



Marotiri School

*A gateway to life long achievement
He Huarahi ki te ao*



CHARTER 2019

Marotiri School Charter - Futures Thinking 2019 - 2021

Mission Statement: 'A gateway to lifelong achievement — He huarahi ki te ao'

Vision: Marotiri school is a learning community encouraging children to be inquiring learners, effective communicators, deep thinkers, managers of self and life-long achievers.

Principles: What these will look like in our school. How they will be reflected in the learning programmes, pedagogy and self-review.

We have a continuing commitment to inquire into students' thinking:

Students reflect on their own learning

High standards and the striving for personal excellence are the expectation

Powerful, rich and memorable learning experiences are integral to engagement

Clear class management and exciting learning environments are essential to maximise learning

We celebrate the values and principals in our charter relating to cultural diversity and the Te Tiriti o Waitangi

Values and beliefs: Our values are deeply held beliefs about what is important or desirable for our life-long learners in their everyday activities and interactions.

Educational Values:

Innovation - Inquiry - Curiosity - Creativity - Caring for the Environment - Independence - Self-control - Cultural Sensitivity

Rock SOLID Virtues

Rock

Show empathy

Orderliness

Learn Respect

Initiative

Determination

Virtues

Our School Community - Identity and Character

At Marotiri School we have...

- * A unique history - established in 1961 - A distinctively and proudly rural community - A “family” environment reflecting support & involvement in the school
- * A future-focused curriculum offered through a flexible learning environment
- * Differentiated learning programmes which cater for multiple learning styles within 6 classrooms and a senior student studio
- * A strong focus on developing Numeracy and Literacy skills; and the implementation of STEAM curriculum
- * Local and Global connections created through student inquiries, based on broad contextual studies
- * Development of digital capability through the Digital Curriculum and integration of a range of Google products
- * Superb learning opportunities within our immediate vicinity - Collaboration within and between our network of Pinelands and Taupo schools
- * Membership of the Government’s (IES) Investing in Educational Success Community of Learning in Taupo & Central Plateau Principal Association

Marotiri School is a U4, decile 6, full primary school catering for Year 0 – 8 students. The roll is approximately 160 pupils. A number of children come from out of the area and drive to catch our school buses. The majority travel by one of three buses, while a number of children travel by car.

The school is situated 36 kms NW of Taupo, 50 kms Sth of Tokoroa, 16 kms Sth of Whakamaru and 60 kms NW of Kuratau on State Highway 32. The majority of the students and their families are NZ European, with 15% who identify as being Māori, and a small number, South African and other European.

With a few exceptions, the students are almost all the children of dairy farm owners, farm managers, farm workers, small block holders, or residents of Mangakino, Whakamaru or the lake side resort of Kinloch.

Pre-school education varies. A number of children are enrolled at day care; others attend a variety of Early Childhood Centres and Playcentres. The school is the focus of the community with support groups utilising the tennis courts, the pool, hall, playing field and school facilities. Saturday soccer games are played on the school grounds fortnightly over the season. An active community touch rugby team utilises the grounds for weekly training.

Our students have an active lifestyle and the school encourages a range of sporting, cultural and EOTC opportunities. Families use the lake for water-based activities. Many play Saturday sports particularly soccer, rugby and netball and others are members of dance, pony, mountain biking and sailing clubs. We have several soccer and netball teams which train weekly at school. Local out-of-school hours sport options are sometimes offered by school parents.

There is the following community involvement in the school:

- Inquiry Expertise - Senior Leadership Challenge - Student-led conferences and information evenings
- EOTC - Supervision for trips/camps - Sports and cultural activities - Coaching sport at lunchtimes and weekends - Managers of sports teams
- Fundraising - Calf raising and grazing scheme - FOS (Friends of the School) - Ag day judging and steward assistance - Working Bees
- Enviro. Ed project help - Triennial Wearable Arts, Music and Art Options - School Productions - Bible-in-Schools
- St Paul’s Venture School boys - Occasional lunchtime games and sports skills coaching - Private music tuition - Annual School Picnic

Marotori School Principles

Mathematics and Literacy are first priorities

Students are provided with a range of meaningful learning activities that make links within and across learning areas - integration using STEAM & WTE
Taupo COL provides a cohesive, innovative learning community.

