



Rotokauri School 2019 Charter

including
Strategic Plan 2018 - 2020

and
Annual Plan 2019

Principal's endorsement: Desiree Smith
Board of Trustee's endorsement: Jarrod Teale
Submission date to Ministry of Education:

This Charter and Strategic Plan contains:

Introductory Section

- Description of School and Community
- Overview
- Mission, Vision, Values and Attributes
- Principles of Rotokauri Curriculum
- Rotokauri School Teaching Framework
- Accelerated Learning at Rotokauri School
- Cultural Dimensions/Maori Achievement Statement
- Special Needs and Ability Statement
- Board of Trustees Undertakings



Strategic Section

- Strategic Goals
- Strategic Plan 2017-2020

Annual Section

- Annual Plan for 2019
- Student Achievement Targets/Improvement Plans

Procedure Section

- Consultation
- Self Review



DESCRIPTION OF SCHOOL AND COMMUNITY

We are a full primary school on the fringe of Hamilton City. Our semi-rural school has a warm and welcoming atmosphere where our students are happy and engaged.



We are lucky to have the Hamilton Zoo within walking distance of our school. We have established a close relationship with the staff at the Zoo and make regular visits to their Education Centre. Our school makes a significant contribution to the regular planning at Waiwhakareke - the Natural Heritage Park an award-winning, inter-generational ecological restoration project. Lake Rotokauri is a local landmark within close proximity that we are very proud of.

Rotokauri School is a growing in diversity, we have learners from within and outside our zone. This helps our students develop an appreciation and respect for others.

Our Rotokauri environment encompasses large playing areas and picturesque views. There is ample room for our students to explore their world and play a variety of games. We have an adventure trail flanking our spacious playing fields, tennis courts, a swimming pool, two playgrounds, and many hard surfaces for students to use in creative ways.



We have numerous community events: Car Show, Gala, Fishing Tournament, Agriculture Day, and whole school sporting events.

We have a connection with our local Marae and make regular visits as a whole school. We have established a positive relationship with the people of Waikere Marae.



We have a proud history, our school is over 104 years old. Our unique culture is something we are really proud of. We have a friendly family atmosphere with an open-door policy and an approachable and welcoming staff. We have a supportive, Board of Trustees and a very proactive Parent Teacher Association.

Rotokauri is an 8 classroom school with a roll of 192 students. We have learning support staff who work beside teachers to support our learners with their individual needs. We have a Reading Recovery teacher who works on a one-on-one approach with an intense remedial reading programme. Our SENCO coordinator facilitates programmes to address the child as a whole learner. We have a friendly caretaker who is willing to accommodate the schools and teachers requests.

We value the concept of T.E.A.M (Together Everyone Achieves More). We encourage the buddy system for a supportive family feeling. We continually encourage parents to form a partnership with the school to support in their child's learning.



IT is used in all of our classrooms, integrated into our learning programmes as a tool. We continue to upgrade our IT to keep our laptops, iPads, and desk-tops up to date. We are well-resourced in all curriculum areas with pleasant learning environments. We have a well-stocked library where students can issue books and DVDs for their own use.

We have an Enviro Programme where students are involved in a variety of activities that ensure they are caring for our world.

We provide Before and After School Care for our busy families.



Rotokauri School

STRATEGIC GOALS 2017-2020 OVERVIEW



Goal 1a Effective Learning

Students will actively engage in their learning through curiosity and creativity.



Goal 1b Effective Learning

Staff will be inspired and engaged in creating effective, quality meaningful programmes so students make progress with their learning.



Goal 2 Culture

To develop an inclusive school culture where whanau and community partnerships are nurtured and strengthened.



Goal 3 Environment

Develop physical learning environments to reflect the mission, vision and values of our school.



Goal 4 Governance

The Board of Trustees will confidently and effectively govern Rotokauri School.



ROKOKAURI MISSION AND VISION

MISSION:

Our positive environment will actively engage us all in learning.



VISION:

Together We Grow

- Unity (Kotahitanga)
- Inclusive (Manakitanga)
- Guardianship (Kaitiakitanga)

Together We Learn

- Innovative (Auahatanga)
- Happy (Uruhau)
- Responsible (Tuutika)

VALUES: Currently undergoing review

Respect

This means that we value and show that we value ourselves, others, our school and the environment.

Empathy

This means that we learn to think when we speak and act.

Active learner

This means that all learning is possible.

Courage

This means that we can practise all our values consistently.

Honesty

This means that we do the right thing even when it's the hard thing to do.



ATTRIBUTES:

Collaborator

I am a collaborator when I listen to ideas and share my thinking with others.

Communicator

I am a communicator when I competently and effectively communicate using appropriate media.

Problem Solver

I am a problem solver when I identify a problem or issue, and identify the best possible solutions.

Questioner

I am a questioner when I ask a range of relevant questions to support the desired outcome.

Risk Taker

I am a risk taker when I am keen to give new things a go, displaying a positive attitude.

