



2017 CHARTER



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PURPOSE

Engage and extend all students to achieve their full potential by developing their natural interest and relationship skills to become confident and productive lifelong learners who will participate and contribute to their communities

VISION

- Welcoming & Inclusive
- Community Connected
- Progressive & Purposeful

VALUES

Our actions are guided by being

- Caring
- Connected
- Confident
- Creative

SCHOOL STATEMENT

Paroa School is located on State Highway 6, 10 minutes south of Greymouth on the scenic West Coast. Situated beside the Tasman Sea in a very attractive setting, the school is the focal point of a positive and growing community. The school enjoys a very happy work environment with great community support.

Paroa School is a state co-educational full primary school i.e. Children from Year 0 to Year 8, with a current grading roll of 164 students and is staffed by the Principal, seven full time teachers, a school administration officer, special abilities and special needs programmes and one teacher aide. In 2017 there will be seven classrooms in operation and the school's decile rating is nine. The catchment area extends south along State Highway 6 to Kumara Junction, east along the Rutherglen Road to Marsden and beyond and north along the main highway into the Greymouth southern residential area. There are no zoning restrictions in place.

Some of our exciting programmes include the use of school wide curriculum integration and inquiry learning approaches, the use of formative assessment and thinking skills strategies, an emphasis on literacy and numeracy, a very comprehensive and exciting programme of outdoor education and school camps and opportunities for our students to be involved in a wide range of cultural and sporting events. During 2017 the Year 8 William Pike Programme will recommence. The Year 8 William Pike programme is an outdoor activity based programme run over one school year. The vision for the Year 8 EOTC programme is to develop well-rounded and confident Kiwi kids through outdoor experience and connection with their community. Our school has in place very effective self-review processes which are evidenced by our latest ERO review (2014) and the fact we are on a 3 year cycle of review.

The buildings comprise of an administration, staffroom and library block and three well-resourced classroom blocks comprising nine classrooms and a number of resource and breakout spaces rooms. A newly renovated school hall complements this, spacious grassed playing fields and hard court areas generously shaded by sailcloth. A broadband internet network links all classrooms, the library, offices and workspaces. The school uses a Macintosh platform, which now includes chrome books for Year 4-8 on a lease to buy programme through Toki Pounamu, an outreach programme of Manaiaakalani. In Year 1-2 classroom there is a ratio of approximately one internet capable device i.e. laptop, desktop, chrome book, iPad or iPod for every student. Year 3 students have 15 Chromebooks with a further 12 purchased by parents, therefore all Year 3 students have their own chrome book. Each of our seven classrooms are equipped with overhead data projectors or smart TV's. The Assembly School Management System was introduced in 2012 for administration of student records. In 2016 all student achievement data is recorded in Assembly

The school's charter has been developed through extensive consultation with the school community and its vision and goals reflect the schools rural and family flavour with an emphasis on positive relationships and positive attitudes towards learning, the development of self-regulated and lifelong learning, numeracy, literacy and information communication technology, the arts, physical activity and environmental and outdoor education.

RECOGNISING NEW ZEALAND'S CULTURAL AND ETHNIC DIVERSITY

Schools Ethnic Diversity

Māori 23%

Pasifika 2%

NZ European 71%

Asian 4%

- All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure the students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds.

Paroa School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

MĀORI CULTURALLY RESPONSIVENESS PLAN

Learning in an environment where a culturally responsive pedagogy of relations is the norm will significantly improve values outcomes for Maori.

- Consultation with Māori Community
- The school will hold a hui or survey parents of Māori students each year to discuss and consult on the school's plan for Māori students
- Encourage parents of Māori students to become a Board of Trustees member
- The Māori community are consulted in various ways
- Three way conferences
- Parent workshops
- School events involving students
- Tuakana Teina
- Newsletter
- Informal meetings and communications with families
- A copy of our assessment of our Māori students will be sent to parents of our Māori students and to encourage Te Rūnanga o Ngāti Waewae to access our student achievement data on the MOE website for Te Rūnanga o Ngāti Waewae
- Manaakitanga - the school builds a sense of obligation to care for children and young people as culturally located human beings by providing a safe, nurturing environment
- Whanauungatanga- the school establishes and maintains links, makes connections, and relates to the people one meets by identifying in culturally appropriate ways
- Ako - the school strives to build reciprocal teaching and learning relationship where the child is both the teacher and the learner and the teacher is both the teacher and the learner. Ako recognises the students' whanau is inseparable part of teaching and learning
- Mahi tahi - the school as a group of people is working together collaboratively in the pursuit of learner centred education goals

RAISING ACHIEVEMENT OF MĀORI STUDENTS

Paroa School, as appropriate to its community, will follow school procedures and practices that reflect New Zealand's cultural diversity and unique position of Maori culture.