Student reflect on their own learning

Students are encouraged to reflect on & verbalise their learning processes.
Students monitor own achievement against expectations—set next steps.

Student Engagement - Learning to Learn

Powerful, rich & memorable learning experiences integral to engagement.
Students will be provided with a curriculum that is meaningful and makes links within and across learning areas and engages with the community.
Constructive student/ teacher discourse - utilise the 'Five Talk Moves'.
Utilisation of flexible learning spaces optimises learning opportunities.

High standards & striving for personal excellence are the expectation

All students supported and empowered to learn & achieve personal excellence.
Target students will be identified in our special needs/abilities register and regularly monitored through IEPs. Liaison with RTLb; RTLit; S&L; CoL.
Children with special abilities are extended through activities which focus on developing 'thinking skills'.
At risk students - targeted classroom programmes with T.Aide support.

Exciting learning environments and clear class management systems

Essential to maximise learning.
Learning intentions are shared with students.
Success criteria co-constructed with students (shared ownership).

Students understand that individual decision-making can have an impact on local and global communication

Provide opportunities to explore future-focused issues such as:
Sustainability, citizenship, enterprise, globalisation
School wide student inquiry: Students engaged to establish inquiry focus.

Community Engagement

Consult with families, whānau, communities - Annual hui and whānau consultation.

National Priorities

- Raise leadership & teacher quality to understand & develop student agency
- Effective curriculum promotes student learning, engagement, progress & achievement
- Use data effectively to raise achievement for all students whose learning & achievement needs acceleration. Especially Māori/Pasifika/Asian/SEN
- Cultural responsiveness & capability - Māori achieving success as Māori
- Build capacity to support accelerated achievement for transient students
- Develop 21st Century learners through future focused learning programmes
- Build capacity to use digital technology to enhance current practice and open up new and different ways of teaching and learning
- School/home/community/Iwi - developing bi-cultural partnerships
- Student well-being: Intellectual, social, emotional, physical, cultural
- Inclusive practice which supports inclusion of students with high needs

School Priorities

- Literacy and Numeracy (*Goal 1*)
- Assessment practices and data analysis to guide personalised student learning programmes (*Goal 4*)
- Develop self-directed learners - student agency (*Goal 4*)
- Māori achieving success as Māori - Tikanga and Te Reo (*Goal 2*)
- Teacher PLD: Mathematics and Cultural responsiveness pedagogy (*Goal 5*)
- Community/Whanau/Iwi engagement - partnership (*Goal 2*)
- E-learning opportunities (*Goal 3*)
- Year 7/8 Curriculum - Marotiri Senior Leadership Challenge (*Goal 4*)
- Flexible learning spaces - ILE (*Goal 3*)
- Taupo Kahui Ako CoL: PLD Creating best learning opportunities (*Goal 5*)
- Maintaining our school individuality - (*Goal 4*)

CULTURAL DIVERSITY AND MĀORI DIMENSION

“The culture of the child cannot enter the classroom until it has first entered the consciousness of the teacher”

How will our school reflect...

New Zealand's cultural diversity

We acknowledge the bi-cultural nature of Aotearoa New Zealand and recognise that all children, regardless of culture, deserve the best education possible.

We will reflect our special rural background through a variety of activities, such as Agricultural Day, Agricultural Skills Competitions, the “thank you” dinner for those who raise and graze animals to benefit the school, the school picnic, the adaptation of the timetable to finish early on Fridays and the hosting of and participation in Pinelands and other sports days.

When appropriate, we will seek ways to join with other neighbouring rural-based schools for social, academic, sporting and cultural interaction.



What reasonable steps will the school take to incorporate tikanga Māori into the school's curriculum?

Teachers will ensure programmes, where possible, reflect/integrate Māori culture: engage in Te Reo Māori instructions to ensure students are familiar with greetings phrases, instructions and everyday terminology. Māori cultural performers will be invited to the school annually and any workshops offered, taken advantage of. School programmes will include experiences such as: hangi, Marae visits, concert performances, waiata, poi, kapa haka tuition.

What will the school do to provide instruction in te reo Māori (Māori language) for full time students whose parents request it?

All reasonable steps will be taken to provide instruction in tikanga Māori and te reo Māori for students whose parents ask for it.

