



Paparoa School

'Proud & Passionate Leaders of Learning in the Heart of the Community'

'Inā te tūkaha, te tū maia o ngā kaiarataki mātauranga kei waenganui, kei te manawa o te iwi kainga'

CHARTER

School No. 1078

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PAPAROA SCHOOL CHARTER

MISSION STATEMENT: "Proud & Passionate Leaders of Learning in the Heart of the Community"
'Inā te tūkaha, te tū maia o ngā kaiarataki mātauranga kei waenganui, kei te manawa o te iwi kainga'

VALUES	SCHOOL GOALS	COMMUNITY GOALS
<p>Our school community foster the following values:</p> <ol style="list-style-type: none"> Hiranga [Excellence] Ngakau / Tapatahi [Integrity] Rereketanga [Diversity] Porihanga [Community & Partnership] Kaitiakitanga [Ecological sustainability which includes care for the environment] 	<ol style="list-style-type: none"> Teaching & learning are the highest priority Providing a safe environment where the children's self-esteem/mana and learning potential is nurtured Encouraging life-long learning by becoming active learners who think critically & take risks to achieve success Supporting children to achieve their full potential while respecting their dignity, rights and individuality Encouraging positive social interaction, communication skills that will enable them to succeed in the wider world 	<ol style="list-style-type: none"> Promoting a learning partnership that empowers & nurtures growth in all Taking our school into our community & our community into our school by utilizing our people & the wider environment Celebrating, acknowledging & supporting our cultural diversity Promoting & encouraging a healthy lifestyle

National Education Goals

- The highest standards of achievement, through programmes which enable all students to realise their full potentials as individuals, and to develop the values needed to become full members of New Zealand's society.
- Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
- Development of the knowledge, understanding and skills needed by New Zealanders to complete successfully in the modern, ever-changing world.
- A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
- A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
- Excellence achieved through the establishment of clear learning objectives, monitoring student performance against these objectives, and programmes to meet individual needs.
- Success in their learning for those with special needs ensuring that they are identified and receive appropriate support.
- Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
- Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
- Respect for the diverse ethnic and cultural heritage of New Zealand people, with the acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

National Administration Guidelines

National Administration Guideline 1:

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- develop and implement teaching and learning programmes:
 - to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
 - giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
- through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
 - breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- through the analysis of good quality assessment information*, identify students and groups of students:
 - who are not progressing and/or achieving;
 - who are at risk of not progressing and/or achieving;
 - who have special needs (including gifted and talented students); and
 - aspects of the curriculum which require particular attention;
- develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

National Administration Guideline 2:

Each board of trustees, with the principal and teaching staff, is required to:

- develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
- on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - in plain language, in writing, and at least twice a year; and
 - across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

National Administration Guideline 3:

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

National Administration Guideline 4:

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- allocate funds to reflect the school's priorities as stated in the charter;
- monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

National Administration Guideline 5:

Each board of trustees is also required to:

- provide a safe physical and emotional environment for students;
- promote health food and nutrition for all students; and
- comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

National Administration Guideline 6:

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

National Administration Guideline 7:

Each board of trustees is required to complete an annual update of the school charter for each school it administers and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

National Administration Guideline 8:

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.

Kia Ngawari

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Paparore School, as appropriate to its community, will develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori.

In recognizing the unique position of Maori, Paparore School will take all reasonable steps to provide instruction in Kapa Haka, Tikanga Maori and Te Reo Maori for all students.

To achieve this:

The school is to incorporate 'Te Reo Me Te Tikanga Maori' into the school's curriculum?

- Daily programmes will have a dimension where appropriate: greetings, commands, language related to everyday objects, days, months, number etc.
- Each integrated unit will include components as appropriate to the topic and the class level.
- Professional development and support of staff, on the understandings they need to develop with their students.
- Powhiri for visitors
- Provide regular waiata sessions
- Kapa Haka Roopu [one junior and one senior]
- Have weekly Tikanga Maori sessions
- Attend a Marae 'live-in' every two years - next visit 2020
- Te Timatatanga O Te Ra
- Using local Resources, e.g. Te Oranga, Marae personnel, REAP, Rununga O Ngai Takoto
- Utilise Te Reo and Tikanga in signs, artwork, etc. within school environment
- Students develop individual pepeha
- Recognise classes by Maori Names
- Greet visitors in Te Reo
- Weekly panui 'Kupu o te Wiki'

Incorporate the following to discover the views and concerns of the school's Maori community?

