



# Rotokauri School 2017 Charter

*including*

Strategic Plan 2017-2019

*and*

*Annual Plans 2017-2018*

# This Charter and Strategic Plan contains:



## Introduction 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 2017
- 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 planting 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:

### Persistence

This means that we don't give up, even when we are challenged.

### Resilience

This means that we stay strong and overcome set-backs.

### Integrity

This means being responsible for our choices and actions. It also means being fair and honest.

### Diversity

This means we value all cultures in our community, accept people for who they are, and celebrate our differences.

### Excellence

This means we value personal success.

## 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 style="text-align: center;"><b><u>Learning To Learn</u></b></p> <p>Students will develop the skills to manage their own learning.</p> <p>Students will reflect on their learning process.</p> | <p style="text-align: center;"><b><u>High Expectations</u></b></p> <p>Students will be encouraged to achieve personal excellence.</p> <p>Students will celebrate their own and others' successes.</p> | <p style="text-align: center;"><b><u>Coherence</u></b></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 style="text-align: center;"><b><u>Community Engagement</u></b></p> <p>Students will be positively supported by an actively involved learning community.</p>  |
| <p style="text-align: center;"><b><u>Inclusion</u></b></p> <p>Students will have their learning needs catered for in an equitable way.</p>   | <p style="text-align: center;"><b><u>Cultural Diversity</u></b></p> <p>Students will respect cultural differences and traditions.</p>   | <p style="text-align: center;"><b><u>Treaty of Waitangi</u></b></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 style="text-align: center;"><b><u>Future Focus</u></b></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 Rotokeauri 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 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 currently got a Kapa Haka group. Our plan is to introduce this schoolwide to enhance culture and Te Reo knowledge and awareness.

## 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 2017-2018

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

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|  | <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).<br/>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<br>2017-2018   | CONSOLIDATE<br>2019  | SUSTAIN<br>2020   |
|---|---|--|--|---|
| <p><b>Goal 1b:</b></p> <p><i><b>Effective Teaching</b></i></p> <p><i>Staff will be inspired and engaged in creating effective, quality meaningful programmes so students.</i></p> | 1.1 Improved teaching pedagogy and practice | Teachers investigating the standards required by the Practising Registered Teachers Criteria             | Teachers beginning to perform to the standard required by the Practising Registered Teachers Criteria  | All teaching staff will be operating a dynamic portfolio which meets the requirements of Rotokauri School and Education Council |
|   |   | Teachers are unpacking indicators outlined in Ta Taiako  | Teachers practice reflects the indicators outlined in Ta Taiako  | Ta Taiako is embedded in Teachers practice  |
|   |   | Teacher capability is beginning to reflect in student progress, teacher inquiry and teachers' reflection | Teacher capability consistently reflects in student progress, teacher inquiry and teachers' reflection | Teacher capability consistently reflects in student progress, teacher inquiry and teachers' reflection                          |
|   |   | Performance management, teacher inquiry and PD will be linked to school annual goals                     | Performance management, teacher inquiry and PD will be linked to school annual goals                   | Performance management, teacher inquiry and PD will be linked to school annual goals  |
|   |   | Improve teaching in the target learning areas  | Improve teaching in the target learning areas  | Improve teaching in the target learning areas   |
|   |   | Syndicate leaders to monitor classroom programmes using Best Practice recommendations                    | Syndicate leaders to monitor classroom programmes using Best Practice recommendations                  | Syndicate leaders to monitor classroom programmes using Best Practice recommendations   |
|   |   | Inquire into strong foundational learning in Years 1-2   | Implement strong foundational learning in Years 1-2  | A strong foundational learning programme is improved as an ongoing process at Rotokauri School                                  |
|   |   | From PLD and teacher inquiry teachers to identify  | From PLD and teacher inquiry Teachers to identify areas for  | From PLD and teacher inquiry Teachers to identify   |

