

Report on Strategic Goals

Goal 1

To provide high quality teaching and learning programmes with a particular emphasis on literacy, mathematics and physical activity

We said we would have

Assessment which showed improved numeracy and literacy levels, students who are physically active, upskilled staff and targets from these learning areas.

Strategies and processes used

- Children with literacy and numeracy needs given extra targeted assistance from teacher-aides
- Quick60 and Multi Lit introduced as new intervention programmes for struggling senior reader/writers. TA trained by the RTLB to administer these
- Early words programme for new entrants who needed extra time to become fluent with basic sight words.
- Referrals were made to the RTLB for extra assistance
- Targeted professional development for staff provided
- Open Days were held to show case children's the children's learning
- Buddy reading – including Tuakana tenei approach used in two fortnightly blocks.
- Four ICAS competitions offered and entry in the Great Lake Spelling Bee
- Close monitoring of Maori students and priority learners
- Consistent data collection undertaken – results analysed, tracked and reported on.
- School sports coordinator attended inter-school sports meetings.

Other Actions

- FOS funded \$800 towards junior readers
- CoL funded 2 hours a week teacher release to help build teacher capability and to accelerate target students – Marotiri School maths - Term 2 onward
- Board funded .1 for Reading Recovery tutor training over 2016 – 8 children received RR over 2016
- Generous library book purchases allowance – around \$1700
- Resource Teacher Literacy (R.T.Lit) worked with PRT in Rm 5 helping with two well- below literacy students
- Accelerated writing – 2 teachers and 1 TA in Rooms 4 and 5.

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- Use of ICT and eLearning as tools to enhance engagement and achievement
- SwimWell tutors February – one week.
- Kiwi Sport tutors in the school across several codes over the year
- Wheels Week (3) held
- Have-a-Go Sailing – 14 participants
- Bike Taupo – all classes had opportunity to be involved
- Possibility of a school-sited Bike Pump Track explored
- Ski trip (2 nights) Rooms 1 and 2
- Increased parent/school after school physical activity initiatives in 2016 – tee ball, gymnastics and table tennis

Next Steps

- Two Room 5 children on R.T.Lit roll for 45 units x 30 minutes at the start of 2017. This will be a collaborative intervention – helping these children progress in the classroom environment.
- PAT results to be manually entered into *NZCER – Marking* which will give our school access to a wide range of individual, class and school achievement reports.(Cost component per pupil.)
- CoL PaCT tool – mathematics. PD implementation of PaCT assessments
- Ian Hunter writing PD CoL
- Two Home / School partnership interactive parent sessions to be held in Reading and Maths
- Writing as inquiry – Zines – Term 1
- Anne Giles observations of writing in the classrooms.

Goal 2

To provide opportunities for students to be creative, enterprising and lifelong learners.

We said we would have

- Children excited by their learning and motivated to become lifelong learners.
- Teachers using effective and innovative teaching techniques and pupils displaying higher order thinking skills in multiple learning situations.

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- A school curriculum that supports deep understanding and inquiry strategies that enable powerful personal learning.

Strategies and processes used

- Room 6 revamped and set up for large group teaching – kitchen / science facilities available
- Two sets of giant polydrons purchased (FOS donation) for interactive play.
- School House system revitalised and given a more prominent profile
- Special recognition of children with 100% attendance each term and over a whole year.
- Opportunities for authentic inquiry through agreed “school-wide rich inquiry topics” – ‘*Know Your Roots*’, ‘*Move It*’, - physical science, Wearable Arts and ‘*Learn by Heart*’ – Nutrition.
- Deliberate efforts to encourage school leadership – Mr Elliott’s Dream Team, lunch time library monitors, sound system technicians.
- Key Competency embedment – purchase of buddy seat to encourage empathy for others. Ka-pai cards at breaks distributed to those displaying key competency behaviours.
- Many opportunities for health and safety education – drug dog handler, dog safety presentation, Life Ed mobile caravan, Red Cross People Savers – Rooms 1 & 2, Puberty sessions (2) Yrs 7/8
- School-wide embracement of “learning buddy system” with adherence to its principles
- Interschool and external competitions for CWSA
- Exposure to cultural performances – NZ Players – “*The Fairest of Them All*”, catwalk modelling demonstration, Hip Hop dancers from Tauhara School, Wearable arts demonstrations, Leadership Days, Waikato Museum – Da Vinci Exhibition Rooms 1 and 2
- Music options 5 weeks school-wide
- Piano lessons available within school
- Ski Trip and 2 night stay on the mountain Rooms 1 & 2
- Tihoi Venture School camp Years 3 and 4
- Individual, class and school goal setting – reflecting on goals.