- Encourage parents of Maori students to become a Trustee on the Board of Trustees - elections 2019
- Maori community consulted in various ways
 - Report evenings
 - Regular hui with and for Maori student's parents [MASAM Hui at least twice in the year]
 - Marae visits
 - Panui / Newsletters
 - School events involving students
 - Informal dealings with families
 - Maintaining open door practice, organised events for encouraging families to visit the school
 - Liaise regularly with Ngai Takoto to inform them of school initiatives

Paparore School Vision

Teachers

- Deliver the NZ Curriculum competently, focusing on literacy and numeracy
- Are enthusiastic and foster a love for learning
- Communicate the purpose of learning
- Are committed to professional growth
- Receive appropriate PLD support
- Have high expectations
- Demonstrate caring and supportive interpersonal skills
- Provides needs based programmes
- Work in partnership with parents
- Are positive and professional
- Integration when planning - Seniors

Children

- Take increasing responsibility for their actions and learning
- Are respectful, considerate and confident
- Are proud of their school & achievements
- Feel safe and cared for
- Are encouraged and challenged
- Develop as leaders
- Work towards achieving all aspects of 'Te Manu Huruhuru O Te Kura O Paparore'

Policies and Procedures

- Are developed through consultation
- Are clearly stated and understood
- Facilitate school organisation
- Are accessible to everyone
- Are regularly reviewed

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of Learning in the Heart of
the Community'*

*'Inā te tūkaha, te tū maia o ngā
kaiarataki mātauranga kei
waenganui, kei te manawa o te iwi
kainga'*

Support Staff

- Are supportive of the school and its aims
- Feel valued, and part of the team
- Care for the students
- Are positive and professional
- Receive appropriate support

Management Team

- Gives high quality leadership to the school
- Supports, values and empowers others
- Maintains effective communication between school and home
- Ensures high quality teaching and learning is paramount
- Plan for future-focussed learning
- Monitors progress towards meeting school goals

Environment

- Is inviting and attractive
- Supports learning programmes
- Is safe and well-maintained

Board of Trustees

- Meets requirements of NEGS and NAGS
- Is a good employer
- Stays well-informed
- Works alongside staff
- Ensures all resources are effectively managed
- Plans for the future
- Consults with the community

Parents

- Feel welcomed and included
- Are well informed
- Encourage children in their schooling
- Respect the professional judgement of the staff and work in partnership with them
- Are supportive of the Board, staff and school
- Are partners with the school in supporting their child/ren's learning

Curriculum Programmes

- Are delivered in a balanced and interesting manner
- Emphasise literacy and numeracy
- Meets the needs of all children
- Are regularly reviewed and updated
- Embrace the NZ Curriculum
- Prepare our students for the future



Strategic Plan 2020 to 2022

Our Vision	<p align="center">‘Proud & Passionate Leaders of Learning in the Heart of the Community’ <i>Ina te tukaha, te tu maia o nga kaiarataki matauranga kei waenganui, kei to Manawa o te iwi Kainga</i></p>
Our Values	<p>At Paparore School we value:</p> <ul style="list-style-type: none"> ✓ Excellence ‘Hiranga’ ✓ Diversity ‘Rereketanga’ ✓ Integrity ‘Ngakau’ ✓ Community & Partnerships ‘Porihanga’ ✓ Caring for the Environment ‘Kaitiakitanga’
<p align="center">‘Te Manu Huruhuru O Te Kura O Paparore’</p> <p align="center">“What do we want our students to be like when they leave Paparore School?”</p> <ul style="list-style-type: none"> ✓ Be proud and passionate about their learning <ul style="list-style-type: none"> ✓ Be literate and numerate ✓ Be curious & inquiring while striving for excellence <ul style="list-style-type: none"> ✓ Be a competent thinker, listener & speaker ✓ Show diversity through developing their creative, artistic, sporting & cultural talents <ul style="list-style-type: none"> ✓ Be positive, resilient and takes risks ✓ Represent themselves, their whanau and community with mana whilst respecting the diversity of others <ul style="list-style-type: none"> / values whanaungatanga ✓ Can lead by example ✓ Radiate aroha, empathy and integrity ✓ Remain kaitiaki of the environment, promoting a respect for Papatuanuku ✓ Be confident and willing to contribute positively to a local, national and global community <ul style="list-style-type: none"> ✓ Be technologically able <p align="center"><u>Whakatauki</u></p> <p align="center">‘Ko te manu e kai ana i te miro, nōna te ngahere. Ko te manu e kai ana i te mātauranga, nōna te ao.’</p> <p align="center">[The bird that partakes of the miro berry reigns in the forest. The bird that partakes of the power of knowledge has access to the world.]</p> <div align="center" data-bbox="987 1273 1245 1362"> </div>	