What steps will be taken to discover the views and concerns of the school's Māori communities?

A hui for parents of children who identify as being Māori will be held in 2019. A formalised Kawenata sets out an agreement of intentions between Ngati Tuwharetoa and the schools within the Communities of Learning Taupo group. This covenant evolved both from the iwi aspirations for tamariki in the Tuwharetoa rohe and the schools' desire to work together to assist these. Whaea Santana Katene will be engaged to teach school-wide Waiata. Engage with other local iwi to explore and build relationships.

The unique position of the Māori culture

Students and staff will understand, value and acknowledge the values and principals relating to cultural diversity & the Treaty of Waitangi to develop a culturally responsive curriculum. This will be promoted through the integration of Tikanga and Te Reo in daily curriculum programmes and encouraging students to understand and respect the different cultures which make up New Zealand society.

In accordance with NZC, all efforts will be made to foster the inherent capabilities and potential of our Māori students, to provide culturally responsive learning contexts and to build productive relationships that maximise outcomes for them as learners.

- Use Rongohia Te Hau tool to develop a school-wide culturally responsive & relationship pedagogy - use evidence to accelerate practice.
- Discuss with parents what is currently on offer at the school. Ensure that we link learning at home to the learning that is planned for school. Ask whether there is Te Reo support in the home.
- Support, if appropriate, application to correspondence school and give support through books, resources & teacher assistance where possible.
- All curriculum reviews, where appropriate, will report on the achievement of Māori students. There will be specific and measurable targets for Māori students and a focus on programmes that make the most of positive differences for student learning and achievement.
- Reports on the improvement of outcomes and achievements for Māori students will be shared with the Board and the student's parents.

Marotiri School Strategic Plan 2019 - 2021

Improving Student Learning & Achievement NAG 1

Strategic Goal 1: Literacy/Numeracy

- High quality teaching and Learning programmes with particular emphasis on literacy, mathematics & PE
- Equity and excellence in student outcomes evidenced by access to and achievement in relation to curriculum expectations
- Build teacher capability to lift student achievement
- Strengthen achievement of students with special learning needs and abilities - inclusive environment
- Assay Connector: CoL wide Target Student Data
- 20 wks R.T.Lit support 2019: Year 5-8 Literacy grps
- Reading Recovery programme to support 4 students
- Embed culturally responsive & relational pedagogy
- Robust, valid & reliable data collection and analysis
- Parent/whanau/school partnership
- Effective teacher appraisal system (Arinui)
- Foster a positive and collaborative team culture

Strategic Goal 2: Culturally responsive & relational pedagogy

- Build teacher capacity to integrate knowledge of student identity, language and culture into teaching practice and programmes of learning, Manaakitanga
- Learning programmes reflect authentic integration of Tikanga & Te Reo Māori with correct pronunciation
- Develop capability to know and understand how to bring about change in Māori student achievement and address barriers to learning
- Weekly Kapahaka programme - Tuwharetoa festival

Strategic Goal 3: E-Learning

- Review Teacher Capability e-Learning Framework
- Improve teacher skill in utilising digital technologies
- Implement Digital curriculum DCHM and STEAM
- Integrate Google apps into learning programmes.
- Use Google Drive for storage & sharing documents

Developing a Quality Learning Community

Strategic Goal 4: Student Engagement & Teaching delivery NAG 1

- Students engage in cultural, social, sporting events within Pinelands cluster and Taupo Interschool events
- Student attendance monitored through e-tap
- Student inquiry-based learning: teaching as Inquiry
- Student-centered, differentiated, responsive, authentic and relevant learning opportunities - self-directed
- Develop Student agency, discourse and goal setting
- Connection with Taupo CoL to promote cohesive and shared expectations - teaching practice and curriculum
- Pre-School partnership. Yr 0-1 intervention. Well-being
- Create flexible working environments

Year 7-8 Curriculum Senior Leadership Programme:

- National Young Leaders Event to foster leadership
- Yr 7/8 - Tech Arts at Tauhara College Taupo
- Digital Curriculum - Global learning community