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

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|  |  | <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> |



| Strategic Goal   | Strategic Objectives   | DEVELOP<br>2017-2018   | CONSOLIDATE<br>2019   | SUSTAIN<br>2020   |
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| <p><b>Goal 2</b></p> <p><i><b>Culture</b></i></p> <p><i>To develop an inclusive school culture where whanau and community are nurtured and strengthened.</i></p> | 2.1 Wellbeing<br>Nurture the personal growth and development of all students.  | Promote the school vision and values through class goals, syndicate goals and school goals.  | Promote the school vision and values through class goals, syndicate goals and school goals.   | Promote the school vision and values through class goals, syndicate goals and school goals.   |
|  |  | Participate in PB4L programme.   | Implement actions from research in the PB4L programme   | Sustain actions from research in PB4L   |
|  | 2.2 Community engagement<br>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.  | Regularly consult with our families/whānau to ensure we are working in partnership            | 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. | Maintain our effective reporting systems to parents/ whānau and adjust and refine as required | Maintain our effective reporting systems to parents/ whānau and adjust and refine as required |
|  | 2.3 Culturally responsive<br>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<br>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<br>2017-2018   | CONSOLIDATE<br>2019  | SUSTAIN<br>2020  |
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| <p style="text-align: center;"><b>Goal 3</b></p> <p style="text-align: center;"><i><b>Property and Environment</b></i></p> <p style="text-align: center;"><i>To enhance a functional, attractive and safe physical environment.</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<br>2017-2018  | CONSOLIDATE<br>2019  | SUSTAIN<br>2020  |
|---|---|---|--|--|
| <p style="text-align: center;"><b>Goal 4</b></p> <p style="text-align: center;"><i><b>Governance</b></i></p> <p style="text-align: center;"><i><b>The Board of Trustees will confidently and effectively govern Rotokauri School.</b></i></p> | 4.1 Ensure that student progress through effective governance is the major focus of the BOT.        | Ensure that Student achievement data and progress against targets and goals is monitored through principal's reports to the board and review processes.<br>Trustees are committed to attending professional development workshops.                                      | Ensure that Student achievement data and progress against targets and goals is monitored through principal's reports to the board and review processes.<br>Promote Professional Development opportunities to trustees (such as the annual STA conference and workshops). | Ensure that Student achievement data and progress against targets and goals is monitored through principal's reports to the board and review processes.<br>Promote Professional Development opportunities to trustees (such as the annual STA conference and workshops). |
|   | 4.2 Ensure a succession plan is in place for new trustees with the triennial BOT elections in 2019. | A process for identifying / encouraging people to put themselves forward as candidates is in place.<br>Induction pack for new trustees - promotion of the role of a trustee through personal voice of current elected trustees, policy included in Governance Policies. | -A process for identifying / encouraging people to put themselves forward as candidates is in place<br>Induction pack for new trustees - promotion of the role of a trustee through personal voice of current elected trustees.  | Review the Governance Handbook   |
|   | 4.3 Community Engagement: explore ways of strengthening communication between home and school.      | Survey parents – questionnaire and interview.   | Targeted Survey of parents based on Reading, Writing, Maths.   | Survey parents – questionnaire and interview.  |
|   | 4.4 To develop and implement an action plan in response to ERO recommendations.                     | Develop an action plan and implement.   | Review and refine action plan  | Review 2020 ERO recommendations and develop action plan.   |

## ANNUAL PLAN 2018

| Strategic Goal  | Strategic Objectives   | Strategic 2017-18 Actions  | Resources/Budget   | Personnel Responsible/ Lead Teacher               | Timeframe | Measure of Success  | Progress and Monitoring                |
|---|--|--|--|---|-----------|---|--|
| <b>Goal 1a:</b><br><br><i><b>Effective Learning</b></i><br><i>Staff will be inspired and engaged in creating effective, quality meaningful programmes so students</i> | 1.1 All students are engaged in and showing progress within the Rotokauri Curriculum | <b>Review our transition programmes at Year 1 and Year 8 to ensure preparation for the students learning pathways:</b> |  |   |           |   |  |
|   |  | Make connections with our contributing early childhood centres   | Relief teacher for 2 days<br>\$600                                       | Room 1 teacher                                    | Term 3    | Contact made with all contributing early childhood centres  | Regular meetings with Junior Syndicate |
|   |  | Review Te Wharaki  | Te Whariki Curriculum copy for all junior school teachers                | <u>Management Team</u><br>SENCO<br>Room 1 teacher | Term 2    | All junior syndicate staff have an understanding of Te Whariki Curriculum and its impact on transition to school                    | Regular meetings with Junior Syndicate |
|   |  | Investigate and develop a Rotokauri School transition programme  | Ministry advisers<br>Release for visits to other schools 2 days<br>\$600 | <u>Management Team</u><br>SENCO<br>Room 1 teacher | Term 2-4  | Processes will be in place to ensure transition between Early Childhood Centre and school is successful and as seamless as possible | as above                               |

