



Glen Massey
School

Charter 2022 - 2024



Poipoia te kakano kia puawai
Nuture the seed and it will blossom



The School Charter

INTRODUCTORY SECTION

A Glen Massey School student shows lifelong learning through a growth mindset which is supported by our values, Glen Massey ROCK's. Respect, On to it, Courage and Kindness are the values which underpin our learners as they strive to become great people both within our school and wider community.

These values are integral to growing our students to their full potential.

RESPECT - Respecting our culture, environment, ourselves and each other

ON TO IT - Being responsible, reliable and ready to learn

COURAGE - Having the courage to do the right thing always

KINDNESS - Caring for others to ensure we all reach our potential

These values lead into our learner qualities. These are the critical skills/attributes our learners will need in the future to be able to utilise the technologies that don't yet exist, be employable for the jobs that don't yet exist, and to solve the problems of the world that don't yet exist.

Glen Massey students learn to 'go for GOLD.'

GUARDIANSHIP - Care for self, others and the environment. Protect the past, present and future.

OPPORTUNITY - Have skills, knowledge and a 'can do' attitude to pursue or create opportunities.

LEARNING - Know how to learn: Reflect, Question, Think, Wonder, Be self aware, Connect.

DETERMINATION - Have perseverance and resilience

There is a belief at Glen Massey School that all students will meet success. All students are valued for who they are and are supported to aspire to their full potential.

The Glen Massey School

TEAM

BOARD OF TRUSTEES

Karen Thurston	<i>Chairperson</i>
Amy Bass	
Jessica Thomas	
Amanda Potts	
Aaron Holland	
Jeff Gibson(Staff Rep)	
Rodney Montford (Principal)	

MANAGEMENT TEAM

Rodney Montford	<i>Principal</i>
Jeff Gibson	<i>Deputy Principal</i>

TEACHING TEAM

Kirsten Mconie	<i>Room 1 (Year 0/1/2)</i>
Hannah Roberts/Taryn Brown	<i>Room 2 (Year 2/3)</i>
Brenda Coleman	<i>Room 3 (Year 3/4)</i>
Pete Nolan	<i>Room 4 (Year 5/6)</i>
Jeff Gibson	<i>Room 5 (Year 7/8)</i>

SUPPORT STAFF

Kate Taylor	<i>Office/Administrator</i>
Jude Silich	<i>Teacher Aide</i>
Anna Crystal-Walker	<i>Teacher Aide</i>
	<i>Afterschool Care</i>
Wera Smith	<i>Te Reo Support/Kapahaka</i>
	<i>Afterschool Care</i>

STUDENTS

102 (55 Boys 47 Girls)

STUDENT ETHNICITY

Maori 30 (29%), NZ European 69 (68%). Other European 1, Other Groups 2

Description of the **SCHOOL & COMMUNITY**

In 2022 Glen Massey School has a roll of 102 students, providing a basic staffing entitlement of 5.90 teaching and additional staffing of 0.20.

Glen Massey School is situated in the village of Glen Massey, which is nine kilometres west of Ngaruawahia. Of the 102 students on the roll, 29% identify as Māori. The school roll comprises students from the village, surrounding rural district and the town of Ngaruawahia. In 2015 the school celebrated its centenary, which was a significant focus for students and for the local community.

Students enjoy success across a wide range of academic, sporting and cultural experiences. Teachers explicitly promote the school's vision and the associated values. Stimulating classroom displays celebrate and promote learning. Many effective teaching practices are in place and there are respectful relationships between teachers and students. Trustees, principal and teachers maintain high expectations for learning and behaviour.

The community has high expectations of the school. Parents appreciate the welcoming school environment and the approachability of all staff. Parents are supportive of the education their children are receiving. An active parent-teacher association raises funds to support students' learning. There is strong parent support for school programmes, including education outside the classroom, sports events, and cultural activities.