PRINCIPLES OF THE ROTOKAURI CURRICULUM

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

<p><u>Learning To Learn</u></p> <p>Students will develop the skills to manage their own learning.</p> <p>Students will reflect on their learning process.</p>	<p><u>High Expectations</u></p> <p>Students will be encouraged to achieve personal excellence.</p> <p>Students will celebrate their own and others' successes.</p>	<p><u>Coherence</u></p> <p>Students will experience a balanced curriculum incorporating all learning areas, attributes and values.</p> <p>Students will be encouraged to make connections in their learning.</p> <p>Students will experience a supported transition to their next learning challenge.</p>	<p><u>Community Engagement</u></p> <p>Students will be positively supported by an actively involved learning community.</p>
<p><u>Inclusion</u></p> <p>Students will have their learning needs catered for in an equitable way.</p>	<p><u>Cultural Diversity</u></p> <p>Students will respect cultural differences and traditions.</p>	<p><u>Treaty of Waitangi</u></p> <p>Students will have the opportunity to learn Te Reo Māori.</p> <p>Students will be supported by the Māori community.</p> <p>The Tōtaiako competencies will be acknowledged in classroom practice.</p>	<p><u>Future Focus</u></p> <p>Students will explore future focused concepts such as sustainability, citizenship, enterprise and globalisation.</p> <p>Students will be involved in environmental sustainability practices.</p>

ROKOKAURI SCHOOL TEACHING

FRAMEWORK



Find the task

What do we need to do?

Link to what we know

What do I know about this already?



Identify needs

What do I need for the learning?



Gather questions

Where is the best place to get my questions from?

How am I going to get my answer?

How do I know my answers are right?



Have a go

What am I going to do?

Who am I going to share my information with and how?



Think - what next?

What would I do differently?

What would I change?

What do I do next?



ACCELERATED LEARNING AT

ROKOKAURI SCHOOL

Accelerated learning is planned and delivered in ways that make clear connections to the child's daily experiences and needs during instruction in the classroom.

At Rotokauri School accelerated learning is -

- A student's learning progress that shows a noticeably faster, upward movement than might otherwise have been expected by the trend of their own past learning.
 - An intervention that is in addition to effective classroom teaching in reading, writing and math.
 - When schoolwide practices sustain student progress long term.
- Guidelines**
- Regular and consistent data gathering.
 - Monitored and reported on (Management, Board).
 - Management and Board to facilitate interventions and resources as required.
 - Next steps are continually reflected on.
 - Next steps are put into practice.
 - Next steps can be flexible.
 - Open communication between staff members.
 - Transition across learning environments.
 - Interventions driven by student's needs.
 - Interventions are designed and facilitated by a skilled practitioner.
 - Accessing outside agencies to support interventions.

CULTURAL DIMENSIONS

Cultural Perspectives

Our 2017 - 2020 Charter places, through the strategic and annual plan a strong emphasis on developing meaningful relationships with our Māori community.

Rotokauri School curriculum is being reviewed to ensure that it recognises the unique position of Māori within New Zealand society. Hui with the Māori community will focus on unpacking what success for our Māori students looks like so that this curriculum can be responsive to our learners needs.

We are continuing to develop tuakana tēina relationships in our learning and teaching environment. We have developed a relationship with Waikere and will continue to build on this relationship.

We have employed a Kapa Haka tutor from Terms 2 - 4 to introduce this schoolwide to enhance culture and Te Reo knowledge and awareness. We also have a Kapa Haka performance group that participate at the Cluster Kapa Haka Festival. Our plan is to introduce this schoolwide to enhance culture and Te Reo knowledge and awareness.

Rotokauri School staff are committed to the key competencies as outlined in Tataiako:

AKO = practice in the classroom and beyond

WANANGA = communication, problem solving and innovation

MANAAKITANGA = values of integrity, trust, sincerity and equity

TANGATA WHENUA = place based socio-cultural awareness and knowledge

WHANAUNGATANGA = relationships (student, schoolwide and community) with high expectations

Tikanga Māori and Te Reo Māori

Kapa Haka is a specialist subject in the Performing Arts category. Kapa can also fit into the Physical Education syllabus and Music and is offered here at Rotokauri School to meet the needs of students.

The students have excelled and are passionate about the knowledge, skills and expertise that are being provided for their benefit. This encompasses the historical journey of themselves as Māori, of the past, present and future.

We value the wisdom and guidance of the whānau and acknowledge the roles and responsibilities you each have in advancing the specific cultural and educational needs of Māori students predominately and encourage all students to participate, fostering positive relationships and sharing of cultural knowledge.

SPECIAL NEEDS AND ABILITIES

At Rotokauri School we aim for ALL students to experience educational success and achievement, irrespective of their ability. We believe that every child has the right to learn and be part of a welcoming, nurturing and safe environment. We foster and encourage collegial, supportive relationships between all stakeholders invested in our student's education to ensure the best possible learning experiences for them. Collaborative partnerships will include – the child, the parents/caregivers, whanau, teachers, Principal and agencies which support students with special education needs (e.g Child, Youth and Family, Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy).

Special educational needs/abilities can be for those children who have difficulty accessing the curriculum at their chronological age/level or for those children whose skills and talents exceed the curriculum expectation associated with their age/level. Rotokauri School will maintain a Special Education Needs register (including those children with special abilities) to ensure that those children who require additional learning support and/or extension are recorded and having their needs met.

At Rotokauri School we will endeavour to:

- Gather, collate and review data, progress and achievement of students on the Special Needs register.
- Use external agencies and expertise to provide additional support and/or funding to assist students. This may include (but is not limited to) Child Youth and Family, Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy, Ministry of Education specialists, Public Health, the Correspondence School, Health Camp, Child Development Centre.
- Use of teacher aides to support and facilitate support or extension programmes, either in class or withdrawal. Programmes may include: phonological awareness, Early Words, Oral Language.
- Provision of a Management Unit for the Special Needs Coordinator.

Board of Trustees Undertaking

Consultation

The Rotokauri School Board consults regularly with the Māori community and the wider community. Processes for consultation include School Newsletters, PTA and Board Meetings, Parent Teacher Interviews, hui Annual School Questionnaire, term-by-term hui, and informal conversations with parents.