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|  | Review and refine the Rotokauri Transition to Schools Book                              | n/a  | <u>Management Team</u><br>SENCO<br>Room 1 teacher | Term 3-4 | Rotokauri School transition to school booklet up to date   | as above  |
|  | Investigate and implement a Leadership programme for Year 8                             | Leadership camp \$150<br>Guest speakers \$300                            | Helena Kirkham                                    | Term 1-4 | An annual leadership programme is established and implemented  | Term reviews against goals-shared with Management and BOT                           |
| <b>Students being clear about what they are learning and why they are learning and be able to talk about their learning journey:</b> |   |  |   |          |  |   |
|  | Staff share learning intentions that make sense for the students.                       | Purchase Formative Assessment for all teaching staff                     | <u>Principal</u><br>Teaching staff and SENCO      | Term 1-4 | Evidence of clear LI and SC in the classroom environment   | Management team will monitor through walk-throughs, observations, syndicate meeting |
|  | Staff to ensure that students understand tasks by co-constructing success criteria.     | as above<br>In School PD   | <u>Principal</u>                                  | T-4      | as above<br>Collegial buddies are established  | as above  |
|  | Students to set goals and reflect upon their learning during and at the end of lessons. | Resources/ Budget<br>External PD Release time for classroom observations | Teaching staff<br>SENCO                           | Term 1-4 | Student Led conferences school wide timeline and guidelines developed<br>Timeline and guidelines developed | Regular discussion at staff and syndicate meetings                                  |

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|  | Students will be expected to be able to talk about their learning, their progress, their goals and their next steps.                         | External PD Release time for classroom observations | <u>Management Team</u><br>Support Staff      | Term 1-4     | schedule for observations and walk through Teacher provided with feedback   | Management Team via observations and walk throughs |  |
| 1.2<br>Māori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Māori | <b>Develop a Maori Achievement Action Plan that includes development of Maori Tikanga, language and heritage in our curriculum.</b>          |   |  |              |   |  |  |
|  | Seek PLD expertise to increase teacher capability in teaching Te Reo and develop Te Reo progressions to be included in Rotokauri Curriculum. | External advisor                                    | <u>Principal</u><br>All staff                | T1-4         | Te Reo progressions will be included in the Rotokauri Curriculum and evident in classroom programme, planning, practice and environment | One PD planning session planned for Term planning  |  |
|  | Consult/communicate with the school's Maori community e.g meetings will be held at least twice a year.                                       | \$50 per term                                       | <u>Management Team</u>                       | Term 1 and 3 | Attendance at hui   | Report to staff and BOT                            |  |
|  | Learn and host a powhiri after developing mihi and powhiri guidelines.   | External assistance (Kapa Haka tutors)              | <u>Kapa Haka tutors</u><br>Ministry Advisors | T1-4         | Guidelines developed for a Rotokauri School powhiri   | Review progress each term                          |  |

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|  | Explore options to provide more cultural opportunities for students e.g Marae visit.                        | \$200 build resources                        | <u>Management Team</u>                          | Term 2-3 | Make contact with marae, visit  | Discussions at staff and PD meetings                              |
| <b>Provide access to professional kapa haka tuition for all students.</b>  |   |  |   |          |   |   |
|  | Tutors from Haka Hiva to be employed for one hour tuition per week in Kapa Haka for all students and staff. | Liaison person appointed – Mary Evans        | <u>Management Team</u><br>All staff             | Term 1-4 | Weekly tuition implemented  | Student and Teacher voice twice a year                            |
|  | Specialist Kapa Haka group to participate in cluster Maori Festival held at Te Kowhai.                      | Festival and bus costs uniform upgrade \$500 | <u>Management Team</u>                          | Term 2-3 | Participate at the festival   | Regular communication with Maori committee involvement to oversee |
| <b>Develop a Pasifika Achievement Action Plan that includes development of fonofale, language and heritage in our curriculum</b> |   |  |   |          |   |   |
|  | Investigate ways to provide learning opportunity that support Pasifika learners to succeed                  | External advisors                            | <u>Management Team</u><br>All teaching staff    | Term 1-4 | Parent/ caregivers attendance at meetings<br>Achievement plan completed | Communicate with parents/ caregivers twice a year (survey)        |
| <b>Develop guidelines and procedures around support for at-risk students and students with special abilities (SENCO role)</b>    |   |  |   |          |   |   |
|  | Maintain registers for students who require support   | SENCO employed 3 days a week                 | <u>SENCO</u><br>Teaching staff<br>Teacher aides | Term 1-4 | Students identified in teachers planning and assessment                 | Regular feedback for staff and BOT                                |