Our Strategic Goals	Kaupapa tuatahi:	Kaupapa tuarua:	Kaupapa tuatoru:
Our Strategic Initiatives 2020-2022	Strengthen the learning capabilities for all students 1a: Use data effectively to inform teaching and learning 1b: Growing student – centred learning [Student Agency] 1c: Enhance inclusiveness into class and school programmes to cater for all student needs	Strengthen leadership amongst all staff 2a: Have robust Performance Management / Appraisal Systems 2b: Have targeted PLD including specific opportunities [Manaiakalani Initiative] 2c: Enhance our Coaching & Mentoring roles across SLT	Build whanau / community / iwi partnerships to enhance student learning 3a: Develop a home / school learning online learning forum 3b: Fully engage whanau in their student’s learning 3c: Build effective pathways for learning with local ECE, Intermediate and colleges
Roadmap to 2022	<ul style="list-style-type: none"> • Raise Maori achievement • Enhancement of Manaiakalani Programme • Use culturally responsive strategies for learning and teaching, and confidently integrate Te Reo Māori • Have differentiated programmes in all classes • Raise student achievement for children especially those at risk of not achieving 	<ul style="list-style-type: none"> • Strengthen reflective processes in pedagogy practice • Develop collaborative teaching & learning environments • Develop shared responsibilities across the school • Utilise our ‘in-school’ & local expertise capabilities • Develop an on-going profile of highly effective professional education • Strengthen our use of assessment to determine next learning steps 	<ul style="list-style-type: none"> • Build partnerships to strengthen our transitioning for our students from ECE and through to their next school • Fully implement the Manaiakalani Outreach Programme • Have informed and supportive whanau engagement • Recognition of achievement of ex-students at Intermediate and College • Whanau increased empowerment to support child through on-line forums
2020 Actions	<ul style="list-style-type: none"> • Utilise School-wide achievement targets as the context for teaching as inquiry focus for 2020. • All teachers have participated in the pilot class and Digital Fluency Initiative. • Gather student voice to embed ‘Student Agency’ • Develop and implement a Te Reo Programme for all levels 	<ul style="list-style-type: none"> • PLD in ICT for all staff • Agree Kahui Ako based performance management approach. • Appraisers facilitate open to learning conversations with staff on an on-going basis to challenge thinking and practice as part of the teaching as inquiry cycle. • Teachers given opportunities to develop & share areas of expertise with staff / school 	<ul style="list-style-type: none"> • Develop a school wide communications strategy to support strong home-school partnerships • Schedule information evenings each term • Develop a schedule of student involvement for varied school initiatives • Create a list of community expertise to enhance student learning • Report once a term to local iwi

Strategic Action Plan for 2020: Kaupapa Tuatahi

	Initiative	Actions	Who	Start Date	Completed by	Measure of Success
Kaupapa tuatahi: Strengthen learning capabilities for all students	1a: Use data effectively to inform teaching and learning	• Utilise School-wide achievement targets as the context for teaching as inquiry focus for 2020.	SLT	Jan 2020 & on-going	On-going	<ul style="list-style-type: none"> • Deliberate acts of teaching planned • Teacher Inquiry
		• Identify students at risk of not achieving and develop a 'target student plan' to address their needs	All teachers	Jan 2020 & on-going	Nov 2020	<ul style="list-style-type: none"> • Upward shifts in student progress
		• Review and become familiar with Curriculum Levels	John W, SLT, All teachers	Feb 2020	Nov 2020	<ul style="list-style-type: none"> • Planning & Assessment documentation
		• Complete an 'Effect Size' report for all classes in reading, writing and mathematics	John W	Twice annually	May & Nov 2020	<ul style="list-style-type: none"> • Report to Board of Trustees
		• Collaborate with whanau to empower them to support the learning & teaching at home	John W, SLT, All teachers	On-going		<ul style="list-style-type: none"> • Engagement of whanau at learning hui • Blogs
		• Ensure robust assessment practice across the school	John W, SLT, All teachers	Jan 2020 & on-going	on-going	<ul style="list-style-type: none"> • Assessment schedules • Staff Hui • WFT Reports
	1b: Growing student voice [Student Agency]	• Embed 'Student Agency' kaupapa throughout school	John W, SLT, All teachers	Jan 2020 & on-going		<ul style="list-style-type: none"> • 3-way conferences are student led • School korero
		• Embed Manaiakalani 'Learn, Create, Share' pedagogy	All teachers	Jan 2020 & on-going		<ul style="list-style-type: none"> • Teacher Planning
		• Develop learning maps	John W, SLT, all staff	On-going		<ul style="list-style-type: none"> • Learning maps show students learning styles & influences
		• Provide opportunities to consult with students/gather student voice to inform curriculum development, school events, school values, home learning, etc.	John W, All teachers	Jan 2020 & on-going		<ul style="list-style-type: none"> • All stakeholders can korero 'Student Agency' kaupapa