A safe and inclusive learning environment is underpinned by the curriculum and a school-wide emphasis on respect and positive relationships. Students feel that they have a high level of ownership of their school and benefit from a range of leadership opportunities. Older students support and assist younger students in a variety of contexts.

Students have access to chromebooks and I-Pads for digital learning.

Parents/Community are kept up to date through a variety of platforms including our website, facebook, school app and our SMS portal which parents have access to.

WHAT INCLUSIVENESS LOOKS LIKE AT GLEN MASSEY SCHOOL

Glen Massey School is an inclusive school where students with special-education needs are participating and engaged in school classrooms. The students are learning material of their appropriate level and they are achieving success within the school curriculum. Students feel valued as active members of their classroom and they are fully integrated into the school teaching and learning programme.

Glen Massey School has systems and processes in place to support learners with special educational needs. This includes the use of quality teacher aides and liaison with external agencies such as MEB.

Parents are welcomed into the school. We take an active role to encourage parental participation in school events and the classroom programme.



NATIONAL EDUCATION PRIORITIES

Success for all

Glen Massey School (GMS) is committed to improving the educational outcomes for all of its students. We look for continual school improvements in how we meet the learning needs of all learners through delivering quality learning programmes based around the quality data that has been gathered and reported to the BOT, self review and teacher inquiry.

A safe learning environment

GMS provides a safe, structured learning environment for all of its students. The classrooms are well resourced and the country atmosphere and feel helps student's to feel comfortable and at ease.

Improving Literacy and Numeracy

GMS is committed to improving the Literacy and Numeracy attainment levels for all students. We have committed our staff to ongoing PLD in all of these areas. Teachers are focused on adding value to all students.

Better use of student achievement information

GMS reviews data collection processes yearly to ensure that we are making accurate judgements of student ability. Our assessment schedule outlines our data collection methods. Data is compiled into our Student Management System where it can be analysed and tracked over time.

Improving outcomes for students at risk

GMS has procedures for identifying students at risk. Student data is tracked and students who are 'at risk' are monitored throughout the year (Priority Student Plans) or until a time that they have made enough accelerated progress to be taken off the teachers priority student plans.

Improving Māori student outcomes

GMS has a Māori roll of 29% of the total roll. Teachers and our Te Reo teacher (Whaea Wera) provide Te Reo/Tikanga lessons weekly. There is optional Kapahaka every Friday. The school continues to review its performance in lifting Māori achievement and is developing a culturally responsive ways in which Māori can succeed as Māori.

Providing career guidance (Year 7 and above)

GMS Provides career guidance for its students through the integration of careers within the classrooms major unit studies when appropriate.

Reporting

GMS, through its Student Management System (eTAP and Spotlight) provides ongoing written progress for students right through the year. This ongoing progress against curriculum levels is written in plain language to ensure parents gain a clear understanding of their child's progress and achievements. While we have an open door policy, we also hold formal interviews and student led conferences in terms 2 and 3.



CULTURAL DIMENSIONS

Cultural Perspectives

Our Waikato Schools curriculum recognises the unique position of Māori within NZ society. It provides students with experiences and understanding in cultural matters, language, and cross-cultural themes.

Teanga Māori and Te Reo Māori

Our view of responsible Māori is to provide learning opportunities in Teanga and Te Reo Māori for all our students whose parents ask for it. Decisions will be based on those with Māori perspectives, parents of current programmes and positive future developments which will consider historical, cultural and physical whakapapa. All parents of existing Māori students have the opportunity to participate in decisions of interest concerning Māori and Māori student achievement.

Consultation

All aligned with their interest regarding GMS we intend to set annual goals to provide education and opportunities for those students of GMS view that any agreed upon are incorporated into the schools action plan for the following year.

Partners

We currently have no Pasifika students, however we are committed to seeing the achievement of Pasifika students double they grow with us. We will continue to grow our understanding of the Pasifika Education Strategy.