In recognizing the unique position of the Maori culture Paroa School will take all reasonable steps to provide instruction in tikanga (Maori culture) and te reo Maori (Maori language) for students whose parents request it.

To achieve this at Paroa

The school has consulted with the parents of Maori students and every endeavour is being made to incorporate ideas raised.

Our Aims:

- Teach te reo Maori to an elementary level (greetings, counting, mihi, names of everyday items, pronunciation of place names) in all classes
- Sing waiata in some classroom music and assemblies
- Integrate Maori through curriculum areas where appropriate
- Kapa Haka is offered throughout the school
- Provide staff development in Te Reo and Tikanga
- Integration of Maori Culture through the Enviro Schools programme
- Value Tikanga Maori and Te Reo
- Maori Language week will be observed 4 – 10 July
- Maori perspective integrated through student inquiry programme

If whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme the staff and family will discuss and explore possibilities which could include one or more of the following options:

- Further explain the existing programme
- Extend the existing programmes if & as appropriate
- Investigate dual enrolment with the Correspondence School
- Investigate provision of in school support to further enhance inclusion of Te Reo and Tikanga within the student's classroom
- Explore other schools which may offer programmes closer to their expectations

Student assessment data is analysed and an education plan is developed for all students based on their needs. Data gathered so far indicates that the programmes/plans/strategies will be similar to those used across the school as identified to meet the individual students and groups of students and will be modified/changed if needed to meet individual needs.

SUPPORTING DOCUMENTATION

Student Achievement

The following documentation supports Paroa School in improving student achievement:

- School policies and procedures
- Curriculum plans
- Assessment programme
- Professional Development Plan
- Teachers' planning
- Student records
- Literacy plan
- Numeracy plan
- Strategic plan
- Student Achievement Targets
- Teacher Inquiry
- Enviro Schools
- SunSmart School Accreditation Programme
- Special Needs Programme

Overall Direction

Five Policies and Procedures

- Student Achievement
- Self Review
- Employer Responsibility
- Resources
- Administration Plan
- Strategic Plan

School Management

The following documentation supports Paroa School in developing good management practices and systems:

- Charter
- Strategic Plans
- Annual Plans
- School Policies and procedures
- Performance management
- Annual budget
- Five Year property plan
- Hazard Identification Register
- Board of trustees Roles and Responsibilities
- Meeting minutes – Staff / BoT
- Self Review
- Special Needs, Students at Risk & Gifted and & Talented register

VALUES

Value	Student Behaviours	Staff Behaviours	Parent Behaviours	Board Behaviours
Caring	<p>Include others in activities</p> <p>Be kind to others</p> <p>Give advice on how to solve problems</p> <p>Including others and being friendly towards them</p> <p>Respect other people, the community and your self</p> <p>Compromise to help make everyone happy</p> <p>Sharing</p> <p>Positive Can Do Attitude</p> <p>Loyal and trustworthy</p> <p>Being fair when playing or working together</p> <p>Being polite and well mannered</p> <p>Care for your family and where you come from</p> <p>Kids wanting to help and make a difference</p>	<p>Model the behaviours they require of the students</p> <p>Easy, personal and friendly relationships with students.</p> <p>Integrity</p> <p>Respectful</p> <p>Shows interest in students' everyday lives, both within and outside the life of the school</p> <p>Praise children for the unique individuals that they are</p>	<p>Show interest in their students' learning e.g. visiting the School, going on trips, asking staff about the students</p> <p>Shows interest, is positive and respectful of other students' learning</p> <p>Be kind, thoughtful, considerate, encourage, support and accept</p> <p>Model behaviours when involved in/with school activities – i.e. Coaching, parent help</p>	<p>Consult the community and the students</p> <p>Be 'good employers' for the staff</p> <p>Be involved members of the school community</p> <p>Model school values</p> <p>Remember each and every child is important when making decisions</p> <p>Support teaching and learning programmes to raise student</p>
Connected	<p>Communicate with other teachers and members of the school community</p> <p>Participate in community groups e.g. sports teams Working together to collaborate on ideas and work</p> <p>Feel safe and motivated to work</p> <p>Listen carefully</p> <p>Proud learners</p>	<p>Exchange information on students</p> <p>Take an interest and know what is going on for each other</p> <p>Participate in school-wide activities</p>	<p>Ask questions about their children's learning</p> <p>Attend events at the School</p> <p>Communicate with the school if issues any arise</p> <p>Utilise Hapara/School Website/class</p>	<p>Seek and accept support from outside agencies e.g. NZSTA</p> <p>Listen to the staff</p> <p>Communicate</p> <p>Follow up</p> <p>Feedback</p> <p>Attend</p>