Planning Year

Rotokauri School's planning year is December 1 to December 1. The implementation of the school's plans is from the beginning of the new school year.

School's Charter

The Rotokauri School Board will send an electronic copy of the School Charter to the Ministry of Education by March 1 each year, including a copy of the previous year's end-of-year National Standards student achievement data and an analysis of this data based on the requirements of NAG 2A, and a completed Analysis of Variance of the Charter Aims and Objectives; (AoV)

STRATEGIC PLAN 2017 - 2020

Strategic Goal	Strategic Objectives	DEVELOP 2017-2018	CONSOLIDATE 2019	SUSTAIN 2020
<p><u>Goal 1a</u></p> <p><i>Effective Learning</i></p> <p><i>Students will actively engage in their learning through curiosity and creativity.</i></p>	<p>1.1 All students are engaged in and showing progress within the Rotokauri Curriculum</p>	<p>Review our transition programmes at Year 1 and Year 8 to ensure preparation for the students learning pathways</p> <p>Students being clear about what they are learning and why they are learning and be able to talk about their learning journey</p>	<p>Refine our transition programmes at Year 1 and Year 8 to ensure preparation for the students learning pathways</p> <p>Ensure practices that promote clarity of learning are clear and consistent school wide</p>	<p>Embed our transition programmes at Year 1 and Year 8 to ensure preparation for the students learning pathways</p> <p>Ensure practices that promote clarity of learning are clear and consistent school wide</p>
	<p>1.2 Māori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Māori</p>	<p>Develop a Maori Achievement Action Plan that includes development of Maori Tikanga, language and heritage in our curriculum.</p> <p>Provide access to professional kapa haka tuition for all students.</p>	<p>Implement the Maori Achievement Action Plan.</p> <p>Provide access to professional kapa haka tuition for all students.</p>	<p>Implement the Maori Achievement Action Plan.</p> <p>Provide access to professional kapa haka tuition for all students.</p>
	<p>1.3 Pasifika students are engaged in their learning and are achieving educational success with pride in their unique identities, languages and cultures</p>	<p>Develop a Pasifika Achievement Action Plan that includes development of Maori Tikanga, language and heritage in our curriculum.</p>	<p>Implement the Pasifika Achievement Action Plan.</p>	<p>Implement the Pasifika Achievement Action Plan.</p>

	<p>1.4 Students with special learning needs are present, participating, progressing and belonging and have appropriate targeted support.</p>	<p>Develop guidelines and procedures around support for at-risk students and students with special abilities (SENCO role). Monitor programmes and school events/activities to ensure that every student has equitable access to the curriculum.</p>	<p>Fine tune programmes and school events/activities to ensure that every student is able to participate.</p>	<p>Review opportunities for the year.</p>
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Strategic Goal	Strategic Objectives	DEVELOP 2017-2018	CONSOLIDATE 2019	SUSTAIN 2020
<p><u>Goal 1b:</u></p> <p><i>Effective Teaching</i></p> <p><i>Staff will be inspired and engaged in creating effective, quality meaningful programmes so students make progress with their learning.</i></p>	<p>1.1 Improved teaching pedagogy and practice</p>	<p>Teachers investigating the standards required by the Practising Registered Teachers Criteria</p> <p>Teachers are unpacking indicators outlined in Ta Taiako</p> <p>Teacher capability is beginning to reflect in student progress, teacher inquiry and teachers' reflection</p> <p>Performance management, teacher inquiry and PD will be linked to school annual goals</p> <p>Improve teaching in the target learning areas</p> <p>Syndicate leaders to monitor classroom programmes using Best Practice recommendations</p> <p>Inquire into strong foundational learning in Years 1-2</p> <p>From PLD and teacher inquiry teachers to identify</p>	<p>Teachers beginning to perform to the standard required by the Practising Registered Teachers Criteria</p> <p>Teachers practice reflects the indicators outlined in Ta Taiako</p> <p>Teacher capability consistently reflects in student progress, teacher inquiry and teachers' reflection</p> <p>Performance management, teacher inquiry and PD will be linked to school annual goals</p> <p>Improve teaching in the target learning areas</p> <p>Syndicate leaders to monitor classroom programmes using Best Practice recommendations</p> <p>Implement strong foundational learning in Years 1-2</p> <p>From PLD and teacher inquiry Teachers to identify areas for</p>	<p>All teaching staff will be operating a dynamic portfolio which meets the requirements of Rotokauri School and Education Council</p> <p>Ta Taiako is embedded in Teachers practice</p> <p>Teacher capability consistently reflects in student progress, teacher inquiry and teachers' reflection</p> <p>Performance management, teacher inquiry and PD will be linked to school annual goals</p> <p>Improve teaching in the target learning areas</p> <p>Syndicate leaders to monitor classroom programmes using Best Practice recommendations</p> <p>A strong foundational learning programme is improved as an ongoing process at Rotokauri School</p> <p>From PLD and teacher inquiry Teachers to identify</p>