	1c: Enhance inclusiveness into class and school programmes to cater for all student needs	• Develop & implement an enrichment programme for our students with special requirements [SWSR]	All teachers	March 2020	Nov 2020	• Individualised learning programme [ILP] goals achieved
		• Celebrate achievements of our SWSR	John W, SLT, teachers	On-going		• School panui, Class Sites, magazine & Facebook posts
		• Provide 'resources' for opportunities to enhance the developmental growth for SWSR	John W' All teachers	On-going		• All SWSR have an ILP with identified resource needs

Strategic Action Plan for 2020: Kaupapa Tuarua

	Initiative	Actions	Who	Start Date	Completed by	Measure of Success
Kaupapa tuarua: Strengthen leadership amongst all staff	2a: Have robust Performance Management / Appraisal Systems	• All teachers are using the school template / format and process for their annual appraisal / inquiry	John W, SLT, all teachers	Jan 2020 & on-going		• School appraisal document is consistent throughout the school
		• Teaching staff reflect regularly [at least once per term] of registered teacher criteria [RTC] and inquiry progress	John W, All teachers	Once per term	Termly	• SLT report to Board [once per term]
		• Allocate fixed term salary units to teachers to develop as leaders in chosen areas of interest to enhance a focus area of the school in 2020	Teacher/s with unit	Jan 2020	Nov 2020	• Application and reports to Board
		• The principal appraisal is completed by Mike Scaddan • DP's complete teacher appraisals • Principal to complete DP appraisals	John W, Board	Jan 2020	Nov 2020	• Principal appraisal goals achieved & reported to the Board

	2b: Have targeted PLD including specific opportunities [Manaiakalani initiative]	• Deliver appropriate PLD for all staff consistent with the school's vision and strategic plan	John W, SLT	On-going		• All staff are involved in school-wide PLD
		• Create a PLD schedule and programme for all staff	John W, SLT	Feb 2020	March 2020	• All staff identify needs according to their personal & school goals
		• The Manaiakalani Initiative is assessed, and feedback provided	John W, SLT, All teachers	On-going	Termly	• WFT Report to the Board
	2c: Enhance our Coaching & Mentoring roles across the SLT	• SLT attend PLD / training focused on 'leadership.'	SLT	Feb 2020	Term 4	• Attendance at PLD and reports back to Board
		• Develop a plan and process for SLT to work collaboratively to build capacity with their syndicate teachers	SLT, John W	Feb 2020	End of term 1	• Planning & Assessment • Appraisal Documentation
		• In-class observations and reflection feedback of teaching of writing	John W, SLT	On-going	On-going	• Summary Reports for teachers

Strategic Action Plan for 2020: Kaupapa Tuatoru

	Initiative	Actions	Who	Start Date	Completed by	Measure of Success
Kaupapa tuatoru: Build whanau / community / iwi partnerships to enhance student learning	3a: Develop a home / school learning online learning forum	• Develop our strategic initiative to involve the parent community in their child/ren's learning at school and home	John W	Feb 2020	April 2020	• Survey • Report to Board
		• Involved in training in the Manaiakalani Outreach Programme on-line learning platform	All teachers	On-going		• Attendance and PLD sharing & up-skilling of other staff
		• Develop an online forum for collaborative feedback / feed-forward for students to enhance learning	John, SLT, Teachers	On-going		• Blogs