	<p>Look after Teinas</p> <p>Connected to others , listen to their feedback and give others feedback</p> <p>Sharing your work with other people and helping each other</p>		and student blogs	<p>Actively connect with other school's BoT within the Mawhera CoL</p> <p>Be united in our focus and decisions</p> <p>Proactively communicate within and outside of the BoT</p>
Confident	<p>Shares ideas confidently</p> <p>Take risks and being brave</p> <p>Working towards BTB all the time</p> <p>Stand up for what is right-resilient</p> <p>Getting work completed in the set time-self manager</p> <p>Putting your hand up in class to share your ideas</p> <p>Ask questions</p> <p>Being curious</p>	<p>Establish effective relationships in and outside the classroom.</p> <p>Share ideas and opinions and be confident/able to stand up when you have expert opinion/skills.</p>	<p>Be confident in your child as a capable learner</p> <p>Share thoughts/ideas with the school about student's learning</p> <p>Being an active participant in your child's learning</p>	<p>Speak Up</p> <p>Share ideas and experiences</p> <p>Proactively undertake training and P.D.</p> <p>Ask questions</p> <p>Maintain a professional dialogue that extends beyond BoT meetings</p>
Creative	<p>Solve problems with your friends</p> <p>Work with each other to learn, create and share work in different and engaging ways that is exciting for others</p> <p>Being able to use your imagination</p> <p>Able to use new suggestions/ideas, going the extra mile when improving work, add extra detail</p>	<p>Encourage student choice and let student individuality to shine through</p> <p>Open to alternative suggestions from colleagues and students</p> <p>Curious/innovative and always looking for fresh/alternate idea/resources</p>	Transfer children's learning and incorporate it in home life as well, e.g visit beach, cooking.	<p>Team Work</p> <p>Share ideas</p> <p>Work cooperatively to design Paroa School's focus and direction</p> <p>Encourage the input of all Board members</p> <p>Utilise member's expertise</p> <p>Utilise an innovative approach</p>

National Priorities

Priority One – Success for All

All year 1 – 10 students will be given opportunities to succeed and develop the knowledge and understandings, skills, attitudes, key competencies and values of the NZ Curriculum.

(Refer to School Programmes, Strategic plan)

Priority Two - Safe Learning Environment

Schools will provide a safe physical and emotional environment for students.

(Refer to Vision, Values, Behaviour Management Programme and Strategic Plan)

Priority Three – Improving Literacy and Numeracy

Schools will ensure that priority is given to improving Numeracy and Literacy, especially in years 1 – 8. Special emphasis should be placed on students whose further education or training may be at risk through underachievement in Literacy and Numeracy.

(Refer to Student Achievement Goals and Targets, School Literacy and Mathematics Programme and Strategic Plan)

Priority Four – Better use of Student Achievement Information

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning priorities.

(Refer to Assessment Overview, Strategic & Annual Plans, Data Folder and SMS)

Priority Five – Improving Outcomes

Schools will identify students and groups of students

- who are not achieving or are at risk of not achieving
 - who have special needs and gifted and talented students
- and develop and implement teaching and learning strategies to address these groups.

(Refer Special Needs, Children at Risk and Gifted and Talented Registers and the Annual plan)

Priority Six – Improving Outcomes for Maori and Pasifika Students

Schools will consult to set plans and targets to improve the achievement of Maori and Pasifika students.

23% of Paroa School students are Maori. 2% Pasifika 2%Asian 1%MELAA

(Refer to Strategic and Annual plans, Consultation and Assessment data and information)

Priority Seven – Reporting

Schools will report to students and their parents on student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year.

The school will report to the Board of Trustees annually against the National Standards. Special Needs students, Students at Risk and Maori will be included along with **Targeted priority learners**.

The Board will report to the Ministry of Education on Student Achievement in relation to the National Standards.

(Refer to Reporting Guidelines, Strategic and Annual Plans)

Local priorities will be identified through:

- Paroa schools programme of Self Review
- Analysis of Paroa School's assessment data.
- (STAR, e-AsTTle, P.A.T. (mathematics), IKAN (Numeracy), JAM, PM Benchmark Kit, reading Probes, SEA testing and 6 Year Observation are part of Paroa School's assessment programme.)