		<p>areas for improvement in teaching for the target area using data, design plans to accelerate achievement, implement plans and then evaluate progress using follow-up data</p> <p>Teachers to review curriculum areas of Science and Oral Language including consultation with students and whānau</p>	<p>improvement in teaching for the target area using data, design plans to accelerate achievement, implement plans and then evaluate progress using follow-up data</p> <p>Teachers to review curriculum areas of The Arts and Technology including consultation with students and whānau</p>	<p>areas for improvement in teaching for the target area using data, design plans to accelerate achievement, implement plans and then evaluate progress using follow-up data</p> <p>Teachers to review curriculum areas of Health and P.E. and Social Sciences including consultation with students and whānau</p>
<p>1.2 Staff will participate in collaborative partnerships</p>	<p>Develop capability of the senior leadership team to support the teaching and learning across the school. Develop capability of others through allocation of units.</p> <p>Teachers are planning and moderating within their teams</p> <p>Teachers trust and respect colleagues</p> <p>Continue to link schoolwide targets, target children, teacher inquiry and our teacher performance procedure to provide a streamlined approach to teacher learning and improved student outcome</p>	<p>To continue to develop the capability of the senior leadership team to support the teaching and learning across the school. Develop capability of others through allocation of units.</p> <p>Teachers continue to plan and moderate within their teams</p> <p>Teachers develop a partnership with a critical colleague</p> <p>Continue to link schoolwide targets, target children, teacher inquiry and our teacher performance procedure to provide a streamlined approach to teacher learning and improved student outcome</p>	<p>To continue to develop the capability of the senior leadership team to support the teaching and learning across the school. Develop capability of others through allocation of units.</p> <p>Planning as a team and moderating are embedded in teaching practice</p> <p>Collaborative partnerships become part of practice and Rotokauri School</p> <p>Continue to link schoolwide targets, target children, teacher inquiry and our teacher performance procedure to provide a streamlined approach to teacher learning and improved student outcome</p>	

		<p>Develop a strong ownership and awareness of how our Rotokauri School Curriculum provides all learners (including priority learners and those with Special Education needs) with opportunities to have educational success using PLD to support this.</p>	<p>Develop a strong ownership and awareness of how our Rotokauri School Curriculum provides all learners (including priority learners and those with Special Education needs) with opportunities to have educational success using PLD to support this.</p>	<p>Review and refine Rotokauri School Curriculum that provides all learners (including priority learners and those with Special Education needs) opportunities to have educational successes</p>
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Strategic Goal	Strategic Objectives	DEVELOP 2017-2018	CONSOLIDATE 2019	SUSTAIN 2020
Goal 2 <i>Culture</i> <i>To develop an inclusive school culture where whānau and community are nurtured and strengthened.</i>	2.1 Wellbeing Nurture the personal growth and development of all students.	Promote the school vision and values through class goals, syndicate goals and school goals. Participate in PB4L programme.	Promote the school vision and values through class goals, syndicate goals and school goals. Implement actions from research in the PB4L programme	Promote the school vision and values through class goals, syndicate goals and school goals. Sustain actions from research in PB4L
	2.2 Community engagement Provide a wide range of opportunities for whānau to engage with our school.	Regularly consult with our families/whānau to ensure we are working in partnership. Review how we report to parents and ensure they are receiving timely and accurate information about their achievement of their child/children.	Regularly consult with our families/whānau to ensure we are working in partnership Maintain our effective reporting systems to parents/ whānau and adjust and refine as required	Regularly consult with our families/whānau to ensure we are working in partnership Maintain our effective reporting systems to parents/ whānau and adjust and refine as required
	2.3 Culturally responsive Strengthen our inclusive culture that values and celebrates diversity (link to Maori Achievement Plan).	Investigate protocol of a pōwhiri when welcoming new staff members and students.	Follow protocol of a pōwhiri when welcoming on new staff and students	Follow protocol of a pōwhiri when welcoming on new staff and students
	2.4 Leadership Empower students and staff to accept and take on new challenges.	Leadership opportunities will be available for students and staff to grow leadership capabilities.	Continue to offer a range of leadership opportunities for students and staff	Review leadership opportunities available for students and staff

Strategic Goal	Strategic Objectives	DEVELOP 2017-2018	CONSOLIDATE 2019	SUSTAIN 2020
<p><u>Goal 3</u></p> <p><i>Property and Environment</i></p> <p><i>Develop physical learning environments to reflect the mission, vision and values of our school.</i></p>	<p>3.1 To enhance a functional, attractive and safe physical environment.</p>	<p>In response to roll growth, establish time lines and engage professional support to complete the building of new classrooms and demolition/removal and landscaping of existing buildings as required.</p>	<p>In response to roll growth, establish time lines and engage professional support to complete the building of new classrooms and demolition/removal and landscaping of existing buildings as required.</p>	<p>In response to roll growth, establish time lines and engage professional support to complete the building of new classrooms and demolition/removal and landscaping of existing buildings as required.</p>
	<p>3.2 To effectively utilise the potential of our physical environment to meet the future needs of our community.</p>	<p>Have a clear direction for the school's property needs and plan for the future based on 'master plan'.</p>	<p>Be implementing the school's master plan for property in place and development</p>	<p>Continually upgrade our environment and ensure maximum usage by the students for all seasons</p>