		<ul style="list-style-type: none"> • Provide regular communication to whanau via school panui, Facebook posts, Class Blogs, School Loop app and emails 	John W, all teachers	On-going		<ul style="list-style-type: none"> • School survey
3b: Fully engage whanau in their student's learning		<ul style="list-style-type: none"> • Plan a schedule of hui for whanau to engage with the school [student-centred, informal & formal] 	John W, SLT	Feb 2020	Termly	<ul style="list-style-type: none"> • Attendance at events
		<ul style="list-style-type: none"> • Provide regular class panui [once at the start of each term] with information on the term and year's events 	All teachers	Termly	Termly	<ul style="list-style-type: none"> • Copies to Principal and SLT then whanau
		<ul style="list-style-type: none"> • Inform the local iwi [Muriwhenua iwi] on the school's activities, initiatives, curriculum reporting [once per term] 	John W	Monthly	Each Month	<ul style="list-style-type: none"> • Reports to local iwi
		<ul style="list-style-type: none"> • Identify / regular updates of community expertise to support teaching & learning 	John W	Feb 2020	On-going	<ul style="list-style-type: none"> • Database of expertise available
		<ul style="list-style-type: none"> • Develop a schedule for student's contributions to our community 	John W, All teachers, Whanau, Margaret Matthews	Feb 2020	Termly	<ul style="list-style-type: none"> • Schedule and student feedback
3c: Build effective pathways for learning with local ECE, Intermediate and colleges		<ul style="list-style-type: none"> • Meet with ECE, Year 7&8 schools and Colleges to develop common goals for students learning journey 	John W, SLT	March 2020	Nov 2020	<ul style="list-style-type: none"> • Reports to the Board
		<ul style="list-style-type: none"> • Participate and contribute fully in the Te Kahui Tai Kura O Te Hiku [Kahui Ako Cluster] 	John W, SLT, All teachers	Feb 2020	Dec 2020	<ul style="list-style-type: none"> • Minutes and reports to the Board



Annual Plan 2020

NAG 1: Curriculum: Raising Student Achievement

- **Our focus** is to raise the achievement of all our students
- Have inquiry learning implementing formative practices through teaching & learning throughout the school.
- School-wide planning and assessment system adequately covers the total curriculum and meets the needs of both the student and the teacher.
- Staff Professional Development: Manaiakalani initiative, Student Agency
- Improving **knowledge in NZC**; build on **assessment knowledge** in line with curriculum guidelines & reporting: Continue to **up-skill in Manaiakalani initiative**
- Hui to support parents helping their child/ren in home reading, writing and mathematics & Manaiakalani initiative.
- Learning resources including E-learning resources to be sourced for all curriculum areas and in particular, ICT, Digital Technologies, STEAM, Numeracy & Literacy.
- Curriculum Lead Teachers keep up-skilled in their learning areas they're responsible for
- English & Mathematics to be reviewed and improved to lift the achievement throughout the school.
- IT embedded in daily teaching & learning inquiry programmes
- Key Competencies integrated in units of work.
- Physical Activity/Health included in term planning –swimming terms 1&4: cross country term 3 & athletics term 4, selected groups involved in community Basketball, Ripa Rugby, Netball and Football. A weekly school fitness session [Tuesdays and Thursdays, Terms 2&3]
- Reinstating Kapa Haka for opting students – Junior & Senior roopu
- Provide Teacher Aides/IEP's/RTLB/Parents/learning resources/specialised teachers/other agencies to support Children with Special Needs [CWSN] & Children With Special Abilities [SWSA] programmes
- Provide support for "after school" programmes to cater for student needs – e.g. Saturday morning & Community Sports
- Accelerated Literacy and Mathematics Learning programmes for at-risk students
- Literacy & Numeracy Needs Programme are supported by teacher aides
- School Vision and Values embedded in school planning- school-wide class emphasis
- Strong teacher development on all aspects of school programmes to lift teacher pedagogical knowledge and improve practice in the classroom [Learn, Create, Share]
- New programmes sourced to help students with special needs and abilities.
- Parents encouraged to support student learning at home.
- Successes celebrated at school wide assemblies.
- Open evenings to encourage students and parents to share the learning taking place at school.
- School website, Class Blogs and Facebook used to promote classroom learning, activities and celebrations
- Leadership groups to promote ownership [Magazine, Assemblies, Fitness, sports, Peer teaching and learning - Tuakana Teina, library responsibilities,]
- Kahui Ako [Communities of Learning] initiatives implemented
- PB4L Programme to reinforce school vision and values