BOARD PROCESSES

Consultation

GMS Board of Trustees consults annually with the Māori community and wider community. Processes for consultation include School newsletters and BOT meetings, Parent Teacher Interviews, Curriculum evenings, annual Teo Reo kōwhiri to be known later to look with parents and staff.

Planning Year

The planning year for GMS is 1st January to 31st December. The implementation of the school plans each year is from the beginning of the new school year.

School Charter

The GMS Board sends a copy of the School Charter to the Ministry of Education annually by March 31.

Annual Report

The GMS Board sends a copy of the Annual Report to the Ministry of Education annually by May 31. The report outlines the previous year's operations, including a financial report and a number of student achievements.

CORE VALUES & BELIEFS

VISION

Poipoia te kakano kia puawai - Nurture the seed and it will blossom

MISSION

Within a caring and collaborative learning community we are committed to growing great people

VALUES

Glen Massey ROCKs is the acronym that represents our values.

R ESPECT

O N TO IT

C OURAGE

K INDNESS

S

LEARNER QUALITIES

G UARDIANSHIP - Care for self, others and the environment. Protect the past, present and future.

O PPORTUNITY - Have skills, knowledge and a 'can do' attitude to pursue or create opportunities.

L EARNING - Know how to learn: Reflect, Question, Think, Wonder, Be self aware, Connect.

D ETERMINATION - Caring for others to ensure we all reach our potential

GUIDING PRINCIPLES

- Put students welfare and learning at the centre of all decisions
- Build relationships within our school whānau and community
- Prepare students with core skills and values
- Develop high performing teachers
- Respect our social, cultural and physical environment
- Demonstrate effective governance

Our beliefs mean we employ and develop teachers who:

- Meet individual students needs with consideration of a futures perspective
- Live the school values and are prepared to be learners themselves
- Are prepared to be accountable and have challenging conversations around evidence of learning
- Have high expectations of themselves and their students but have some fun.
- Have an expectation that everyone reaches their full potential by supporting cultural aspirations
- Are highly professional in working with all stakeholders to achieve maximum impact

Our beliefs mean we aspire to create learners who are:

- Well rounded people who fulfill their potential
- Aware of their next learning steps and set challenging but achievable academic goals.
- Curious innovators who take responsibility for themselves and demonstrate a sound work ethic
- IT savvy and globally connected contributors who are future focused
- Empathetic team players with good manners who show appreciation
- Brave and resilient in the face of challenges and disappointments

2022-2024

STRATEGIC PLAN OVERVIEW

GOALS PRIORITY AREAS	2022	2023	2024
Raising student achievement	Local Curriculum Focus, Balanced Curriculum, Te Reo	Local Curriculum Focus, Balanced Curriculum, Te Reo	Local Curriculum Focus, Balanced Curriculum, Te Reo
Developing powerful partnerships	Developing/Consolidating relationships with Whānau, Student Well Being	Developing/Consolidating relationships with Whānau, Student Well being	Developing/Consolidating relationships with Whānau, Student Well Being
Growing Infrastructure	Develop outdoor quiet areas, Outdoor play equipment, Roofing and Water tanks	Pool sheds upgrade, School Alarm / Fire system, Fitness Trail, Pool Filters	Internal painting of classrooms, Paint pool
Personnel Development	Consolidate inquiry processes. Effective teams, Digital curriculum	Cultural responsiveness Digital curriculum, Kahui Ako	Cultural responsiveness Digital curriculum, Kahui Ako

2022 ANNUAL GOALS

SELF REVIEW SCHEDULE


GOAL	TERM 1	TERM 2	TERM 3	TERM 4
Raising student achievement	Termly reports on target students/priority learners	Termly reports on target students/priority learners. REPORT to BOT on all learners.	Termly reports on target students/priority learners	Termly reports on target students/priority learners. REPORT to BOT on all learners.
Developing powerful partnerships	Full community consultation on a range of topics	Reporting to Parents	Survey Staff/Students well being Reporting to Parents	Reporting to Parents
Growing Infrastructure	ASC Room/Fencing	Consult with board and students on outdoor spaces	Plans/Quotes to develop outdoor spaces and play equipment	
Personnel Development	Kahui Ako - Cultural Responsiveness Effective Teams CORE - Local Curriculum	Kahui Ako - Cultural Responsiveness CORE - Local Curriculum	Kahui Ako - Cultural Responsiveness CORE - Local Curriculum	Talk with staff about progress of personal goals/inquiry - PGC