Strategic Goal 5: Personal & Professional Dev. NAG 3

- Teacher inquiries Effective teaching practice in Literacy, Maths & Cultural responsiveness—Arinui
- Staff Well-being PLD – Anne Giles
- Incredible Years Course - Jnr teachers & Principal
- Oral Language Development - Yolanda Sorryl PLD
- WTE (COL funded Ian Huner PLD). RT.Lit intervention
- Mathematics MoE PLD delivery contract – ALiM Pfs
- Cultural Responsiveness and Relational Pedagogy PLD
- Digital Curriculum PLD - MoE Contract application

Strategic Goal 6: Build teacher Capability

- Collaborative teaching and coaching partnerships in learning hubs - positive Team culture. Analysis of data
- (Arinui Teacher appraisal): Code of Professional Responsibility & Standards supported by Targeted PLD
- PaCT tool implementation and training. Maths

School Organisation and Structure — Systems

Strategic Goal 7: Finance NAG 4

- Ensure secure financial position through careful budgeting—regular monitoring principal & Board
- Budget set to ensure priorities set out in the strategic plan can be met.
- Fundraising: Seek external funding to supplement Op grant for Music/Kapa haka/e-learning: FOS; horse trek; trail ride; community fundraising

Strategic Goal 8: Property NAG 4

- Regular property checks meet health and safety
- Continue to maintain attractive environment
- Upgrade learning spaces to align with ILE
- Additional Classroom space: Rm 1/2/Office—ILE
- Rm 6 cloak bay, heating, acoustics, outdoor area
- Rm 3. Deck & glass doors. Rm 5 break-out space
- Septic Tank field; Replace Water Tank; Pool filter

Strategic Goal 9: Health and Safety: NAG 5

- Regular review to minimise risk to staff & students
- Comply with legal health & safety requirements
- Provide safe physical/emotional environment
- Supply sunhats and shade sails that provide adequate protection from the sun
- Staff & students trained in emergency procedures

Strategic Aim 10: Personnel NAG 2

- 2019: Seven classes: Yr 0-1; Yr 2; Yr 2-3; Yr 4-5; Yr 4-5; Yr 5-6; Yr 7-8 (senior studio in library)
- Principal & 8 teaching staff incl R.Recovery tchr
- F.T Admin Officer; P.T Caretaker; P.T. Cleaner
- Board & MOE funded T.Aides (2) to support chn
- Board & REAP funded Kapa haka tutor
- RTLb; MOE Sp & Lang Therapist; RTLit support
- EEO obligations are met. Board succession plan

Action plans for goals are found within regular Principal reports, Numeracy and Literacy Achievement Reviews and the 5YA Property Plan

Marotiri School Annual Plan 2019 Overview

Student Learning & Achievement (Goal 1,2,3) NAG 1

Priority areas for student achievement-

- School wide focus on Mathematics MoE PLD ALiM, based on PaCT,GLOSS,PAT:2019 targets Literacy - WTE writing; 2019 targets R.T.Lit
- Digital learning- Implement Digital Curriculum
- Tikanga - Māori achieving success as Māori Pasifika Students

Adapt teaching/learning programme to better meet the needs of Pasifika students. Continue to monitor achievement of cohort

Development and implementation

- Develop effective learning programmes to support children's progress and achievement in Literacy and Numeracy: Meet individual needs - Targeted support /extension: IEP's; 3 tier intervention circles; Milestone Reports
 - Digital learning based on E-learning framework. Implement Digital Curriculum. Integrate digital technology to support learning: *Ipads Chrome bks, laptops, Google aps; Reading Eggs, Steps, Early Words, Quick 60, Mathletics*
 - Consolidate teaching/learning as inquiry: 4 Term Rich concepts; *Whanaungatanga: Science Fizz-Pop; Technology & Wearable Arts; The Pacific*
 - Review and implement Curriculum Plan
 - COL focus: Increase st engagement & interaction for targeted learners. WTE writing
 - Increase whanau involvement in learning Learning Opportunities (Goal 2)
- Yr 0-8 Mokai Marae visit; Community hangi Use local community & EOTC to support learning Participate in Interschool Sports & cultural days, Camps; Snr Leadership Challenge. Ski trip

Finance (Goal 7) NAG 4

Monitor expenditure to support PLD & resources
Monthly financial reports to BOT
July Budget review
Monitor bulk funded tchr funds
Set annual budget in November
0.2 FTTE school contribution to Reading Recovery