NAG 2: Self Review: Raising Student Achievement

- Implement the Paparore School Local Curriculum
- Regular reviews of curriculum policies and procedures via SchoolDocs
- Review the Staff handbook and re-format & re-write as required – 'induction' booklet
- 2020-2022 Implement new goals for Strategic Plan to be developed and implemented
- Make the community aware of Paparore School Curriculum and how we will be assessing students
- Portfolios to contain samples of students work and showing how students are achieving & progressing
- Continuation of Overall Teacher Judgement [OTJ's] and moderation robustness so that judgements are fair and consistent throughout the school.
- Staff to collate documented evidence of OTJ's across reading, writing & mathematics and used in moderation meetings
- Reflection and review evident in teacher planning and monitoring
- Regular staff observations and learning conversations carried out
- Principal to report monthly to BOT
- Continue reporting to whanau / parents on student's progress
- Report on progress of 2020 targets
- Attend Board Training
- Survey amongst school stakeholders for future development considerations
- Yearly Targets continue to be set in Reading, Writing and Numeracy
- Regular updates to e-tap student data base to include CWSA/CWSN, teacher aide assistance, RTLB, etc. SENCO Booklet
- Charter to MOE - 1st March 2020
- Comprehensive school-wide review in 'Mathematics and 'English
- Promote our home reading, writing and mathematics programme

NAG 3: Personnel: Raising Student Achievement

- BOT participate in professional development to up-skill in their roles & responsibilities
- Update EEO programme
- Comply with legislative responsibilities as a good employer
- Implement and support an effective staff development programme which includes personal professional growth that will enhance the quality of teaching and learning
- Staff have signed job descriptions and written goals for year - consideration given to areas of teaching & learning priorities
- On-going appraisal process

NAG 4: Finance & Property: Raising Student Achievement

- Audit 2019 accounts
- Monitor 2020 budget
- Monthly financial reports for BOT meetings
- Prepare 2021 budget in line with 2021 priorities
- Fund approved priorities for 2020 – refer to budget
- Education Services Limited via Whangarei office used as finance service
- Long term vision plan based on property requirements for student achievement
- Implement 5YA plan [2018-2022] – LM Consultants as Property Consultant
- Maintenance of schoolhouse
- Outdoor Learning Area
- Lawn mowing and grounds upkeep through organised working bees
- Access funding and raise funds towards junior playground shade
- Covered area between Te Kauru & Te Manga
- Front driveway repairs
- Playground fitted with Tiger Turf and Markings
- Swimming Pool Filter/pump Upgrade
- Plant out hillside of new property
- Sandpits

NAG 5: Health & Safety: Raising Student Achievement

- Ensure Health and Safety Plan complies in full with legislation currently in force to guarantee the safety of students and employees
- iMOKO programme to address health issues of students to improve learning
- Hazards are identified [on-going] and addressed appropriately - book in principal's office
- Pupil attendance monitored – office administrator to make daily checks if no phone call received. Term reports to the Board
- Monthly monitoring of School Water – results are uploaded online through the 'Argest' website
- School Building Systems and Features Manual kept up to date
- Emergency procedures practised each term – Fire, Lockdown & Earthquake
- 6 monthly checks of air conditioning units in all classrooms, offices and staffroom
- 3 monthly checks of swimming pool access, fencing and gate.
- Playground Maintenance check

NAG 6: Policies & Procedures: Raising Student Achievement

- Monitor and update as required Board Assurance Statements
- 12 Month Plan
- Implement Paparore School Curriculum
- Regular displays around school
- Parent / Teacher Conferences
- Student's School Reports & Portfolio's
- SMS up-skilling [eTap]

Involving Parents in Student Learning and School

- Fun 'Meet the Teacher' gathering at start of year
- World Wetland's Day
- Environmental Projects [Road & Beach Cleans, Lake Ngatu Re-vegetation Project, starting school/ community gardens
- End of week school assemblies
- Class Assemblies [once a term per class]
- Visiting Shows/Artists/Performers
- Inter-school sport activities- Swimming/Cross Country/Athletics/etc.
- Community [After School] Sports
- Activities related to school topic
- Senior Class Camps
- EOTC Activities
- Far North School's Speech Finals
- School fundraisers
- School Disco
- School theme days.
- School Photos
- School Prize Giving
- End-of-Year magazine
- Website
- Parent Curriculum Meetings
- Whanau Open Day
- Class & Student Blogs

School reflected Positively in Wider Community

- Promotion in early childhood centres.
- Local Newspaper
- School Prospectus
- Pre-School Visits
- Children's work displayed at airport terminal
- Invitations to wider community to participate in school activities
- Gala / Whanau Open Day
- School website
- Facebook page

Information Forums available to Parents

- Meet the Teacher [Week 3, Term 1]
- 3-way Conferences [End of Term 2]
- BOT Hui [once a term]
- Parent/Teacher Discussions
- School Panui - school, class, BOT
- Curriculum Information Hui
- School Loop App, school website, Facebook page