Next Steps

- Proactive discussion and action plans to encourage children to take more ownership for their own learning

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- Staff au fait with the next learning steps for each child – communicating this and strategically planning to help them succeed.

Goal 3

To develop students who are strong in the NZC Key Competencies: thinking, using language symbols and texts, managing self, relating to others and participating and contributing.

We said we would have

- The Key Competencies embedded as part of our learning programme.

Strategies and processes used

- As a staff we explored the learning conditions likely to foster the strengthening of the KC's in a classroom.
- Goal-setting – individual, class and school-wide included K C goals to further embed application.
- Two morning teas per term for two focussed, self-managed Marotiri Learners per class held.
- School Inquiry model prominent and practised.
- Key competencies tracking formed part of children's school reports at the end of the year.
- Anne Giles provided targeted PD around the use of learning buddies as a catalyst for cooperative learning relationships.

Other Actions

- References made to key competency use in awards at Interaction
- Awarding of *kapai* cards during play times which highlighted key competency adherence in the playground

Next Steps

- More parental education regarding the key competencies via the Marotiri Messenger
- In daily notices, references made to children exhibiting key competency dispositions and how and where this has been observed.

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Goal 4

All students are able to access the NZ curriculum evidenced by progress and achievement in relation to the N.S.

We said we would

Raise the rate of progress for all students deemed at risk, have consistency in quality practice school-wide and have data that is robust, valid and reliable.

Strategies and processes used

- Students' achievement information was collected, collated and analysed to inform teaching and learning.
- Three school targets were set relating to NS areas. Success in meeting these has been evaluated and recorded. Next steps have been set.
- End-of-year NS data disseminated and target children identified – teachers shared knowledge of these learners.

Other Actions

- Applications for assistance to the RTLB – new interventions introduced with some senior children; Quick 60 and Multi Lit.
- Teacher aides employed a total of 49.5 hours
- Careful prioritising of TA assistance
- Parents alerted to school's provision of priority learners' interventions and given updates
- Four ICAS exam opportunities with pre-training offered
- Entry in the Great Lake Spelling Bee
- National Young Leaders' Day Yr 8's
- Young Leaders' Day Taupo Yr 6's
- Otago Maths Challenges – senior mathematicians
- Wearable Arts Term 3
- Epro8 Technology Challenge Yr 7/8 team
- Mid-year reports on progress towards meeting NS
- Moderation exercises in-school and with Whakamaru School
- End of year reporting on NS OTJ's distributed to the MoE, BOT and parents (via website).

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Next Steps

- Continue to advise parents when their children have special TA assistance, the nature of the programmes and updates on progress.
- Staff to conduct two Home / /School partnership meetings (maths and reading) to further acquaint parents as to how they can help their children build proficiency in these areas.
- Seek opportunities for teacher-aide upskilling – professional development.
- Provide more feedback to teacher-aides as to the effectiveness of their efforts.
- Take advantage of PD offered through the CoL – all of which is related to improving teacher capability and accelerating student progress.
- Set learning targets that are pertinent to our school needs and also align to CoL targets and achievement aims.
- Contribute faithfully to data collection and dissemination as required by the CoL
- Strengthen the integration of Maori language, culture and identity in the curriculum and classroom programmes. (ERO visit 2016)

Goal 5

National Standards are used effectively to support improvement in student outcomes. Students, where possible, set their own learning goals and know what to do to achieve them.

Teachers' practice is responsive to students' needs, including cultural needs.

We said we would have

- Teachers cognisant of the standards particularly around the year levels they are currently teaching. Parents who are increasingly familiar with the NS and how they can work with their children to promote their progress.
- Children more knowledgeable and more able to set goals related to NS achievement.
- Children aware that making progress towards the NS for their year level is praiseworthy.

Strategies and processes used

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- End-of-year 2015 NS used to prioritise learning needs and to set 2016 targets.
- End-of-year 2015 data used to determine resources and professional development for the 2016 school year.
- Moderation exercise between schools and within school.
- Sharing of 2016 targets and outcomes with parents at year's end or early 2017.

Other Actions

- We reviewed equipment and resources to ensure we effectively met mathematics, writing and reading curriculum needs.
- Teaching as Inquiry PD and writing inquiries.
- MLE (Modern Learning Environment) furniture bought for classrooms.
- Reinforced supplies of PM readers.
- Celebrated successes and shared them with parents and the wider community.
- Looked, as a staff, at video clips e.g. Russell Bishop's Ed Talk "*Culturally Responsive Practice*."
- Some PaCT tool PD – maths – will eventually replace other testing / evaluation measures.

Goal 6

To provide school leadership and effective school governance.