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework)

PAROA SCHOOL STRATEGIC GOALS 2017 – 2019

Strategic Goals 2017-2019	What we will see ... measure
1. All students enthusiastically access the New Zealand Curriculum as evidenced by their achievement in relation to National Standards	<ul style="list-style-type: none"> • Increased percentage of students achieving at National Standards • Priority learners are identified and actively supported to make progress • All children show progress against National Standards • Child centred programmes that cater for the “whole child”, are in place to meet specialised needs • Professional development in place to meet learning needs
2. New approaches are embraced for what will benefit the students	<ul style="list-style-type: none"> • Excellent teaching practice is shared throughout the local Community of Learning (CoL) • Toki Pounamu extends the opportunities for digital learning to all students • Toki Pounamu creates a professional framework for pedagogical exploration and transformation • Parents are involved in the planning of change and are supportive • The School’s building programme enables the development of collaborative teaching • Strengthened moderation within the School.
3. Students achieve holistic progress – academically, socially and physically	<ul style="list-style-type: none"> • All students recognise their strengths • There is a balance for students between digital and physical activities • Students are exposed to a wide range of experiences to help them shape appealing and achievable goals for the future • Students value their social, artistic and sporting strengths and skills
4. Students connect strongly to their physical environment and local community	<ul style="list-style-type: none"> • The physical environment is an integral part of the students’ learning programmes • Parents contribute to and participate in their children’s learning through i.e. Toki Pounamu, EOTC, Sports teams, William Pike, Cultural and Community Events, Community • Parents share their professional and working experiences with students to highlight the local opportunities for work • Students devise entrepreneurial projects that benefit their local community

STRATEGIC GOALS 2017-2019 & ANNUAL TARGETS 2017

Strategic Goal: 1. All students enthusiastically access the New Zealand Curriculum as evidenced by their achievement in relation to National Standards			
Background: Student data is flat lining with some areas of improvement and continuing concern over boys writing. Teachers have been involved in learning around writing moderation and improving practice to identify next steps in teaching strategies for writing. Maori students show around 6% lower achievement than the remaining students. Writing data for girls show that 90% achieve at or above NS in writing and boys achieve 50% at or above writing.			
Action Areas	What will we see?	When will we review this target?	Support & Resources i.e. impact on Business-as-usual
<ol style="list-style-type: none"> 1. Establish Boy's group to improve engagement, self esteem and increase self-management with a focus on self expression. 2. Use Woolf Fisher data to inform inquiry goals and associated teaching practice. 3. Transition to increased devices in classes. Year 3 will have one to one devices and PD to support their teacher. 4. Teachers will allow boys to experiment and have input into their own learning 5. Getting to know your Maori students 6. Devise strategies to improve writing within the COL 7. Introduce new observation approach based on Woolf Fisher related to devices. 	<ul style="list-style-type: none"> • Increased achievement in National Standards. • Priority learners are identified and actively supported to make progress. • All children show progress against National Standards • Child centred programmes that cater for the "whole child", are in place to meet specialised needs • Professional development in place to meet learning needs 	Each Term	<ol style="list-style-type: none"> 1. Teacher release time. Equipment and resources appropriate for the action plan. 2. Budgeted item for three years 3. Year 3 will have one to one devices and PD to support their teacher. 4. Professional Develop through the COL 5. Support from family 6. Paid professional development for Oral Language 7. Junior teachers trip to Auckland
Interim Data:			
Final Data:			

Strategic Goal: 2. New approaches are embraced for what will benefit the students

Background: Toki Pounamu Project has been established in 2016 for Year 4 - 8 students. Woolf Fisher Research institution from Auckland University has introduced a programme of gathering data to support student achievement progress over time. During 2016 data was gathered via student, parent and teacher surveys.

All of this data gathering will form a growing pattern of what changes are happening for students and teachers. Strategic planning will incorporate knowledge gained from the data analysis early in 2017. The new trends will be identified over time and assessed for their value at Paroa.

Action Areas	What will we see?	When will we review this target?	Support & Resources i.e. impact on Business-as-usual
<ol style="list-style-type: none"> 1. Teacher Inquiry focus led by COL Across-School Lead Teacher. 2. Planned programme within the school to strengthen relationships for students between year levels 3. Year 1 and 2 Teachers are exploring and assessing digital programmes 4. Educate parents to access Learn Create Share 5. Communicate the progress of building programme 6. Assure parents about MLE practice 	<ol style="list-style-type: none"> 1. Excellent teaching practice is shared throughout the local Community of Learning (CoL); 2. Toki Pounamu extends the opportunities for digital learning to all students 3. Toki Pounamu creates a professional framework for pedagogical exploration and transformation 4. Parents are involved in the planning of change and are supportive 5. The School's building programme enables the development of collaborative teaching and strengthened moderation within the School. 6. MLE - plans are completed with Architect and the build begins. Teacher input to requirements and professional development 	<p>Each Term</p>	<ol style="list-style-type: none"> 1. Professional Development through the COL, teacher attendance 2. Release time for in school lead teacher to plan and administer her programme. 3. iPads and professional development to choose the best programme for their students 4. Schedule of events/workshops 5. Information from the Project Management team 6. External input for MLE