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|  |   |     |  |          |   | Clear guidelines and procedures established | Syndicate leaders monitoring SENCO monitors intervention plans with teachers |
|  | <b>Monitor programmes and school events/ activities to ensure that every student has equitable access to curriculum</b> |     |  |          |   |   |  |
|  | Review and adapt events to suit all students  | n/a | <u>SENCO</u><br>Management<br>Team<br>Teachers | Term 1-4 | Full participation for all students<br>Culture of 'giving it a go' evident and expected | as above                                    |  |



| Strategic Goal  | Strategic Objectives                        | Strategic Actions  | Resources/Budget                          | Personnel Responsible/ Lead Teacher        | Time Frame | Measure of Success  | Progress and Monitoring  |
|---|---|--|---|--|------------|---|--|
| <p><b>Goal 1b</b></p> <p><i>Effective Teaching</i></p> <p><i>Staff will be inspired and engaged in creating effective, quality meaningful programmes so students.</i></p> | 1.1 Improved teaching pedagogy and practice | Teachers investigating the standards required by the Practicing Registered Teachers Criteria             |   |  |            |   |  |
|   |   | Regular scheduled PD to investigate requirements   | NZEI/ Teacher Council workshop            | <u>Principal</u><br>All teaching staff     | Term 1-4   | e-Portfolios implemented  | Each term will focus on criteria<br>Set expectations<br>Establish guidelines     |
|   |   | Teachers are unpacking indicators outlined in Tataiako.  |   |  |            |   |  |
|   |   | Regular scheduled PD to understand competencies of Tataiako  | In school PD<br>Obtain Tataiako resources | <u>Principal</u><br>All teaching staff     | Term 1-4   | Linked Taitaiako and culturally responsible practises to e-portfolios | Establish timeline for entries to e-portfolios (sharing sessions at PD meetings) |
|   |   | Teacher capability is beginning to reflect in student progress, teacher inquiry and teachers' reflection |   |  |            |   |  |
|   |   | Shared understanding of the links between student progress and effective teacher practice                | External advisor                          | <u>Syndicate Leaders</u><br>Teaching staff | Term 1-4   | Teacher inquiry aligned with strategic plan                           | Unpack Hattie's table of effect size<br>Discussions staff and syndicate meetings |

|  |   |   |          |  |  |
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| <b>Performance management, teacher inquiry and PD will be linked to school annual goals</b>    |   |   |          |  |  |
| Develop a performance management system and implement  | Evaluation associates for principal<br>EA<br>Ministry<br>-Relievers | <u>Principal</u><br>Teaching staff                    | Term 1-4 | Detailed structured plan for Rotokauri School performance management (appraisals, inquiry)   | Term reports about progress to achieving goals   |
| <b>Improve teaching in the target learning areas</b>   |   |   |          |  |  |
| Staff will use the Rotokauri School curriculum to guide their classroom programme and practice | Support given by syndicate leaders<br>Relievers (release time)      | <u>Management Team</u><br>Teaching staff<br>Principal | Term 1-4 | All teaching staff will be conversive with the Rotokauri School curriculum and evidence is seen in planning/ assessment/ environment | Syndicate leaders/<br>Management team will monitor through regular observation and walk throughs |
| <b>Syndicate leaders to monitor classroom programmes using Best Practice recommendations</b>   |   |   |          |  |  |
| Unpack best practice, research and develop 3 year plan for implementation                      | Resources<br>\$500  | <u>Management Team</u><br>Teaching staff              | Term 1-4 | Clear plan for meeting all the criteria  | Scheduled PD   |