Strategic Goal	Strategic Objectives	DEVELOP 2017-2018	CONSOLIDATE 2019	SUSTAIN 2020
<p>Goal 4</p> <p><i>Governance</i></p> <p><i>The Board of Trustees will confidently and effectively govern Rotokauri School.</i></p>	<p>4.1 Ensure that student progress through effective governance is the major focus of the BOT.</p>	<p>Ensure that Student achievement data and progress against targets and goals is monitored through principal's reports to the board and review processes. Trustees are committed to attending professional development workshops.</p>	<p>Ensure that Student achievement data and progress against targets and goals is monitored through principal's reports to the board and review processes. Promote Professional Development opportunities to trustees (such as the annual STA conference and workshops).</p>	<p>Ensure that Student achievement data and progress against targets and goals is monitored through principal's reports to the board and review processes. Promote Professional Development opportunities to trustees (such as the annual STA conference and workshops).</p>
	<p>4.2 Ensure a succession plan is in place for new trustees with the triennial BOT elections in 2019.</p>	<p>A process for identifying/encouraging people to put themselves forward as candidates is in place. Induction pack for new trustees - promotion of the role of a trustee through personal voice of current elected trustees, policy included in Governance Policies.</p>	<p>-A process for identifying/encouraging people to put themselves forward as candidates is in place Induction pack for new trustees - promotion of the role of a trustee through personal voice of current elected trustees.</p>	<p>Review the Governance Handbook</p>
	<p>4.3 Community Engagement: explore ways of strengthening communication between home and school.</p>	<p>Survey parents - questionnaire and interview.</p>	<p>Targeted Survey of parents based on Reading, Writing, Maths.</p>	<p>Survey parents - questionnaire and interview.</p>
	<p>4.4 To develop and implement an action plan in response to ERO recommendations.</p>	<p>Develop an action plan and implement.</p>	<p>Review and refine action plan</p>	<p>Review 2020 ERO recommendations and develop action plan.</p>

ANNUAL PLAN 2019

Strategic Goal	Strategic Objectives	Strategic Actions	Resources/ Budget	Personnel Responsible/ Lead Teacher	Timeframe	Measure of Success	Progress and Monitoring
<p><u>Goal 1a:</u></p> <p><i>Effective Learning</i></p> <p><i>Students will actively engage in their learning through curiosity and creativity.</i></p>	<p>1.1 All students are engaged in and showing progress within the New Zealand Curriculum and Rotokauri Curriculum</p>	<p>Teachers to have learning intentions and success criteria for Reading, Writing and Maths displayed and referred to within their classrooms.</p> <p>Students to be explicitly taught what their learning goals and next steps for learning are.</p>		<p>Teachers Management Team</p>	<p>Term 1 - 4</p>	<p>Students able to successfully answer -</p> <ol style="list-style-type: none"> 1. What are you learning? 2. How do you know when you are successful in your learning? 3. What are your next learning steps? <p>Success of student-led conferences</p>	<p>Wall displays</p> <p>Student interviews</p> <p>Classroom walk-throughs and observations</p> <p>Staff to review chapters of Formative Assessment textbook as part of Staff Meetings</p>
	<p>1.2 Develop a graduate profile for learners</p>	<p>Design a graduate profile that clearly outlines expected learning behaviour at benchmark points e.g Year 2, 4, 6, 8</p>		<p>Teachers Management Team</p>	<p>Term 1 - 4</p>	<p>Students able to articulate what the learner qualities/characteristics are.</p> <p>Teachers report that students have greater ownership of their learning.</p>	<p>Term meetings</p>
	<p>1.3 Processes will be in place to ensure smooth transition for Year 8 students to High Schools</p>	<p>Management Team to survey Year 6 & 8 (current and past) students to gain insight about what educational aspects could be developed at Rotokauri School</p>		<p>Management Team</p>	<p>Term 3</p>	<p>Students feel confident and positive when transitioning schools.</p>	<p>Liaison between Rotokauri School and High Schools will take place annually.</p>

	<p>1.4 Continue to refine procedures to successfully transition children from Early Childhood Centres to Rotokauri School</p>	<p>Expand our connections/relationships to include all Early Childhood Centres that our students attend.</p> <p>Information sessions to help family support their children's early learning.</p> <p>Formalise a transition programme for students enrolling at Rotokauri School.</p>		<p>Management Team Room 1 teacher</p>	<p>Term 1 - 4</p>	<p>Families know how to support their child's education at home. Relationships with Early Childhood Centres and high schools are strengthened and staff from all schools share best practice.</p> <p>Students will experience a smooth transition from preschool to primary school.</p>	<p>Open Day attendance and feedback.</p> <p>New enrolments will participate in a Transition to School programme, held each term.</p>
<p>1.5 To improve the outcomes and achievement for students in priority groups: Maori, Pasifika, learners with Special Education needs</p>	<p>Maori students are supported to achieve success as Maori -</p> <ul style="list-style-type: none"> • Continue to develop a Maori Achievement Plan • Investigate Waikato iwi initiatives • Encourage Maori male role models to work with students <p>Continue to seek expertise to increase teacher capability in teaching Te Reo.</p> <p>Pasifika students are supported to achieve success as Pasifika -</p>		<p>Teachers Management Team</p>	<p>Term 1 - 4</p>	<p>Maori Achievement Plan and iwi initiatives will strengthen partnerships with stakeholders.</p> <p>Maori students know that their culture is valued.</p> <p>Teacher capability is strengthened.</p> <p>Te Reo progressions developed and evident in the classroom programme.</p>	<p>Review Maori Achievement Plan goals at regular intervals during the year.</p>	
			<p>Teachers Management Team</p>	<p>Term 1 - 4</p>	<p>Pasifika students know that their culture is valued.</p>		

					<ul style="list-style-type: none"> • Pasifika Education Plan to be developed • Establish partnerships with families to understand student's home and cultural environment 			Teachers have gained greater knowledge about student's culture.	
			Employment of SENCO	Teachers Management Team SENCO	Students with additional needs will experience success at appropriate rates for their level. Review and adapt events to suit all students.	Term 1 - 4	Develop and review individualised education plans with all appropriate stakeholders. Students with additional needs are included in all aspects of school life.	Students identified in teachers planning and assessment – regularly reviewed.	