To improve outcomes for priority groups: Maori, Pasifika and learners with special education needs.

We said we would

Encourage Maori students to achieve success as Maori, support progress and achievement for Pasifika students and ensure inclusion for learners with special education needs.

Strategies and processes used

- The school policy framework was updated

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- Open days were organised within the school to provide opportunities for our learners and their teachers to share with their parents, students' learning, progress and achievement.
- We diligently supported students with special education needs at our school to engage in all activities and to achieve against the school's virtues, the key competencies and the NZC learning areas.
- We ensured through proactive communications that children with special education needs encountered a smooth transition both into or out of Marotiri School
- We held two SLC's a year to provide opportunities for learners and their teachers to share with respective parents and family, student learning, progress and achievement.
- We made efforts to foster the identity, language and culture of all learners e.g. Room 2 sang *Happy Birthday* at Interaction over successive weeks in a range of languages that reflected the ethnic connections of our children and staff.
- We ensured strong self-review processes were in place and were used effectively to ensure priority learners were supported to achieve individual goals, objectives and targets.

Other Actions

- One of our Maori parents was on wananga practicum in Room 2 for five weeks in 2016.
- The same parent ably taught a school waiata for our enjoyment
- We included a Maori perspective to school inquiry topics e.g. in Term 1 we had an Inquiry entitled "*Know your Roots*". It centred on the Pureora Forest – its uses in the past and present. One aspect of the inquiry was into Maori habitation and economic activities around and in the forest over time. We had a botanist talk to the staff about the history of the forest and the birds, vegetation and trees that have been significant. All the juniors visited the forest and everyone inquired into the Pureora Forest's native flora and fauna.
- The greeting in our daily notices was usually in Te Reo
- Library book purchases – we ensured that a number of these had a Maori and Pasifika focus.
- The Principal attended a 3 day course in Wellington over the October holidays. It was entitled "*Embedding Tataiako and Ka Hikitia*".
- Already some initiatives that arose from this hui have been introduced:
 - Maori translation of the school's virtues
 - Increased incorporation of Māori usage in school notices
 - Buddy Reading – Tuakana tenei – responses and affirmations in te reo

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- sharing of readings and video clips with staff regarding cultural competencies
- A canvas mounted-map purchased for the office foyer, Te Nga iwi o Aotearoa map provides an indication of the approximate relation of iwi and some larger hapu to NZ geography and rohe.
- We consistently reported on Maori data.

Next Steps

- More intensive monitoring of Maori student achievement. Teachers to keep individual data files.
- Invite parents to identify the iwi / hapu associated with their children and display these associations in our foyer
- NZCER self-review tools – through the auspices of the CoL *Me and My School* student-engagement survey and *Wellbeing @ School* surveys
- As a staff, continue to have PD learning circles on ERO's 2013 publication – “*Accelerating the Progress of Priority Learners*” – make adaptations to our programmes accordingly.

Goal 7

To plan and implement innovative approaches to improve rates of school attendance and to combat absenteeism

We said we would have

- Families aware of the link between achievement and attendance and have developed strategies to address the root-causes of non-attendance
- Improved student attendance school-wide would be evident

Strategies and processes used in 2016

- We ensured class teachers recorded student absences and reasons correctly – for validity of data
- We built a comprehensive picture of late-to-school children
- Target families responded positively or had left the school so very few late-comers of a recidivist nature.

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- Why this was chosen as a school-wide goal was highlighted at our Parents' Information meeting in February 2016
- Two pamphlets outlining the laws around and spinoffs of regular attendance were given to every school family
- The Principal met the newly-appointed Taupo Schools' Attendance Officer and discussed service provided under her authority.
- We collated data and acknowledged widely children who had 100% attendance over a term – average between 25 -28 or over the entire year. (4 – given special treat)

Other specific actions in 2016 to foster this goal

- Reported attendance term by term to the BOT and community
- Celebrated positive news about attendance data
- There was very assiduous contacting of parents when a child was absent without notification.
- We developed an on-line version of an active message for parental convenience on our school's website.

Next Steps

- Prior to the end of each holidays, phone families of children known to miss the first day(s) of a new term. Because such families often cite ignorance of the school start-back dates, timely reminding removes this as an excuse.
- Award special certificates at the end of each term to children who have not missed school
- Continue to foster positive links between home and school and to praise those families seen to actively improve on efforts to ensure school attendance.
- If calling a meeting of parents who identify as being Māori, perhaps invite the Taupo Attendance Officer as one of a number of guest speakers. (She is of Māori ethnicity)
- Two home / school curriculum partnership meetings coordinated to further empower parents to play a pivotal role in their child's education – attendance at school promoted as being crucial to acceleration.