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|  | <b>Inquire into strong foundational learning in Years 1-2</b>  |   |   |          |  |  |
|  | Liase with other schools to increase knowledge of junior school practice   | Release time                                    | <b>Junior School Leader</b><br>Room 1 teacher         | Term 1-4 | Shared vocabulary used<br>Good understanding of research based programmes<br>Develop Rotokauri School philosophy for juniors included in Rotokauri School curriculum | Establish plan for junior school<br>Regular meetings for junior syndicate<br>Progress reports to staff at meetings |
|  | <b>From PLD and teacher inquiry teachers to identify 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</b> |   |   |          |  |  |
|  | Teachers to identify target students, review their needs and develop appropriate programmes for children's success   | Release time for teachers, SENCO, teacher aides | <b>Management Team</b><br>Principal<br>Teaching staff | Term 1-4 | Evidence of accelerated student progress and achievement through tracking P&As, eTAP data, minutes from syndicate meetings   | Syndicate leaders monitoring teacher inquiry.<br>Staff to share inquiry with colleagues                            |

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|  |   | <b>Teachers to review curriculum areas of Science and Oral Language including consultation with students and whānau</b>                   |  |   |  |  |   |
|  |   | Begin to develop a curriculum plan for Science and Oral language  | Release time to visit other schools.<br>External advisors<br>Resources | <u>Management Team</u><br>Staff<br>Principal                    | Term 1-4                                       | Curriculum Plan developed for Science and Oral Language                      | PD Meetings timetabled for Oral Language and Science Curriculum development |
|  | 1.2<br>Staff will participate in collaborative partnerships | <b>Develop capability of the senior leadership team to support the teaching and learning across the school.</b>                           |  |   |  |  |   |
|  |   | Management Team (Principal, Deputy Principal and Assistant Principal ) to have a shared understanding of their roles and responsibilities | Attend courses (budget)<br>Retreat \$1000                              | <u>Principal</u><br>T1-4Deputy principal<br>Assistant Principal | Term 1-4                                       | Job description established<br>Reflective practice as the norm (big picture) | Regular Management Meeting<br>Timetable one day per term offsite            |
|  |   | <b>Develop capability of others through allocation of units.</b>  |  |   |  |  |   |
|  | Units will be allocated aligned with strategic planning     | Release time  | <u>Principal</u><br>Unit holders                                       | Terms 1-4   | Action plan for units designed and implemented | Unit holder reporting to Management Team and BOT twice a year                |   |

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| <b>Teachers are planning and moderating within their teams</b>  |                  |  |          |  |   |
| Staff will participate in and contribute to PD workshops and syndicate meetings   | In school PD     | <b>Principal</b><br>Management Team<br>Staff | Term 1-4 | PD programme established<br>Assessment folder used by all teachers | PD minutes collated every week  |
| <b>Teachers trust and respect colleagues</b>  |                  |  |          |  |   |
| Planned regular opportunities for staff to build relationship   | \$500 per term   | <b>Principal</b><br>Staff                    | Term 1-4 | Staff morale improved and team relationships strengthened          | One planned event per team  |
| <b>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</b> |                  |  |          |  |   |
| Management Team in consultation with staff aligned with staff, align all systems and processes within the school  | External advisor | <b>Management Team</b><br><b>Principal</b>   | Term 1-4 | Clear guidelines for students and teachers<br>Work plans           | Assessment and Reporting Schedule<br>Timeframes established each term |

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|  | 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. |   |  |          |  |   |
|  | All staff to participate in professional learning with PB4L and establish links to Rotokauri Curriculum  | \$5000 (ministry funded)<br>\$1000 BOT funded | <u>Principal</u><br>Staff<br>Management Team | Term 1-4 | Begin to make changes to our Rotokauri Curriculum as appropriate | Attend PB4L workshops as scheduled (per term)<br>Staff meetings timetabled for PB4L |