Promotion of School Values and Vision

- Students recognised at weekly assemblies for identified values
- Goal Setting by students
- Classroom goals and vision established yearly
- Open evenings for parents and wider community
- Specific teaching of school values & K.C.'s
- School / Class certificates
- Specific 'Values' certificate each week
- End of Year Prize Giving
- Themes for 2020
- School vision displayed in each classroom.
- Key Competencies displayed in each room [TRUMP]

Paparore School Reading Target 2020

Kaupapa Tuatahi:

Strengthen the learning capabilities for all students

Kaupapa Tuatua:

Strengthen leadership amongst all staff

Kaupapa Tuatoru:

Build whanau / community / iwi partnerships to enhance student learning

Annual Aims

1a: Use data effectively to inform teaching and learning

1b: Growing student – centred learning [Student Agency]

1c: Enhance inclusiveness into class and school programmes to cater for all student needs

2020 Target:

The six students in Year 4 this year below their expected level in Reading will be at by the end of the year.

Baseline Data

Analysis of school-wide reading data in 2019 identified some concerns with the school cohort. The data shows that 6 of our Year 3 students in 2018 were achieving 'below' the expected level in reading.

Year Level in 2019	Above	At	Below / WB	Total Number of Students	Percentage at or above
3	2	12	6/1	21	66%

School-wide Analysis of Reading Data

- 36% of all students were achieving below or well below their expected level.
- 34% in our Year 3 cohort in 2018 were achieving below or well below their expected level.
- This equates to 6 students that are 'below' the expected level and will form our target group at this level [Year 4] in 2020
- 5 of the 6 students are of Maori ethnicity.
- There are 6 boys and no girls

Actions to achieve targets

1. Review assessment data with staff and determine the particular learning needs of all students.
2. Meet at least twice a term to discuss the progress of target students.
3. Work alongside parents, families / whanau to support students' learning.
4. Professional development for teachers addressing writing and different learning styles.
5. Teachers use inquiry model to reflect on and change & improve practice.
6. Professional readings and quality professional development put in place to support and guide teachers professional practice.
7. Moderation meetings and school-wide assessment developed so that there is consistency throughout the school.
8. Accelerated classes and/or teacher aide support to be allocated to support target students
9. Student voice considered in writing topics and genres
10. Plan a programme to meet the learning needs of all these students.
11. Excellent examples of reading & writing shared with students and community.
12. Staff share reading and writing book examples at staff meetings
13. Students given time and motivation to write.
14. Allocated daily sessions in both reading & writing.
15. Teachers report twice a term on target group progress.
16. Analyse end-of year data to inform progress and planning for the following year.

Led by

1-8&16
Principal and Senior Management Team
7-15
Students and teachers

Budget

\$3 000 allocated for Reading

E learning budget of \$3 000.

'Senco' resources budget of \$500 so programmes can be purchased to help at-risk' students.

Time Frame

Regular reviews throughout the year.

Paparore School Writing Target 2020

Kaupapa Tuatahi:

Strengthen the learning capabilities for all students

Kaupapa Tuatua:

Strengthen leadership amongst all staff

Kaupapa Tuatoru:

Build whanau / community / iwi partnerships to enhance student learning

Annual Aims

- 1a: Use data effectively to inform teaching and learning
- 1b: Growing student – centred learning [Student Agency]
- 1c: Enhance inclusiveness into class and school programmes to cater for all student needs

2020 Target:

The 7 Year 5 students in 2020 below their expected level in Writing will be at by the end of the year.

Baseline Data

Analysis of school-wide writing data in 2019 identified some concerns in the year 4 cohort. School-wide data shows that 7 of our Year 4 students in 2019 were below the expected level in writing.

Year Level in 2019	Exceeding	Meeting	Below / WB	Total	% at or above
4	2	15	10	27	63%

School-wide Analysis of Year Four Writing Data:

- 36% of all students were achieving below or well below the expected level.
- 26% of our Year 4 cohort in 2019 were achieving below their expected level.
- This equates to 7 students that are ‘below’ the expected level and will form our target group at this level [Year 5] in 2020
- These students will be in Year 5 in 2020.
- 6 of the 7 students are of Maori ethnicity.
- There are 5 boys and 2 girls