PROFESSIONAL LEARNING AT GLEN MASSEY SCHOOL IS:

- targeted to teacher needs
- driven by strategic and annual goals
- collaborative where staff share what they have learned through PD opportunities
- about encouraging staff to lead learning and share their expertise
- a reflective process which requires teachers to inquire into their practice
- a process that is ongoing
- within allocated budgets set for the year

2022

SCHOOL OPERATIONS, GOVERNANCE & MANAGEMENT



NAG 1 STUDENT ACHIEVEMENT

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

- New Zealand Curriculum Framework
- Teaching as Inquiry
- School Curriculum; intentions to meet the requirements of the NEG's, NAG's and NZ curriculum levels.
- Curriculum achievement action plans
- Student assessment schedule
- Associated policies
- GMS annual plans



NAG 2 SELF REVIEW

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

- Strategic goals based on strategic, regular and emergent self reviews.
- Job descriptions
- Performance agreements, Teachers Codes and Standards
- Professional dialogue, Staff Meetings
- Teaching as Inquiry
- Accidents and medical register
- GMS annual plans



NAG 3 PERSONNEL

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

- Job descriptions
- Education Council Codes and Standards
- Staff professional development programme
- Roles and responsibilities schedule
- Personnel and curriculum policies
- GMS annual plans

2022

SCHOOL OPERATIONS, GOVERNANCE & MANAGEMENT



NAG 4 FINANCE/ PROPERTY

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

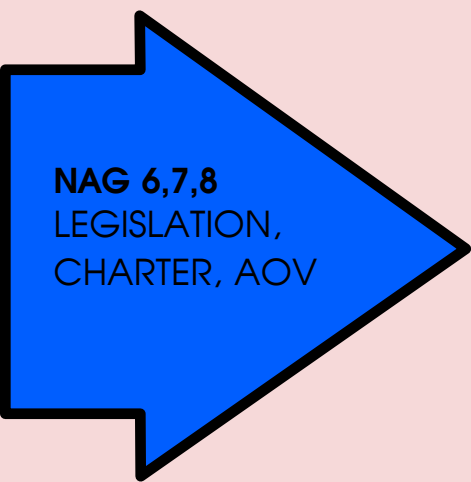
- Annual Budget
- 5YP/10YPP
- SUE Reports
- Asset Register
- Auditors reports
- Hazard register
- Insurance
- Policies and Procedures - School Docs
- GMS annual plans



NAG 5 HEALTH & SAFETY

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

- Strategic plan
- Policies and Procedures - School Docs (Emergency Plan, Evacuation, Lockdown etc)
- Hazard register
- Accident and medical register
- Student support programmes/procedures
- Vulnerable Children's act
- GMS annual plans



NAG 6,7,8 LEGISLATION, CHARTER, AOV

Education Act 1989 (including ammendments and updates)

Glen Massey School policies and procedures

Glen Massey School Charter

Analysis of Variance Document

Roles & Responsibilities

PRINCIPAL

Rodney Montford

- Deliver the school charter - improve student achievement, facilitate the building of powerful partnerships, grow infrastructure, develop personnel.
- Effectively manage the school finances

DEPUTY PRINCIPAL

Jeff Gibson

- SENCO
- Behaviour Management
- School trips leader
- Student Leadership
- EOTC
- Acting Principal in absence of Rodney