Property (Goal 8 & 9) NAG 4

Induct new caretaker
Working Bee: Maintain grounds
Renew septic Tank outlet & field
Replace back-up water tank
Swimming Pool Filtration system
Room 6 Cloak bay, acoustics, heating/cooling, outdoor space.
Yr 7-8 tchg space:Rm1/2/library
Tchr withdrawal space in Admin
Replant appropriate shade trees

Human resources, Staffing, Professional Development, Performance Management (Goal 5 & 10) NAG 1 & NAG 3

- Staff 8.1 Board supplement 2 Teacher Aides
- 0.4 Rdg Recovery - 0.2 FTTE school contribution
- External PLD literacy/Numeracy development
- Teachers develop personal inquiries into effective teaching practice in writing & Reading
- School-wide Inquiry into effective teaching practice in Mathematics.
- Utilise internal and external facilitation and expertise to develop staff capability in digital integration
- MoE ALiM PfS & Mathematics PLD contract
- Participate in CoL WTE PLD
- Closely monitor target student data - Milestone reports
- Arinui Teacher appraisal - evidence of Code of Professional Responsibility and Standards
- Principal appraisal programme Record of evidence

Priority Areas

School wide Mathematics & writing focus (WTE PLD)
Year 5-8 Literacy group - accelerate writing
Year 1-2 Literacy - phonics focus
Year 7-8 Achievement in Maths & Literacy
Year 2 Boys literacy - Engage Reluctant Writers
Māori student engagement & achievement in Numeracy and Literacy in order to accelerate achievement
Analyse quality data to inform and accelerate learning in literacy and numeracy
Develop self-directed learners – student agency

Health & Safety (Goal 8) NAG 5

Outline PCBU responsibilities
Review Health and Safety policies & practice.
Developing child protection policies and procedures. PLD
Ensure compliant with new Act.
Health/Safety code of conduct
Assess & address potential risks
Record & report near miss/harm

Self-Review/Reporting (Goal 1) NAG 2 NAG 3 NAG 8

- Review plan to ensure all obligations have been met.
- Monitor effectiveness of student achievement Portfolios to document learning/progress Use e-tap to record assessment data
- Review policies & guidelines as per Board's view plan.
- Review curriculum to ensure it is relevant and foundational to learning needs with focus on K.C and leaver profile
- Charter/NZ Curriculum reviews

Partnership with the Community (Goal 1 & 2) NAG 2

Communication: Regular newsletters, Marotiri Messenger, school website and Face Book, school Ap will update progress in all target areas / celebration evenings; highlight events and class activities, including Board and FOS news
Consultation: Parent/student/teacher conferences, parent discussion and/or educational evenings, reports and community questionnaires will ensure full consultation. Hautu consultation document used to consult with Māori parents and local iwi - Hui.
Community Connection: Strong bi-cultural partnership with whanau and Mokai Marae. Community sports events, Picnic, Ag Day, Horse Trek, Motor X, Hangi, Wearable Arts

Reflecting New Zealand's Cultural Diversity (Goal 2) NAG 1

- Tikanga and Te Reo Māori will be integrated across curriculum areas: School culture reflects Cultural Responsive & Relational Pedagogy CoL PLD.
- In-class Te Reo lessons by teacher leading to integration. Whaea Santana
- Links with Mokai Marae for powhiri, visits and learning - Snr overnight stay
- Weekly Kapa haka lessons—Tuwharetoa Kapa haka Festival
- Use the Hautu consultation tool to engage with all local iwi and whānau
- If a parent or a full-time student requests instruction in Tikānga Māori or Te Reo Māori, all reasonable steps will be taken by the school to meet request

Marotiri School Annual Plan 2019

Overall Strategic Goal: Teaching and Learning Programme Development

Goal: All students are successfully able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the curriculum expectations for Reading, Writing and Mathematics and other subject areas of NZC

Code: Commitment to Teaching Profession: To Learners: **Standards for Teaching Profession:** Learning focused culture: Design for Learning: Teaching