Strategic Goal	Strategic Objectives	Strategic Actions	Resources/ Budget	Personnel Responsible/ Lead Teacher	Timeframe	Measure of Success	Progress and Monitoring
<p><u>Goal 1b:</u></p> <p><i>Effective Teaching</i></p> <p><i>Staff will be inspired and engaged in creating effective, quality, meaningful programmes so students make progress with their learning.</i></p>	1.1 Improved teaching pedagogy and practice	Teachers will analyse and use assessment information effectively to inform teaching and learning programmes.		Teachers SENCO Management Team	Term 1 - 4	Students show progress in achievement at end of year (OTJs) in relation to the New Zealand Curriculum. Teachers and students confidently use the progressions and New Zealand Curriculum to make judgements about next learning steps. Teachers use eTap Student Management System to record robust assessment.	Each term rates of progress will be monitored and reported to Board of Trustees. Reports will be given to the Board of Trustees at least twice a year, showing progress of students by year level, gender and ethnicity. Teachers are regularly monitoring students' progress and achievement.
	1.2 Develop a shared vision of accelerated progress and achievement, and facilitate change.	Three teachers and their target students will participate in ALL (Accelerated Literacy Learning) to create a shared vision that will raise achievement.	\$4,000 ALL budget	Teachers in Room 3, 4, 5 ALL committee Management Team	Term 1 - 4	Teachers and students will know what the shared vision is and how they can work together to achieve it. The level of all Writing target students will be raised.	Achievement levels will be monitored, targets set and benchmarks met. Regular professional development to discuss target students. ALL committee to attend network meetings and PLG (Professional Learning Group) once a term. Management meetings held weekly.
	1.3 Build the leadership capability of staff.	Develop clear roles and responsibilities for the Management Team.	\$300 professional development	Teachers Management Team	Term 1 - 4	Teachers individual goals are clear, specific, challenging	

	<p>Utilise Deputy Principal and Assistant Principal to facilitate the development of coaching and mentoring.</p> <p>Provide a strong guidance programme for Provisionally Registered Teachers.</p> <p>Leader strengths are identified and abilities utilised.</p> <p>Deliberate acts of leadership are recorded and reviewed for effectiveness.</p> <p>In-school lead teachers coach other teachers.</p>	<p>budget for each teacher</p> <p>Budget for AP and DP professional development</p>		<p>and linked to the school's annual plan.</p> <p>Professional development needs of school and staff are identified and planned for using internal expertise.</p> <p>PRTs feel supported and guidance programme is completed.</p>	<p>Appraisal discussions about leadership development.</p> <p>Tutor teacher meetings with PRTs held on a weekly basis.</p>
1.4	<p>Continue to develop a performance management system and implement.</p> <p>Teachers will engage in -</p> <ul style="list-style-type: none"> Professional readings Collaborative conversations Personal reflection <p>as part of the Appraisal process.</p> <p>Establish an ongoing system of review for personnel, performance and professional development.</p>	<p>Budget for purchasing textbooks for staff</p>	<p>Teachers Management Team</p>	<p>Clear links between appraisals and Teaching As Inquiry</p> <p>Job descriptions will be reviewed and updated annually.</p> <p>Arinui to be used effectively by teachers to complete Teaching As Inquiry and to collect evidence for Professional Standards</p>	<p>Timetable for Performance Management System completed at appropriate times.</p>
1.5	<p>Strong procedures are established to</p>		<p>Teachers Management Team</p>	<p>Clear focus on continuous improvement and</p>	<p>Regular review of events and processes.</p>

	ensure schoolwide, shared responsibility for student learning.	policies, procedures, processes and general orientation. Update procedures and save on Google Drive.				schoolwide consistent approach to supporting all students. Teachers handbook used as a working document for shared understanding of processes and systems. Curriculum plan established for Science and Oral Language.	Anecdotal conversations. Classroom walk-throughs. Lesson observations.
	1.6 Review curriculum areas of Science and Oral Language	Continue to develop a curriculum plan for Science and Oral Language – student, parent and teacher voice. Review resources. Curriculum year overview developed and added to Rotokauri Curriculum.	Teachers Management Team	Term 1 - 4			Scheduled professional development meetings

Strategic Goal	Strategic Objectives	Strategic Actions	Resources/ Budget	Personnel Responsible/ Lead Teacher	Timeframe	Measure of Success	Progress and Monitoring
<p>Goal 2:</p> <p><i>Culture</i></p> <p><i>To develop an inclusive school culture where whanau and community are nurtured and strengthened</i></p>	2.1 Well-being Nurture the personal growth and development of all students	Embed PB4L strategies and restorative practices as part of the Rotokauri School culture.	\$10,000 PB4L budget	Teachers Management Team	Term 1 - 4	Students able to verbalise what behaviour expectations are and display the characteristics of our values.	PB4L committee meetings held regularly. Gather student voice. SET data gathering to monitor progress from 2018.
	2.2 Community Engagement Provide a wide range of opportunities for whanau to engage with our school.	Consult with Maori and Pasifika community about plans and targets for improving the achievement of Maori and Pasifika students.	Budget for catering hui	Management Team BOT	Term 2 & 4	Increase in attendance at consultation meetings. National priority groups of Maori and Pasifika are achieving similar to other students.	Twice yearly reports to BOT about progress and achievement of Maori and Pasifika.
	2.3 Provide a positive school culture and environment where students feel included.	Implement the shared values decided by consultation between community, whanau, staff and students. REACH values and Behaviour matrix expectations signage designed and installed.	PB4L budget	Management Team BOT	Term 1 - 4	The REACH values of the school will be evident in programmes, behaviour management and visually around the school. Students feel safe and comfortable taking risks and value making mistakes as opportunities for learning.	Regularly review PB4L progress, sustainability and consistency. Newsletter items to inform parents of school expectations.
	2.4 Communication	Regular communication from BOT, teachers, Management and students to parents and wider community.	Teachers Management Team PTA BOT	Term 1 - 4	SecSaw implemented schoolwide. Guidelines established and implemented.	Timetable for entering Reading, Writing, Maths examples twice per term.	