SPORTS CO-ORDINATOR

Brenda Coleman

- Organise and co-ordinate all school and cluster sports events
- School Friday sports organisation
- School swimming timetables/organisation
- School Gym day organisation
- Order/Maintain sports shed/equipment

LITERACY LEADERS

Taryn Brown, Hannah Roberts

- Building professional knowledge of teachers in literacy
- Tracking and reporting student data (Board/MOE)
- Leading learning in staff meetings
- Co-ordination of external PD

NUMERACY LEADER

Jeff Gibson

- Building professional knowledge of teachers in mathematics
- Tracking and reporting student data (Board/MOE)
- Leading learning in staff meetings
- Co-ordination of external PLD contract with Bruce Moody.

IN ACCORDANCE WITH OUR SCHOOL CHARTER AND STRATEGIC PLAN

OUR VISION/OUR MISSION

Poipoia te kakano kia puawai - Nurture the seed and it will blossom

Within a caring and collaborative learning community we are committed to growing great people

OUR VALUES EXCELLENCE IN TEACHING AND LEARNING WHICH PROMOTES:

- High levels of achievement for all
- Individual strengths and potential
- Commitment to a partnership between school and community
- Staff as our most valuable resource
- A safe, healthy, secure and inclusive learning environment for all staff and students.

GLEN MASSEY ROCKS!

OUR TEACHING BELIEFS

- Every child is an individual
- Children will work at their own level of learning
- A child's strengths and interests will be identified and nurtured
- Children will work in a stimulating, caring environment
- Children will be provided with robust, appropriate teaching programmes
- Each child will be encouraged to reach their full potential
- Children have different learning styles which will be catered for wherever possible.

OUR CURRICULUM APPROACH FOR MAORI STUDENTS IS NURTURED BY CONSIDERING THESE 3 AREAS:

WHO

- Students
- Whanau/Family
- Teachers
- Guest speakers
 - Local and Global
 - Expert Areas
- Local Iwi
- Local agencies
- RTL, SE
- Support services

HOW

- Te Wiki o Te Reo Maori
- Local significant sites
- Legends
- Culture/Tikanga
- Karakia
- Marae Stay
- Kapahaka
- Powhiri
- Hauora -who we are and where we come from
- Ka Hikitia
- Culturally responsive teaching - Tataiako
- Matariki
- Waiata - local
- Visual representation

WHY

- Whanaungatanga -
Relating to each other,
kinship, family connections
- Manaakitanga - how we
treat each other
- Kaitiakitanga - showing
respect and care for all
things around us
- Greater student
engagement
- Celebrate the unique
culture of the area
- 30% of students are Maori
- Empowering students by
having successful Maori
role models
- Sense of
belonging/achievement

GOAL 1 | STUDENT LEARNING

MATHS 2022

STRATEGIC GOAL

Literacy & Numeracy are a focus but are taught in meaningful contexts within a balanced curriculum.

ANNUAL GOAL

Teacher and schoolwide tracking of target students

Focus is on a balanced and integrated curriculum which gives opportunities for all students to show their strengths.

AIMS:

Students will be engaged in learning to enable them to be at or above expectations in Maths. Teachers will work use knowledge from PD with Bruce Moody in 2020/21 to continue to improve class programmes. Bruce's progressions will be followed closely which will provide students with relevant strategies to identify next learning steps. Target students will be tracked closely and students with special needs will follow specifically designed IEPs.

ANNUAL INITIATIVES:

PRIORITY LEARNERS: Identify priority students and through shared ownership and tracking help accelerate students to expected levels

CURRICULUM FOCUS: A focus on a balanced and integrated curriculum which gives all learners a chance of success.

BASELINE DATA:

The analysis of Maths data for the end of 2021 informs the starting point for professional learning. Students from this data will be set as the targeted students. Progress will be monitored by individual teachers through their normal assessment and Priority Student Plans and discussed at least once per term with senior management staff.