Specific Annual Goals	What does success look like?	Personnel Responsible	Progress review June Achieved/ Partly Ach/Not achieved	Final review - Nov Achieved/ Partly Ach/Not achieved
Apply pedagogical approaches that promote effective engagement and learning for Māori , and students whose learning and achievement needs acceleration. Focus: Year 6 -8 Mathematics & Reading: Year 5-8 Writing: Year 2 Writing Māori Writing & Maths & Boys Literacy. Deliberate teaching of language features. Implement WTE; RTLit , ALiM PLD	<ul style="list-style-type: none"> Staff apply Cultural Relational pedagogy PLD Teachers identify target students and develop individualised learning programmes—monitor through target circles and milestone reports Teachers understand and implement approaches to engage and achieve success for Māori Student achievement increases as measured by NZC data in-class testing and analysis 	Principal; Teachers Maths & Literacy lead teachers. COL in-school Maths tchr Amanda Fergusson IPL WTE COL across-school COL; Māori Pedagogical Across School teachers RT LiT; RTLb		
Apply pedagogical approaches/WTE in effective teaching of writing in Year 0-8. Focus: Year 2 & 5-8; Māori and Boys in writing. Use Deliberate Acts of Teaching : Modelling, prompting, questioning, telling, explaining, directing, giving feedback	<ul style="list-style-type: none"> Teachers identify target students and develop individualised learning programmes Student achievement in writing increases as measured by e-astle; PaCT and NZC Evidence of Deliberate Acts of Teaching 	Principal; DP; AP Teachers COL across school Literacy teachers RTLIT		
Apply pedagogical approaches for supporting & raising Year 6 - 8 achievement in Mathematics.	<ul style="list-style-type: none"> Teachers identify target students & grps, implement effective learning programmes - Maths PLD & ALiM support: Gloss. PAT; Jam; PaCT 	Principal. DP, AP COL within Schl Yr2 & 5-8 teachers: ALiM Amanda Fergusson - IPL		
Refine teachers' skills to include the use of a range of assessment tools to inform and support teacher OTJs and set next learning steps to promote student achievement	<ul style="list-style-type: none"> Teachers identify target students Staff PLD on the use of and analysis of assessment data to inform next steps for individualised teaching programmes in Literacy & Mathematics Effective analysis and interpretation of data 	Principal: DP; AP Teachers COL across school tchrs		
Future focused innovative/flexible learning environment caters for multiple learning styles Develop digital capability to support 21st Century Learners - Grow staff and student capability in e-learning integration, and in the use of Google applications to support learning and teaching and engage parents in learning	<ul style="list-style-type: none"> Staff integrate e-learning technologies (eg ipads laptops chrome bks & Google applications). STEPS, Mathletics, Reading Eggs programmes; Staff PD in the use of e-learning technologies Parents access and comment on their children's learning via e-technologies 	Teachers Principal, ICT Lead tchr Parents		
Develop self-directed learners who monitor progress against exemplars & set next steps. Develop student discourse - Five talk moves Teaching as inquiry: Engaging st with curriculum to raise achievement for Māori & others not achieving expected outcomes in Maths	<ul style="list-style-type: none"> Students work reflects skill in the use of inquiry learning and key competencies. Students monitor own progress and achievement against Literacy progressions & Mathematics exemplars - set new targets. Students engage in productive discourse. 	Teachers and students		

Marotiri School Annual Plan 2019

Overall Strategic Goal: Improving Student Learning and Achievement

Goal: Increase academic progress & achievement for priority learners - Māori, Pasifika, ELL; students with special educational needs, & other at-risk learners

Code: Commitment to Learners. Commitment to families and Whanau **Standards for Teaching Profession:** Te Tiriti o Waitangi partnership