Interim Data: Will be available from Woolf Fisher early 2017

Final Data:

Strategic Goal: 3. Students achieve holistic progress – academically, socially and physically

Background: To support accelerated learning, the school wants to have a balance between digital learning, relationships, the school values and physical activity. The school has a very strong and successful sporting and EOTC programme with Tuakana Teina, SENCO and behaviour management strategies. Learners experiences in EOTC programmes used to build confidence, meaningful relationships and student agency. Participation and contribution across all aspects are highly valued in our learners.

Action Areas	What will we see?	When will we review this target?	Support & Resources i.e. impact on Business-as-usual
<ol style="list-style-type: none"> 1. Teachers share learning progressions with students and extending those who are above the expected standard 2. Review level 5 and 6 Learning Progressions 3. Review of curriculum documents and transfer to digital format under a three year review 4 Embrace school values 5. Reintroduce William Pike Programme that acknowledges student challenges 6. Analyse Woolf Fisher data for development of wellbeing strategies 	<ul style="list-style-type: none"> • All students achieve ‘expected’ or ‘above’ progress • Children, parents and teachers can measure their progress using our school values • There is a balance for students between digital and physical activities • Through Tuakana Teina, Class Mates, Boys Club and behaviour management strategies. • Students are exposed to a wide range of experiences to help them shape appealing and achievable goals for the future. • Student achievement data analysed 	<p>Each Term</p>	<ol style="list-style-type: none"> 1. Time for release for in school teacher 2. Time for release for in school teacher 3. Professional Development for Principal 4. Budget for programme costs 5. School budget with parent payment 6. NZCER costs for analyse

Interim Data:

Final Data:**Strategic Goal: 4.** Students connect strongly to their physical environment and local community

Background: In 2017 the school has become an Enviro School, is now Sun Smart Accredited and has a strong tradition of participating in Education Outside the Classroom. Further to those programmes there is an emphasis on activities that support individual and groups of students who would benefit from outdoor activities and a hands on approach to learning. Paroa School consults and actively encourages whanau to participate, support and be involved in many different ways in the life of the school.

Action Areas	What will we see?	When will we review this target?	Support & Resources i.e. impact on Business-as-usual
<ol style="list-style-type: none"> 1. Network with other Enviro Schools locally 2. Invite council and Doc when programmes are up and running to provide expertise 3. Develop a programme around the cycle track in partnership with Shanty Town and local expertise, who foster and value the Whanaungatanga through developing a sense of learning groups/classes, school and community. 5. Provide career opportunities for students with local businesses 6. Whanau to review SchoolDocs each Term 	<ul style="list-style-type: none"> • The physical environment is an integral part of the students' learning programmes • Parents contribute to and participate in their children's learning through Toki Pounamu, EOTC, Sports teams, WP, Cultural and Community Events • Parents share their professional and working experiences with students to highlight the local opportunities for work • Students devise entrepreneurial projects that benefit their local community. • All whanau have the opportunity to provide feedback in a way that is comfortable 	Each Term	<ol style="list-style-type: none"> 1. Lead Teacher release time and Enviro School resources. 2. Lead teacher to invite Grey District Council and Department of Conservation to Paroa 3. Time and planning with experts. 4. Create a schedule and planning 5. Programme planning is reviewed and organised visits and invitations 6. Develop a quiz to encourage use of SchoolDocs

Interim Data:

Final Data:

**PAROA SCHOOL STRATEGIC PLAN
2016-2018**

Strategic Goals	2017	2018	2019
All students enthusiastically access the New Zealand Curriculum as evidenced by their achievement in relation to National Standards	<p>Priority learners, all Maori learners and all others have data gathered, collated and analysed to support student achievement targets that raise achievement.</p> <p>Develop and implement a plan for extending students to meet their potential. "Boys Group"</p> <p>Online and paper based reporting and learning systems are effectively evaluated</p> <p>Individual Personal Development Plans are in place for teaching staff based on personal inquiry with support from the COL, using analysed data.</p> <p>Individual staff appraisals are based on the school strategic and annual plans.</p> <p>Classroom observation model for teachers based on Woolf Fisher related to devices</p>	<p>Monitor priority learners, all Maori learners and all others to ensure that they have made progress toward their achievement that meet targets set</p> <p>Monitor plan for extending students to meet their potential and to include all learners</p> <p>Review reporting and learning systems</p> <p>Extend using analysed data and relate the results to learners making accelerated progress</p> <p>Staff appraisals continue to imbed the school's strategic goals and annual plan.</p> <p>Reporting back to staff and supporting an action plan to include best collaborative practice for teachers related to devices, including research data to inform practice</p>	<p>Sustained effort for all priority learners, all Maori learners and all others to ensure continued support to meet their achievement goals</p> <p>Evaluate plan for extending students to meet their potential</p> <p>Implement changes identified or good practice imbedded in the school</p> <p>Review systems in Assembly and other software recording student achievement data and how the school uses this data</p> <p>Build the school's understanding of the COL actions in relationship to staff appraisals</p> <p>Review and report using the COL findings to support next steps</p>

<p>New approaches are embraced for what will benefit the students</p>	<p>Teachers will continue to work on best practice and incorporate Toki Pounamu professional development in their classroom practice.</p> <p>Junior Classes are increasingly using iPad Apps to support learning.</p> <p>Professional Development programme is planned to facilitate Teacher capacity and knowledge using new approaches</p> <p>An interactive, updated school website</p> <p>Best practice for teaching and learning in a Modern Learning Environment is explored</p>	<p>Sustainable practice for digital devices continues beyond the contract with Toki Pounamu</p> <p>Junior classes will extend their use of iPads in classroom practice, including the process for purchasing iPads Continuing professional development programmes that plan next steps using new approaches</p> <p>Website is the go “to place” for communication with the school.</p> <p>Best practice for teaching and learning in a Modern Learning Environment continually assessed using student achievement data to inform next steps. Further PD maybe necessary</p>	<p>Maintain best practice using research and school data across the Toki Pounamu Trust group of schools.</p> <p>Junior classes will review using student achievement data their use of devices in their classroom Maintained professional development programmes that plan next steps using digital approaches</p> <p>Website is used for all communication with the school.</p> <p>Best practice for teaching and learning in a Modern Learning Environment embedded in the Junior school</p>
<p>Students achieve holistic progress – academically, socially and physically</p>	<p>Develop a school culture that leads to the realisation of each child’s potential, happiness and celebrates their differences</p> <p>Include all Maori families in the consultation process.</p> <p>Teach Taha Maori to an elementary level (greetings, counting, colours, basic vocabulary for everyday items/commands, pronunciation of place names) in all classes</p> <p>EOTC programme for all students is</p>	<p>Continuously being aware of developing our school culture that meets each child’s potential, happiness and celebrates their differences and include new initiatives that include change</p> <p>Maori families are actively involved in implementing the results of the consultation process.</p> <p>Continue to expand on teaching Te Reo using our resources Sing waiata (Maori songs), develop a school waiata, to use in class, assembly and choir Use resources in the curriculum (especially Reading, Maths, Science, Social Studies, The Arts and Health & PE) which recognises NZ’s dual cultural heritage Continuing EOTC programmes for all</p>	<p>Embed school culture that meets each child’s potential, happiness and celebrates their differences and include new initiatives that include change</p> <p>Maori families and all families are actively involved in implementing the results of the consultation process.</p> <p>Expand on teaching Te Reo using our resources Sing waiata (Maori songs), develop a school waiata, to use in class, assembly and choir Use resources in the curriculum (especially Reading, Maths, Science, Social Studies, The Arts and Health & PE) which recognises NZ’s dual cultural heritage Evaluate EOTC programme for all</p>

	maintained and evaluated against student achievement data results	students is maintained and evaluated against student achievement data results	students is maintained and evaluated against student achievement data results
Students connect strongly to their physical environment and local community	<p>The strategic plan will have set new strategic goals and the BOT will work towards achieving those aims, this includes the new 10 Year property plan.</p> <p>The community, with specific reference to the Maori community, are regularly consulted and informed on progress against National Standards and Tikanga programmes within the school.</p> <p>To ensure effective transitions are made from Early Childhood Education and to Secondary School. Effective monitoring and partnerships are made with ECEs and High Schools in the Mawhera District.</p> <p>Regularly seek student and parent feedback in reviews.</p>	<p>The strategic plans and charter will reflect the future of the school.</p> <p>Respond annually to Arahura Marae evaluation requests. Develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture. Tikanga- "Correct procedure, custom, habit, lore, method, manner"</p> <p>Establish an exit transition process for students graduating to High school, entering Paroa School at new entrant level and other students who enrol at different times of their schooling.</p> <p>Continue to include all stakeholders in reviews and respond to findings</p>	<p>Review of the strategic plans and charter will reflect the future of the school.</p> <p>Evaluate and review progress against the school's performance in practice.</p> <p>Monitor our exit transition process for students graduating to High school, entering Paroa School at new entrant level and other students who enrol at different times of their schooling.</p> <p>Maintain quality relationships with all stakeholders in reviews</p>