					Actively seeking feedback through surveys and community forums. Continued use of SeeSaw and student-led conferences to share and connect with parents. Teacher on Sabbatical Leave to survey staff on understanding of Culturally Responsive Practices at Rotokauri and to feedback findings.	Sabbatical leave	Teachers Management Team	Term 2 & 3	Report presented to BOT for Sabbatical Leave	Increase attendance at Student-led Conferences.	Reporting to parents schedule.
	2.5 Culturally Responsiveness Strengthen our inclusive culture that values and celebrates diversity.				Teacher on Sabbatical Leave to survey staff on understanding of Culturally Responsive Practices at Rotokauri and to feedback findings.	Sabbatical leave	Teachers Management Team	Term 2 & 3	Report presented to BOT for Sabbatical Leave	Increase attendance at Student-led Conferences.	Reporting to parents schedule.

Strategic Goal	Strategic Objectives	Strategic Actions	Resources/ Budget	Personnel Responsible/ Lead Teacher	Timeframe	Measure of Success	Progress and Monitoring	
Goal 3: <i>Property and Environment</i> <i>Develop physical learning environments to reflect the mission, vision and values of our school.</i>	3.1 To provide a safe physical environment.	School facilities are well-maintained. Health & Safety issues are identified and rectified in a timely manner.	Maintenance budget	BOT Caretaker	Term 1 - 4	Property effectively and efficiently managed in accordance with MOE requirements. Property maintenance schedule is adhered to.	Caretaker to complete regular monthly property checks. BOT and caretaker to undertake annual audit and develop plan for year.	
	3.2 Have a clear direction for the school's property needs.	Facilitate the planning of learning spaces that support future focussed learning. Create a purchasing plan for physical resources e.g swimming pool area, caretaker's shed.	Maintenance budget	BOT Teachers Management Team	Term 1 - 4	Implementation of school plan.	Regular monthly updates to BOT.	
	3.3 To utilise the potential of our physical environment to meet the future needs of our community.	BOT to provide support for the PTA S.C.E.N.T project. 10 year property plan will consider all spaces for learning both inside and outside. Outside learning areas will be designed to enrich learning for children.						
	3.4 Projects identified in 10 year	BOT monitor and implement 10 year property plan.	10 year property plan budget	BOT Management Team	Term 1 - 4	Identified projects completed	Compliance checklist signed off regularly.	

	property plan are implemented.	Condition assessment and all MOE requirements completed. Appointment of Project Manager.		Project Manager		satisfactorily and in a timely fashion.	
	3.5 Health & Safety and legislative requirements are met.	Health & Safety handbook developed to include clear procedural guidelines.		BOT Principal Carefaker	Term 1 - 4	All WorkSafe legislation is understood and actioned as appropriate. Clean and safe environment is provided.	Check compliance with all new legislative requirements. Health & Safety report presented at monthly BOT meetings.

Strategic Goal	Strategic Objectives	Strategic Actions	Resources/ Budget	Personnel Responsible/ Lead Teacher	Timeframe	Measure of Success	Progress and Monitoring
<p><u>Goal 4:</u></p> <p><i>Governance</i></p> <p><i>The Board of Trustees will confidently and effectively govern Rotokauri School</i></p>	4.1 Ensure that student progress is the major focus of the BOT.	<p>Continue to refine collection of student data through eTap.</p> <p>BOT to report effectively to the community on school and student achievements.</p> <p>Management Team to identify trends and accelerated progress, and present to staff and BOT.</p>		BOT Principal Staff Representative	Term 1 - 4	<p>Staff and BOT confidence with interpreting data.</p> <p>Community is informed about student achievement and progress.</p> <p>BOT to use information from community surveys to make changes where needed.</p>	<p>Through Principal's Reports to BOT at monthly meetings.</p> <p>Following review timetable.</p> <p>BOT to attend community meetings/events where appropriate.</p> <p>BOT provide feedback to community in school newsletter, after monthly BOT meetings.</p>
	4.2 BOT is committed to strengthening their governance role.	<p>BOT to participate in ongoing self-review and training, by using appropriate resources e.g NZSTA, ERO, Hautu tools.</p>		BOT	Term 1 - 4	<p>Every BOT member contributing effectively to the work of the BOT.</p> <p>BOT members have attended professional development workshops.</p> <p>BOT up-to-date with current NZSTA information.</p>	<p>Feedback from BOT members after attendance at workshops.</p> <p>Readings overview included in BOT meeting agenda.</p>
	4.3 Ensure succession plan is in place for new trustees after	Identify parents as potential candidates.			BOT	Term 2 & 3	<p>New Board of Trustees elected.</p>

								Roles within BOT filled e.g. Chairperson, Treasurer, Secretary, Personnel, Property.	
triennial BOT elections.	Develop induction package for new trustees (digital format). Promote role of trustee through personal voice of current trustees.								Inclusion in BOT meeting agenda.
4.4 Continue to develop and implement an ERO action plan in response to recommendations in previous ERO report.	Consultation with MOE and ERO. Meetings held with BOT and staff to develop action plan. Self-review is conducted under the 6 ERO domains.							Action plan developed and implementation started.	
4.5 To provide community with relevant and current enrolment process.	Consult with MOE to plan for roll growth. Keep community informed of enrolment process via newsletter and social media.							Ballot completed according to MOE requirements. All stakeholders are aware of the enrolment process.	Review/update sibling information annually. Annual review of enrolment procedures.