Actions to achieve targets

- 1 Review assessment data with staff and determine the particular learning needs of target students.
- 2 Meet at least twice a term to discuss the progress of target students.
- 3 Plan a programme to meet the learning needs of the target students.
- 4 Work alongside parents, families and whanau to support students’ learning.
- 5 Teachers use inquiry model to reflect on and change & improve practice.
- 6 Professional readings and quality professional development put in place to support and guide teachers professional practice.
- 7 Access or purchase e-learning software to improve student’s progress and achievement in writing.
- 8 Moderation meetings and school-wide assessment developed so that there is consistency throughout the school.
- 9 Class ‘writing’ walls to display expectations in writing
- 10 Classroom environments display samples of quality writing.
- 11 Accelerated classes and/or teacher aide support to be given to students below the expectations.
- 12 Student voice considered in writing topics and materials
- 13 Allocated daily sessions in writing in class
- 14 Teachers report twice a term on target group progress
- 15 Analyse year-end data to inform progress and planning for the following year.

Led by

1-8&15
Principal and Senior Management Team
8- 14
Students and teachers

Budget

\$1 000 allocated for Language resources

E learning budget of \$3 000.

‘Senco’ resources budget of \$500 so programmes can be purchased to help at-risk’ students.

Time Frame

Regular reviews throughout the year.

Paparore School Mathematics Target 2020

Kaupapa Tuatahi:

Strengthen the learning capabilities for all students

Kaupapa Tuatua:

Strengthen leadership amongst all staff

Kaupapa Tuatoru:

Build whanau / community / iwi partnerships to enhance student learning

Annual Aims

1a: Use data effectively to inform teaching and learning

1b: Growing student – centred learning [Student Agency]

1c: Enhance inclusiveness into class and school programmes to cater for all student needs

2020 Target

The 6 Year 6 students in 2020 below their expected level in Mathematics will be at by the end of the year.

Baseline Data

Analysis of school-wide mathematics data in 2019 identified some concerns in the Year 5 cohort. The data shows that 6 of our students who are in Year 6 this year were below the expected level in mathematics last year.

Cohort Data

Year Level in 2019	Exceeding	Meeting	Below / WB	Total Number of Students	Percentage at or above
5	0	20	6	26	77%

School-wide Analysis of Year 5 Mathematics Data

- 23% of all students were achieving below the expected level.
- 23% of our Year 5 cohort in 2019 were achieving below their expected level.
- This equates to 6 students that are 'below' the expected level and will form our target group at this level [Year 6] in 2020
- These students will be in Year 6 in 2020.
- All 6 students are of Maori ethnicity.
- There are 2 boys and 4 girls

Actions to achieve targets

1. Review assessment data with staff and determine the particular learning needs of target students.
2. Meet at least twice a term to discuss the progress of target students.
3. Plan a programme to meet the learning needs of the target students.
4. Work alongside parents, families and whanau to support students' learning.
5. Acceleration classes and/or teacher aide support to be given to target students.
6. School-wide development given to teachers on teaching mathematics and different learning styles.
7. Teachers use inquiry model to reflect on and change & improve practice.
8. Professional readings and quality professional development put in place to support and guide teachers professional practice.
9. Moderation meetings and school-wide assessment developed so that there is consistency throughout the school.
10. Student voice considered in mathematics planning
11. Analyse year-end data to inform progress and planning for the following year.
12. Purchase new classroom resources to support classroom mathematics programmes
13. Continue with the 'Mathletics' and/or Maths Buddy' programmes

Led by

1-9
Principal and Senior Management Team
6-10&13
Students and teachers
11-12
Principal

Budget

\$3 000 allocated for mathematics budget.
E learning budget of \$3 000.
'Senco' resources budget of \$500 so programmes can be purchased to help at-risk' students.
\$1600 Mathletics
\$1 000 Maths Buddy

Time Frame

Regular reviews throughout the year.

Procedural Information

1. Paparore School will lodge a copy of its annually updated Charter to the Ministry of Education by 1st March.
2. Paparore School will lodge a copy of its Annual Targets to the Ministry of Education by 1st March.
3. Paparore School consults its community, including its Maori community, regularly. This includes
 - Survey questionnaire, panui, website, class blogs
 - Invitation to Marae Live-in
 - MASAM Hui

In addition to the above, the school's Maori community is consulted to:

- Make changes to Charter including:
 - ~ Goals
 - ~ Targets
 - Gather opinions re. Maori initiatives
 - Gather information on curriculum issues with particular relevance to Maori
4. Targets for student achievement will be identified by:
 - Analysis of school-wide data
 - Discussion at staff meetings
 - End-of-Year Data