning is accelerated upon entering Rotokauri School.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

- Buddy reading across classrooms for Reading mileage.
- Workshops with parents to explain Reading.
- Links/models on our school webpage for parents to view (reading).
- Reading booklets for parents developed as a resource.
- Assessment (Running Records) to be completed in junior classrooms at the beginning of the year as new baseline data. Running Records will be completed at least twice a term on each student.
- Parent/student survey will be completed in March to determine the interest, motivation of students and their experiences with print. An analysis of feedback will be completed and used to guide Reading programmes.
- The Management team and SENCO will monitor the progress of students in Reading across the junior school throughout 2016.
- Reading Support personnel to be employed to support classroom teachers with target students in Reading.
- Implement new programmes e.g Early Words as an intervention for low achieving students.

NAG2A (b) (iv) Progress Statement

Discussion:

Our student achievement results for National Standards in Reading shows this is an area that has the least amount of students achieving At or Above (after one and two years at school).

After three years at school up to Year 8 students are performing to a high level in Reading.

There are 38 students in Years 2 and 3 (2016) that have been identified as below in Reading. Nine of these students have become a Target Group and will have programmes developed for them targeting the gaps in their learning. Twenty nine students will be involved in support programmes e.g Reading Support Personnel, to lift their achievement.