SCHOOL OPERATIONS, GOVERNANCE & MANAGEMENT

CURRICULUM	HUMAN RESOURCES	FINANCES
<p>Key school documents that inform the Rotokauri School Charter relating to curriculum include -</p> <ul style="list-style-type: none"> • Curriculum Implementation Plans • Student Assessment Plan • Associated Policies and Procedures • Rotokauri Strategic Plan • Rotokauri School Annual Plan • Annual Targets to Raise Student Achievement 	<p>Key school documents that inform the Rotokauri School Charter relating to human resources include -</p> <ul style="list-style-type: none"> • Job descriptions • Performance agreements • Staff appraisals • Staff operational handbook • Parent information handbook • Staff professional learning development programme • Roles and responsibilities schedule • Accidents and medical register • Personnel policies • Rotokauri Strategic Plan • Rotokauri School Annual Plan 	<p>Key school documents that inform the Rotokauri School Charter relating to finances include -</p> <ul style="list-style-type: none"> • Annual Budget • 10 year property plan • SUE Reports • Assets Register • Auditors Reports • Associated Policies and Procedures • Rotokauri Strategic Plan • Rotokauri School Annual Plan
<p style="text-align: center;">PROPERTY</p> <p>Key school documents that inform the Rotokauri School Charter relating to property include -</p> <ul style="list-style-type: none"> • 10 Year Property Plan • 5 Year Property Schedule • Maintenance Schedule • Hazards Register • Health and Safety Procedures • Evacuation Procedures • Insurance • Associated Policies • Rotokauri Strategic Plan • Rotokauri School Annual Plan 	<p style="text-align: center;">HEALTH AND SAFETY</p> <p>Key school documents that inform the Rotokauri School Charter relating to Health and Safety include -</p> <ul style="list-style-type: none"> • Hazards Register • Maintenance Schedule • Evacuation Procedures • Operational Plan • Student Support Programmes and Procedures • Health and Safety Guidelines Handbook • Associated Policies • Rotokauri Strategic Plan • Rotokauri School Annual Plan 	

CONSULTATION TIMELINE

During the development of the Rotokauri Charter the following consultation will be undertaken:	
<ul style="list-style-type: none"> • Consultation with parent/caregiver community through surveys, newsletters and meetings. 	November/December
<ul style="list-style-type: none"> • Consultation with staff through questionnaires, staff meetings and teacher only days. 	November - February
<ul style="list-style-type: none"> • Management Team meetings 	November - February
<ul style="list-style-type: none"> • Consultation with the Maori community through surveys, newsletters and hui on Maori student achievement. 	April, November
<ul style="list-style-type: none"> • Consultation, discussion and development of the strategic plan with members of the Board of Trustees. 	November - February

ERO's EVALUATION INDICATORS OF A SUCCESSFUL SCHOOL

<p style="text-align: center;">Senior Leadership Team</p> <ul style="list-style-type: none"> • Gives high quality leadership to the school. • Supports, values and empowers others. • Maintains effective communication between home and school. • Ensures quality teaching and learning. • Monitors progress to ensure equitable outcomes for Maori learners. 	<p style="text-align: center;">Policies and Procedures</p> <ul style="list-style-type: none"> • Are developed through consultation. • Meet legislative requirements. • Are clearly stated and understood. • Are accessible to everyone. • Are regularly reviewed. 	<p style="text-align: center;">Parents/Community</p> <ul style="list-style-type: none"> • Feel welcomed, included and well-informed. • Encourage children in their schooling. • Respect the professional judgement of the staff. • Work in partnership with staff. • Are supportive of the Board, staff and school.
<p style="text-align: center;">Students</p> <ul style="list-style-type: none"> • Take responsibility for their actions and learning. • Are actively engaged in their learning. • Achieve to their potential. • Are respectful, considerate and confident learners. • Are proud of their school. • Feel safe and cared for. • Are encouraged and challenged. • Take pride in their achievements. • Accept leadership opportunities. 	<p style="text-align: center;">Teachers</p> <ul style="list-style-type: none"> • Focusing on Literacy and Numeracy, while providing a balanced programme. • Use assessments to inform and review planning and teaching programmes. • Are enthusiastic and foster a love for learning. • Plan individualized programmes based on student needs. • Apply Teaching As Inquiry. • Communicate the purpose of learning. • Receive appropriate support. • Are committed to professional growth. • Have high expectations. • Demonstrate caring and supportive interpersonal skills. • Provide needs based programmes. • Work in partnership with parents. 	<p style="text-align: center;">Board of Trustees</p> <ul style="list-style-type: none"> • Meets requirements of the NEGs and NAGs. • Is a good employer and stays well informed. • Works alongside staff. • Ensures all resources are effectively managed. • Plans for the future.

<p>Curriculum</p> <ul style="list-style-type: none"> • Balanced, high interest, challenging. • Integrated themes link all learning areas. • Reflect local contexts. • Include student voice. • Literacy and Numeracy meets the needs of all children. • Is regularly reviewed and updated. • Fulfil national curriculum requirements. 	<p>Support Staff</p> <ul style="list-style-type: none"> • Are supportive of the school and its aims, feel valued and part of the team. • Care for the students. • Are positive and professional. 	<p>Environment</p> <ul style="list-style-type: none"> • Is inviting and attractive. • Supports learning programmes. • Is safe and well-maintained. • Child centred, interactive. • Children's work displayed and celebrated.
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