Paroa School - Board of Trustees Annual Agenda 2017

Meeting Date	Student Learning	Strategic	Curriculum	Policy Procedures	Board Administration	Other
February	Student Achievement Targets to be approved	Strategic Goals Annual Plan Strategic goals are being reported on at each BoT meeting to reflect on going progress toward each goal. This enables to BoT to discuss and be familiar with the strategic goals	Toki Pounamu	SchoolDocs Year Review	Chairperson elected Roles of BOT Delegations to Principal Analysis of Variance National Standards Data Charter 2017 approved Budget Approved	Attendance report each term
March				Education Outside the Classroom	Compliance Reporting Term 1	
May	Toki Pounamu Report	Strategic goal-1: All students enthusiastically access the New Zealand Curriculum as evidenced by their achievement in relation to National Standards	Junior Ipad			Attendance report each term
July	DP Reports Midyear interim progress targets	Strategic Goal 2: New approaches are embraced for what will benefit the students	SENCO		Compliance Reporting Term 2 Property Reports	
August		Strategic Goal 3: Students achieve holistic progress – academically, socially and physically Strategic Goal 4: Students connect strongly to their physical environment and local community	Well Being		Budget review	
October			Special Abilities Report Health & PE Mathematics	Students connect strongly to their physical environment and local community	Compliance reporting Term 3 Property reports BOT self-review	Attendance report each term
November/ December	Final Report <ul style="list-style-type: none"> Targets Special Needs 		Literacy		Charter development Budget Approval Compliance reporting T4 Property reports	

TIMELINES

Strategic Planning /Charter

Student Achievement Target set February 2017
Final Charter presented at BOT meeting February 2017

Māori Community

Report to Board of Trustees on achievement of Māori Students	February, July, December 2017
Report on achievement of Māori student sent to	
Te Rūnanga o Ngāti Waewae	December 2017

Student Achievement

Parent interviews held in	February (meet the teacher), June, September 2017
Student Achievement Targets in school newsletter	March 2017
Interim report to BOT	July 2017
Final Data presented to BOT	December 2017
Student Achievement Results in school newsletter	March 2017
Written student reports sent	June, Dec 2017

- Charter to MOE by 1 March 2017
- Annual report lodged with MOE 1 March 2017

Strategic Goal: 1. All students enthusiastically access the New Zealand Curriculum as evidenced by their achievement in relation to National Standards		Target Area: Writing Annual Aim: To increase the number of students achieving at or above the National Standard for writing.	
Annual Target: Writing - Mawhera COL 85% of all students for 2017 will reach or exceed NS in writing.			
<ol style="list-style-type: none"> 60% or more boys who are identified as achieving below National Standards for writing have made more than one year's progress and will be working AT or Above National Standards (Currently there are 81 boys enrolled = 40 boys across the school achieving AT or Above National Standards after a full year of schooling. 10% increase would equal 49 boys achieving NS. 50% of boys at the moment achieve NS so this means an extra 9 boys need to raise their level of achievement to achieve the 60% target). Year 5 students in 2017 who are identified as achieving below National Standards in writing have made more than one year's progress and will be working AT or Above National Standards 65% or more Maori and Pasifika students who are identified as achieving below National Standards in writing have made more than one year's progress. That is 10% more of students and will be working AT or Above National Standards 			
Background: Writing for 2014 shows that 65.5% of our students are writing at or above the National Standard. Years 3, 5-8 all show percentages of 70% or above. Our girls show strength with 85.4% writing at or above the National Standard. Our two year group levels that were of concern in writing were Year 1 and 2 and 4. Our Maori students were also a concern in writing with only 56.6% at or above the National Standard compared with 65.5% of our whole school working at or above the National Standard. Our boys were also a concern with 48.9% writing at or above the standard. 2015 70% of our students are writing AT or Above National Standards. 89% of girls are writing At or Above National Standards. 55% of boys are writing At or Above National Standards. The difference between the genders is very concerning. 62% of Maori Students are achieving At or Above National Standards compared with 70% of All students. 2016 all students were achieving at or above in writing 66%. Male students at 50%, Female students 90% Maori students 54.9% Our girls continue to show strength in writing over a three year period.			
Action Areas	What will we see?	When will we review this target?	Support & Resources i.e. impact on Business-as-usual
e.g. Share good practice with others in the Community of Learning e.g. Engage boys in choosing their topics for learning e.g. Work with parents and whanau around ways to support learning through a range of meetings and communication. Share with parents assessment data and identify ways they can support their children. Teacher Inquiry	What will be different in the classroom? E.g. What will we see boys doing in writing? Teacher Inquiry using teacher achievement targets developed on TOD Wolf Fisher data reports analysed and actioned Boys using BTB to monitor their	End of Term 1 End of Term 2	Targeted learners identified Programmes/timetables/interventions are created and adjusted as needed Chromebooks are used to support learning Research data, collaboration and best practice used to improve identified needs for individual students Boys group Professional development in teacher Inquiry School wide analysis of data, strategies and inquiry practices examined Boys voice/agency