Specific Goals	What does success look like?	Personnel Responsible	Progress review - June Achieved/ Partly Ach/ Not achieved	Final review - Achieved/ Partly Ach Not Achieved
<ul style="list-style-type: none"> Develop capability to know and understand how to bring about change in Māori student achievement Address barriers to learning through culturally responsive pedagogy Address individual needs of students with special educational needs & Māori Students via learning assistance or extension activities through IEP and targeted goal setting: regular monitoring through milestone reports 	<ul style="list-style-type: none"> Māori students continue to be successful & maintain or increase achievement against NZC expectations Other priority learners such as transient students & any other identified at-risk students show an increase in engagement & success Success monitored each term against targets Student self monitor progress against goals All learning programmes are compliant with legal requirements of the Vulnerable Children's Act 	Principal, DP, AP & teachers, Teacher Aides		
<ul style="list-style-type: none"> Build teacher capacity to integrate their knowledge of student identity, language and culture into teaching practice & programmes of learning, Manaakitanga Staff utilise learning from PLD in culturally relational/responsive Pedagogy Reflect commitment to Te O Māori, through integration of Tikanga Māori, Te Reo & Kapa haka programme Build authentic bi-cultural partnership with whanau & iwi 	<ul style="list-style-type: none"> Marotiri Staff demonstrate competence in: <ul style="list-style-type: none"> ⇒ Basic Māori words: Greetings, instructions ⇒ Values and belief systems - Māori traditions ⇒ Māori philosophies and protocols ⇒ Understand and have insight into Te Ao Māori ⇒ Pronounce basic Māori words correctly ⇒ Reflect on values and belief systems ⇒ Apply protocols of pōwhiri ⇒ Board model cultural competency 	Principal, all teachers, admin officer, Teacher aides, Kapa haka tutor, Support staff		
<ul style="list-style-type: none"> Inclusion of students with special educational needs 	<ul style="list-style-type: none"> Teachers and Teacher Aide plan and implement programmes together with support from Speech & Language resource teacher; ; RTLb, RTLIT Teacher Aide with special education experience employed as Board & ORS funding allows Students with special educational needs are included in daily programmes with an expectation of achieving equitable outcomes Programmes are adapted where required 	Teacher, Teacher Aide Principal Principal, Teachers, Teacher Aide, Speech and Language therapist, RTLb, RTLIT		

Marotiri School Annual Plan 2019

Overall Strategic Goal: To provide school leadership and effective governance of the school

Goal: To ensure that the school reflects New Zealand's cultural diversity

Code: Commitment to families & whanau. Commitment to society **Standards for Teaching Profession:** Learning-focused Culture & Te Tiriti o Waitangi

Specific Area	What does success look like?	Personnel Responsible	Progress review - June Achieved / Partly Ach/ Not Achieved	Final Review - Nov Achieved /Partly Ach/ Not Achieved
Māori	<ul style="list-style-type: none"> Te Reo Māori is a regular part of daily programmes at all levels & is embedded in Marotiri Sch culture Use of community expertise to facilitate weekly Te Reo Māori lessons Weekly Kapa haka tuition & annual competition Ka hikitia and Tataiako documents guide classroom planning and practice - embedded Tikanga Bi-annual school and community hāngi Term 1 Whanaungatanga Student Inquiry Marae visit sleep over – Mokai Marae Staff demonstrate knowledge of Tikānga Māori and Te Reo as result of CoL Culturally responsive pedagogy Develop capability to know and understand how to bring about change in Māori student achievement and address barriers to learning Staff and students can perform a welcome song, Karakia and waiata— bicultural partnerships with Whanau and iwi Participate in powhiri and Karanga (call on) Address indiv needs of Māori students and those with special educational needs via learning assistance or extension activities - utilise IEP, targeted goal setting and regular monitoring - milestones Board model cultural competency 	Principal and Teachers Te Reo tutors Kapahaka tutor Local community/iwi support personnel Kahui Ako Cross school teachers Principal, DP, AP, Teaching staff, admin officer, kapa haka tutors, teacher aides, support staff		
Multi-cultural	<ul style="list-style-type: none"> Staff use knowledge of Multi-cultural traditions, concepts, values, protocols Evidence of teacher capacity to imbed their knowledge of student identity, language and culture into teaching practice & programmes of learning, Manaakitanga Experiences from other cultures will have taken place as available (eg. Touring Pasifika, Multi-cultural performances Pacifica Student inquiry Term 4) 	Principal and Teachers, support staff, Kapa haka Whaea		

Marotiri School Annual Plan 2019

Overall Strategic Goal: To provide school leadership and effective governance of the school

Goal: To ensure that the school processes, systems and buildings are managed and maintained in a timely manner

Code: Covers code of professional responsibility **Standards for Teaching Profession:** Professional Relationships and Behaviour