INITIATIVE MEASURES:

Improvement in school-wide student achievement in literacy and numeracy

Data/ Shifts in teacher practice identified through inquiry

Data/Moderation and classroom observation of teachers



RESULTS IN MATHS

76%) All Students achieving at/above

(69%) Maori students at/above

(81%) European students at/above

(77%) Males at/above

(75%) Females at/above

2022 TARGETS

All students who are currently below will have made at least one years progress in Maths by the end of 2022.

We have a group of 17 students from year 3-8 who are currently below expected levels. These 17 students below the expected level in maths who will need accelerating. They will form our target group and will be monitored.

Specific Targets -

85% of all students at/above

80% Maori at/above

85% Males at/above

85% Females at/above

GOAL 1 STUDENT LEARNING WRITING 2022

STRATEGIC GOAL

Literacy & Numeracy are a focus but are taught in meaningful contexts within a balanced curriculum.

ANNUAL GOAL

Teacher and schoolwide tracking of target students

Focus is on a balanced and integrated curriculum which gives opportunities for all students to show their strengths.

AIMS:

Students will be engaged in learning to enable them to be at or above expectations in Writing. Class programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. Target students will be tracked closely and students with special needs will follow specifically designed IEPs.

ANNUAL INITIATIVES:

PRIORITY LEARNERS: Identify priority students and through shared ownership and tracking help accelerate students to expected levels

CURRICULUM FOCUS: A focus on a balanced and integrated curriculum which gives all learners a chance of success.

BASELINE DATA:

The analysis of Writing data for the end of 2021 informs the starting point for professional learning. Students from this data will be set as the targeted students. Progress will be monitored by individual teachers through their normal assessment and Priority Student Plans and discussed at least once per term with senior management staff.

INITIATIVE MEASURES:

Improvement in school-wide student achievement in literacy and numeracy

Data/ Shifts in teacher practice identified through inquiry

Data/Moderation and classroom observation of teachers



RESULTS IN WRITING

(69%) All Students achieving at/above

(62%) Maori students at/above

(72%) European students at/above

(63%) Males at/above

(79%) Females at/above

2022 TARGETS

All students who are currently below will have made at least one years progress in Writing by the end of 2022.

We have a group of 14 students from Year 3-5 below the expected level in writing who will need accelerating. They will form our target group.

Specific Targets -

80% of all at/above

80% Maori at/above

85% European at/above

80% Males at/above

85% Females at/above

GOAL 1 STUDENT LEARNING READING 2022

STRATEGIC GOAL

Literacy & Numeracy are a focus but are taught in meaningful contexts within a balanced curriculum.

ANNUAL GOAL

Teacher and schoolwide tracking of target students

Focus is on a balanced and integrated curriculum which gives opportunities for all students to show their strengths.

AIMS:

Students will be engaged in learning to enable them to be at or above expectations in Reading. Class programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. Target students will be tracked closely and students with special needs will follow specifically designed IEPs.

ANNUAL INITIATIVES:

PRIORITY LEARNERS: Identify priority students and through shared ownership and tracking help accelerate students to expected levels

CURRICULUM FOCUS: A focus on a balanced and integrated curriculum which gives all learners a chance of success.

BASELINE DATA:

The analysis of Reading data for the end of 2021 informs the starting point for professional learning. Students from this data will be set as the targeted students. Progress will be monitored by individual teachers through their normal assessment and Priority Student Plans and discussed at least once per term with senior management staff.

INITIATIVE MEASURES:

Improvement in school-wide student achievement in literacy and numeracy

Data/ Shifts in teacher practice identified through inquiry

Data/Moderation and classroom observation of teachers



RESULTS IN READING

For our current group of students we have:

(79%) All Students achieving at/above

(70%) Maori students at/above

(80%) European students at/above

(77%) Males at/above

(75%) Females at/above

2022 TARGETS

All students who are currently below or well below will have made at least one years progress in Reading by the end of 2022.

We have 14 students below the expected level in reading who will need accelerating. They will form our target group.