| Strategic Goal  | Strategic Objectives  | Strategic Actions  | Resources/Budget                              | Personnel Responsible/ Lead Teacher | Time Frame   | Measure of Success  | Progress and Monitoring   |  |
|---|---|--|---|-------------------------------------|--|---|---|--|
| <b>Goal 2</b><br><br><b><i>Culture</i></b><br><br><i>To develop an inclusive school culture where whānau and community are nurtured and strengthened.</i> | 2.1 Wellbeing<br>Nurture the personal growth and development of all students.                           | <b>Promote the school vision and values through class goals, syndicate goals and school goals.</b> |   |                                     |  |   |   |  |
|   |   | Unpack and personalise our Rotokauri School vision, mission, values and attributes (fantail)       | n/a   | <u>Management Team</u><br>Staff     | Term 1-4   | House Points system in place<br>Visual representation of children's interpretation (child centered) | Ongoing weekly points<br>Visibility around school<br>Book/ video produced |  |
|   |   | <b>Participate in PB4L programme.</b>  |   |                                     |  |   |   |  |
|   | Staff to complete training in PB4L philosophy   | 4 x \$20 per term  | <u>Principal</u><br>Coach and TL<br>PB4L Team | Term 1-4                            | Completed Tier 1 criteria  | Term training days @ MOE<br>PD meetings per term for all staff                                      |   |  |
|   | 2.2 Community engagement<br>Provide a wide range of opportunities for whānau to engage with our school. | <b>Regularly consult with our families/whānau to ensure we are working in partnership.</b>         |   |                                     |  |   |   |  |
| Introduce Seesaw across the school to embed into effective practice   |   | PD iPads   | Andrea O'Rourke<br>Staff                      | Term 1-4                            | Seesaw implemented schoolwide<br>Guidelines established and included in Rotokauri School | Timetables PD sessions  |   |  |

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|  |  | <b>Review how we report to parents and ensure they are receiving timely and accurate information about their achievement of their child/children.</b> |   |          |   |  |
|  | Staff to complete a full review of our report format, report timeframe and approaches  | eTAP<br>\$100 per hour  | <u>AP and DP</u><br>Staff                 | Term 1-4 | Report for progress and achievement implemented<br>Reporting to parents schedule                      | Management Team meeting minutes<br>Staff meetings    |
|  | 2.3 Culturally responsiveness<br>Strengthen our inclusive culture that values and celebrates diversity (link to Maori Achievement Plan). | <b>Investigate protocol of a pōwhiri when welcoming new staff members and students.</b>   |   |          |   |  |
|  | Gather information to inform staff and students of protocols   | Kaumatua<br>Maori Community<br>Ministry/ Wananga  | <u>Management Team</u><br>Senior Students | Term 1-4 | Formal powhiri process established for Rotokauri School   | One meeting per term to discuss progress with staff  |
|  | 2.4 Leadership<br>Empower students and staff to accept and take on new challenges.   | <b>Leadership opportunities will be available for students and staff to grow leadership capabilities.</b>   |   |          |   |  |
|  | Encourage students and staff to reflect on their strengths and contribute to the school  | \$1000 (release time)   | <u>Principal</u><br>Staff                 | Term 1-4 | Goals in Appraisal based on leadership<br>Overview of opportunities where leadership can be developed | Appraisal plan developed and followed (goal setting) |



| Strategic Goal  | Strategic Objectives  | Strategic Actions  | Resources/Budget              | Personnel Responsible/ Lead Teacher                      | Time Frame | Measure of Success  | Progress and Monitoring       |
|---|---|--|-------------------------------|--|------------|---|-------------------------------|
| <p><b>Goal 3</b></p> <p><i><b>Property and Environment</b></i></p> <p><i>To enhance a functional, attractive and safe physical environment.</i></p> | 3.1 To enhance a functional, attractive and safe physical environment.  | <b>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.</b> |                               |  |            |   |                               |
|   |   | Staff to develop a vision for Rotokauri School in the future   | Travel to/ from other schools | <u>Principal</u><br>Management Team<br>Staff             | Term 1-4   | Design brief for our school to align with Rotokauri School philosophy for teaching and learning | Discussions at staff meetings |
|   | 3.2 To effectively utilise the potential of our physical environment to meet the future needs of our community. | <b>Have a clear direction for the school's property needs and plan for the future based on 'master plan'.</b>  |                               |  |            |   |                               |
|   |   | BOT to work in consultation with staff, students and community to develop a master plan  | 10 year property plan funding | <u>BOT</u><br>Staff<br>Students<br>Community<br>Ministry | Term 1-4   | 10 year property plan signed off by Ministry  | Monthly BOT meetings          |