Specific Area	What does success look like?	Personnel Responsible	Progress review - June Achieved/ Partly Ach/Not achieved	Final review - Nov Achieved/ Partly Ach/ Not achieved
Finance Budget and expenditure	<ul style="list-style-type: none"> Expenditure monitored to support PD/resources Monthly financial reports to Board of Trustees July budget review carried out and amendments made as required Bulk funded Teacher, T. Aides; Kapa haka teacher funds monitored - fund raising Draft 2020 budget prepared Term 4 	Principal Principal, Treasurer, Board and Principal Principal Board and Principal Community/BOT/FOS		
Health and Safety Water, Innovative Learning Environment, health programmes	<ul style="list-style-type: none"> Swimming pool water quality monitored monthly Pool filtration pump & reticulation system ILE audit (furniture and equipment) and funds allocated accordingly Sun Smart & healthy school focus is evident Healthy food break, sun shade, sun hats Health & Safety legislations complied with Septic tank field & replacement water tank 	Pool Caretaker/ Principal Principal, DPO, APO and Teachers Teachers, DP, AP, Principal		
Property Enhancement of grounds Maintenance of buildings	<ul style="list-style-type: none"> Senior classroom teaching space sourced Alterations to Rm 6 - Rm 1/2 space. Rm 3&5 Road frontage trimmed and maintained Maintain gardens & recycling area Vegetable garden programme - extra gardens Native bush weeding programme New caretaker induction 	Principal, Board Teachers, Principal, Teachers		
Review Self review Charter Bi-cultural Partnership with the Community	<ul style="list-style-type: none"> Review of policies according to NAG groupings in accordance with annual school plan Charter target reviews in June and November Regular communication with parents/community newsletters, web site, Skool Ap, F.Bk, Google ap Regular consultation with parents & community via curriculum information meetings & surveys Continued consultation with local iwi - over night stay - Mokai Marae Regular opportunities for parents to meet with teachers (3 way conferences & parent/teacher) Student achievement portfolios & Profiles 	Board, Teachers, Parents, Principal Board, Staff, Parents, Principal Board, Principal, Staff Board, Principal, Staff Principal and Teachers Teachers & Students		

Marotiri School Annual Plan 2019

Overall Strategic Goal: To provide school leadership and effective governance of the school

Goal: To ensure effective management of human resources, staffing, professional development and performance management

Code: Covers code of Professional Responsibility

Standards for Teaching Profession: Professional Learning.

Specific Area	What does success look like?	Personnel Responsible	Progress review - June Achieved/ Partly Ach/Not achieved	Final review - Nov Achieved/Partly Ach/ Not achieved
Human resources	<ul style="list-style-type: none"> Increased staff capacity in teaching literacy Increased staff capacity in teaching numeracy Assessment data is monitored and used to inform teaching and learning practices Use of student goals and exemplars for students/ staff to track progress - self directed learners Target students identified and individualised learning needs/learning programme Staff capacity in using e-learning is strengthened Induction of new Administration Officer 	Principal/Literacy lead Maths lead, DP Principal DP, AP, and teachers Teachers and students Principal and Teachers AP /IT lead./ teachers		
Staffing	<ul style="list-style-type: none"> Maths & Literacy & Jnr Lead teachers Teacher Aides - Special Education & SENCO Principal attends CPPA & COL & Rural Principals COL School network 2019 PLD AP: Literacy Lead teacher DP: COL Mathematics in school teacher Maths & Writing PLD. RTLit teacher, IYT training 	Maths Lead/Principal Principal. Rural & Roses Lead teachers		
Professional Development	<ul style="list-style-type: none"> Principal NZEALS & Rural Teaching Principals Taupo COL networking PLD 2019 CoL (Writing—WTE; Cultural Competency) Maths Contract, ALiM; Teacher inquiries, Middle leadership; IYT, staff meetings, hub meetings) CPPA & COL Principal Assoc meetings PD for Digital Curriculum implementation TOD: Well being. Student achievement, St Inquiry 	Taupo Kahui Ako— COL		
Performance Management	<ul style="list-style-type: none"> Tchr Appraisal completed for teachers, Arinui.site. Code of professional responsibility and Teaching Standards. Teachers identify areas of strength & weakness; set next steps for learning Principals performance appraisal Job descriptions and Performance Management - teacher aides, office admin and cleaner /caretaker 	Principal Principal Appraiser Principal		