Specific Targets -

90% of all at/above

85% Maori at/above

90% European at/above

85% Males at/above

85% Females at/above

GOAL 1

ACTION PLAN

WE WILL DELIVER ON... STUDENT LEARNING

Better Achievement

Target student achievement in literacy & numeracy within meaningful contexts and a balanced curriculum.

WE WILL...

- Identify priority students and improve tracking.
- A focus on a more balanced curriculum
- Integrate Digital Learning
- Develop culturally responsive and welcoming environments

SO THAT...

Student outcomes are enhanced through improved practices.

2022 INITIATIVES	ACTIONS	WHO	TERM	SUCCESS
<p>Teacher and schoolwide tracking of target students</p> <p>Focus is on a balanced and integrated curriculum which gives opportunities for all students to show their strengths.</p>	<p>Tracking progress of individual students by each teacher</p> <p>Scheduled PLD with curriculum leaders</p> <p>Observations and modelling with curriculum leaders</p> <p>Staff discussions/shared ownership of students at meetings</p> <p>Junior class implement play based learning for part of their school day</p> <p>Still a focus on numeracy and literacy with in school literacy and numeracy leaders to work with teachers at staff meetings</p> <p>Moderation/OTJ meetings scheduled</p> <p>Whole school 'BIG IDEAS' which are integrated units to help cover all curriculum areas and give success to all students.</p> <p>UNITs planned each term as a whole school</p>	<p>Teachers</p> <p>Unit Holders</p> <p>Unit holders</p> <p>Rodney/Staff</p> <p>Kirsten</p> <p>Rodney/Staff</p> <p>Rodney/Unit holders</p> <p>All Teachers</p> <p>All Teachers</p> <p>Rodney/Wera</p> <p>Rodney</p> <p>Rodney/Teachers</p> <p>Teachers</p>		<p>Teachers are tracking target students with evidence and can show progress made.</p> <p>Data shows improved movement trends</p> <p>Improved teacher capability and confidence - shown in observations/data</p> <p>Less need for intervention for vocabulary/reading/writing in juniors</p> <p>Consistency of data</p> <p>Learners identifying next steps</p> <p>Consistency across the school leading to improved outcomes</p> <p>Exciting schoolwide sharing of unit outcomes</p> <p>Mihi Whakatau is held to welcome our new whanau and students</p> <p>Signage around the school celebrates our bi-culturalism</p> <p>Teachers will improve on the matrix over the year which will in turn lead to student success</p> <p>Karakia/waiata used & visible in class/staffroom</p>
<p>A focus on Cultural Responsiveness. Tikanga, Te Reo and creating a culturally welcoming environment for all.</p>	<p>Mihi Whakatau at beginning of school year</p> <p>Bi-cultural signage</p> <p>Increased focus in classes and on teachers with use of our cultural competencies matrix</p> <p>Karakia/waiata for school</p>			

GOAL 2 | ACTION PLAN

WE WILL DELIVER ON...

POWERFUL PARTNERSHIPS

Better Connections

Increase the level of collaboration with parents, iwi and the wider community to develop well rounded students who ROCK.

WE WILL...

- Consult with community
- Build relationships and focus on Whanau partnerships
- Focus on student well being

SO THAT...