| Strategic Goal  | Strategic Objectives   | Strategic Actions  | Resources/Budget  | Personnel Responsible/ Lead Teacher                     | Time Frame               | Measure of Success  | Progress and Monitoring  |
|---|--|--|---|---|--------------------------|---|--|
| <p><b>Goal 4</b></p> <p><i>Governance</i></p> <p><i>The Board of Trustees will confidently and effectively govern Rotokauri School.</i></p> | <p>4.1<br/>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.</p> |   |   |                          |   |  |
|   |  | <p>Review the collection of student achievement results in line with national reporting requirements.</p>  | <p>e-Tap upgrade - \$100 per hour</p> <p>Ministry guidance in regards to changes after removal of National Standards.</p> | <p>Staff BOT</p>  | <p>Term 1-4</p>          | <p>Systems for reporting to BOT and Ministry will be established</p>    | <p>Align BOT and Ministry requirements with the staff Work and Assessment Plan</p> |
|   |  | <p>Best fit levels for Reading, Writing and Mathematics to identify trends and progress to be presented to BOT and staff.</p>                                  | <p>n/a</p>  | <p>Principal<br/><u>Syndicate leaders</u><br/>SENCO</p> | <p>End of Term 1 - 4</p> | <p>Staff have a shared understanding of what 'best fit' looks like</p>  | <p>Term reports from syndicate leaders</p>   |
|   |  | <p>Trustees are committed to attending professional development workshops.</p>   |   |   |                          |   |  |
|   |  | <p>All BOT members to undertake ongoing professional development with School Trustees Association to upskill for their BOT portfolio.</p>                      | <p>STA workshops - free</p> <p>STA conference</p>   | <p><u>BOT</u><br/>Staff rep<br/>Principal</p>           | <p>Term 1-4</p>          | <p>All BOT portfolio holders have attended professional development</p> | <p>Feedback from BOT after each PD workshop</p>                                    |

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|   | 4.2 Ensure a succession plan is in place for new trustees with the triennial BOT elections in 2019.   | <b>A process for identifying / encouraging people to put themselves forward as candidates is in place.</b>   |   |                                |  |   |   |
|   |   | Candidates for 2019 BOT identified if possible, invite interested parents to attend BOT meetings.  | n/a   | <b><u>BOT</u></b><br>Principal | Term 1-4                                       | List of possible candidates established | Regular updates and feedback to the community via school newsletter |
|   |   | <b>Induction pack for new trustees -promotion of the role of a trustee through personal voice of current elected trustees, policy included in Governance Policies.</b> |   |                                |  |   |   |
|   | BOT chairperson and/or principal to meet with possible candidates to outline role of BOT member BOT put in place a succession plan for new BOT members. | n/a  | <b><u>BOT</u></b><br>Chairperson<br>Principal | Term 1-4                       | Succession plan developed                      | Inclusion in BOT meeting agenda         |   |
|   | 4.3 Community Engagement: explore ways of strengthening communication between home and school.  | <b>Survey parents – questionnaire and interview.</b>   |   |                                |  |   |   |
|   |   | Create a communication plan to inform our whanau of the BOT purpose and activities.  | n/a   | <b><u>BOT</u></b>              | Term 1-4                                       | Communication plan developed            | Inclusion in BOT meeting agenda                                     |
| 4.4 To develop and implement an action plan in response to ERO recommendations. | <b>Develop an action plan and implement.</b>  |  |   |                                |  |   |   |
|   | Consult with ERO and Ministry to develop an action plan for 2018 - 2020 to address ERO recommendations.   | Attendance at ERO workshops (free)<br><br>Meetings with Ministry (free)  | <b><u>BOT</u></b><br>Staff                    | Term 1-4                       | Action plan developed and implementation begun | Inclusion in BOT meeting agenda         |   |

# SCHOOL OPERATIONS, GOVERNANCE & MANAGEMENT

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

## CONSULTATION TIMELINE

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

## ERO's EVALUATION INDICATORS OF A SUCCESSFUL SCHOOL

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

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