	<p>progress- what have they done that is better than before and demonstrate it. Teacher can record their progress</p> <p>Oral Language progressions used to measure progress</p>		<p>Family Conferences How will boys respond to BTB, analysing their own development of writing skills The place of oral language in PD and opportunity for boys Professional Development in place to support learning needs Child centred programmes in place to meet specialised needs Increasing numbers of Maori and Pasifika students are achieving at or above NS Students with special needs are supported in their learning so that they can progress in relation to the NZ Curriculum and fully participate in and contribute to their school and community.</p>
<p>Interim Data:</p>			
<p>Final Data:</p>			

<p>Strategic Goal: 2. All students enthusiastically access the New Zealand Curriculum as evidenced by their achievement in relation to National Standards.</p>		<p>Target Area: Mathematics Annual Aim: To increase the number of students achieving at or above the National Standard for writing.</p>	
<p>Annual Target: Mathematics - Mawhera COL 85% of all students for 2017 will reach or exceed NS in Maths.</p> <ol style="list-style-type: none"> Year 8 students in 2017 who are identified as achieving Below National Standards in Mathematics have made more than one year's progress and will be working AT or Above National Standards All Maori and Pasifika students who are identified as achieving below National Standards in Mathematics have made more than one year's progress or 10% of students will be working AT or Above National Standards 8% of All Students who are identified as achieving Below National Standards in Mathematics have made more than one year's progress and will be working AT or Above National Standards 			
<p>Background: Our overall data in mathematics shows that 74.6% of our students are working at or above the National Standard. Years 1, 3, 5 and 7 all show percentages of 75% or over. Our girls show strength with 81.4% working at or above the National Standard. Maori students 73.4% and male students 68.9%. Females have high percentages of students achieving at or above the National Standard in mathematics. Our year three group levels that were of concern were Year 2 (63.7%), 4 (65%) and 6(71%) 8(65.2%) 2015 67% of all students achieved AT or Above NS a decrease of 7.6% on 2014. Maori students decreased 6.4%, Male students decreased 5.9% and female students by 7.1%. There will be a full Maths Curriculum review in 2016. In 2016 72% of All students were At or Above National Standards, an improvement of 2%. 67.8% of Maori students were At or Above National Standards. 73.3% of male students European were At or Above National Standards - from 2015 an improvement of 10%. 70% of female students were At or Above National Standards, a 3% decrease. The review and focus on Mathematics during 2016 support some improvement for all students. Targeted groups of students will be supported by a continuing focus on mathematics in the same way as 2016.</p>			
Action Areas	What will we see? [Measures]	When will we review this target?	Support & Resources i.e. impact on Business-as-usual
<p>Share good practice with others in the Community of Learning</p> <p>Engage boys in choosing their topics for learning</p> <p>Work with parents and whanau around ways to support learning through a range of meetings and communication.</p> <p>Share with parents' assessment data and</p>	<p>What will be different in the classroom? E.g. What will we see Year 8 students doing in Maths? NZ NS 2015 All Students in mathematics achieved 74.6%.</p> <p>Teacher Inquiry – making a difference to identified students who need support and changes to teaching strategies achieving their potential</p>	<p>End of Term 1</p>	<p>Targeted learners identified Programmes/timetables/interventions are created and adjusted as needed Chromebooks are used to support learning Research data, collaboration and best practice used to improve identified needs for individual students Boys group Professional development in teacher Inquiry School wide analysis of data, strategies and inquiry practices examined Boys voice/agency Family Conferences How will boys respond to BTB, analysing their own development of</p>