Stakeholders work in partnership with a shared sense of purpose

2022 INITIATIVES	ACTIONS	WHO	TERM	SUCCESS
Regular home contact with whanau around learning	Teachers to use Email contacts/Text contacts/Seesaw to regularly share progress/student work	Teachers	1-4	Parent satisfaction/Feedback Attendance Rates
	Teachers to have minimum of 2 contacts per term - spotlight	Teachers	1-4	Engagement in class Comments on Facebook/Seesaw etc
	Fortnightly minimum contact from classes - newsletter, email	Teachers	1-4	Teachers having 2 or more contacts per term
Engagement with Maori whanau to improve Maori student achievement	Explore our local heritage with iwi/kahui ako	Rodney/Kahui Ako/Wera	1-4	A better understanding of local history from our teachers/staff
	Visit other schools with higher percentages of Maori students to look at what works for Maori.	Rodney/Jeff	2-3	Improved numbers and performance for Kapahaka.
	Look to recruit a male Maori role model to help with Kapahaka/Mana of our students	Rodney/Wera	2-3	Improved academic performance/attitude of maori students
Well Being	Bilingual signage and improved classroom environments that make our whanau feel welcome	Rodney/Board	1-2	Feedback from whanau is positive
	Ensure all students are feeling valued and safe within their school environment	All Staff/Board	1-4	Well being survey indicates a positive response. Students are observed to be happy and co-operative. Living the school values.
	Increased teacher focus while on duty	Teachers	1-4	
	Focus on values			

GOAL 3

ACTION PLAN

WE WILL DELIVER ON...

GROWING INFRASTRUCTURE

Better Resources and Classes

Improving our internal and external school environment to cater for changing education needs and future development

- WE WILL...**
- Upgrade learning environments and furniture as required.
 - Upgrade, add to and improve our external opportunities for students.
 - Enhance health and safety (water, alarm)

SO THAT...

Learners are safe, happy, engaged, confident and successful

2022 INITIATIVES	ACTIONS	WHO	TERM	SUCCESS
Upgrade learning environments and equipment as required	Work with staff around student agency and discovery time/play based learning	Rodney/Staff	1-4	Teachers are confident to implement aspects of student agency/play based learning
	Furniture upgrades in breakout room / staffroom	Rodney/Board	2,3	Less behaviour issues in classes/increased motivation - observations/data on etap
Continue overall upgrade of outdoor facilities, gardens etc	Provide more opportunities for students outdoors at lunchtimes (construction area, outdoor table tennis, swingball)	Rodney/Board	1-4	Positive feedback from parents/community and students
	Improve the aesthetics of our outdoor spaces through signage, seating, planting.	Rodney/Board	1-4	New facilities are put in place
	Plan for upgrade of School Alarm System and Water Tanks	Rodney/Board	1-4	These areas are in the 5YA as priorities

GOAL 4

ACTION PLAN

WE WILL DELIVER ON...

PERSONNEL DEVELOPMENT

Better Skills

Enhance the skills of teachers and leaders to ensure individual learners needs are met.

WE WILL...

- Support teachers to undertake new PD (Digital, Cultural)
- Engage with our Kahui Ako
- Invest in leadership for staff and students

SO THAT...

Student outcomes are enhanced through improved practices and staff are continuing to grow.

2022 INITIATIVES	ACTIONS	WHO	TERM	SUCCESS
Support teachers to implement our PD focuses around Digital Competencies and Cultural Responsiveness.	Anne Robertson from CORE to support teachers also with TODs and in class support.	Rodney/Jeff/Staff	1-3	Implementation of digital curriculum in all classes
	Work with our Kahui Ako to ensure we are improving our cultural responsiveness/ awareness.	Rodney/Staff	1-4	Teachers have up to date knowledge of digital competency Schoolwide ownership of our responsibilities in terms of cultural responsiveness Use of Te Reo around the school
Invest in/Provide opportunities for leadership/responsibility among teachers. Principal attend PD to improve capabilities which can impact on teacher pedagogy, student achievement.	Unit holders to take leadership of their curriculum area and lead the staff through change/improving practice with support of Principal.	All Teachers	1-4	Aspiring leaders identified and supported
	Work with Arnna Graham and staff around forming 'Effective Teams'	All staff	1-4	Actions of unit holders in relation to their curriculum areas
	Principal to attend PD to improve capabilities and keep up with modern learning pedagogy.	Rodney/Board	2 & 3	Improvement of schoolwide practices - teacher survey NZCER
	Student Council to be involved in planning activities and areas around the school	Rodney/Students	1-4	Student Voice and opportunities for students are fulfilled