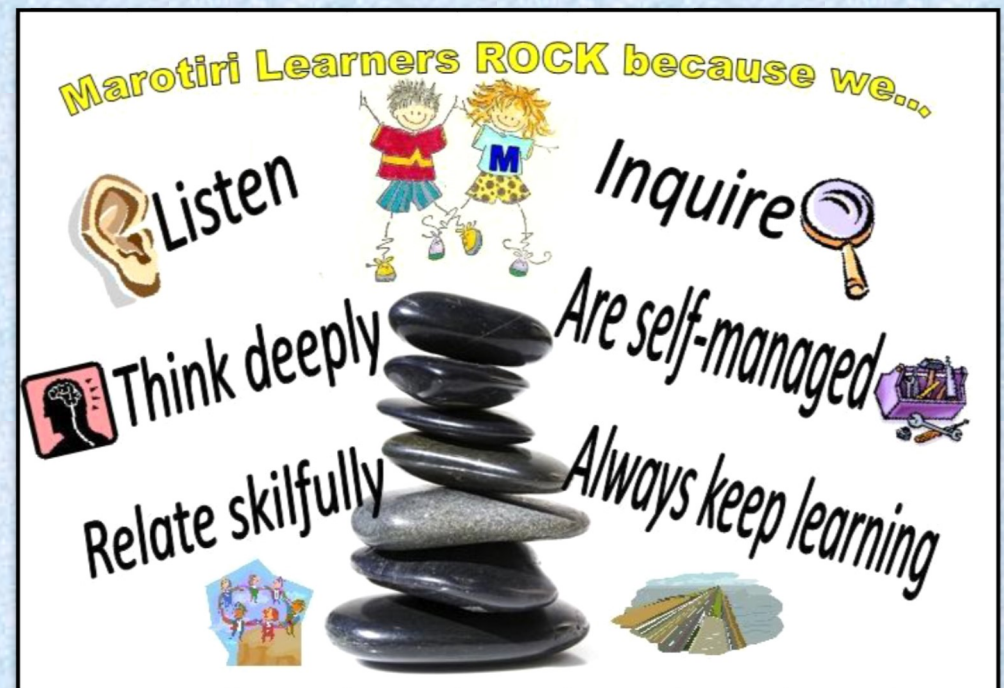




Marotiri School

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



CHARTER 2020

Marotiri School Charter - Futures Thinking 2020 - 2022

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 exist, and the striving for personal excellence is 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 principles 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, proudly rural community; A “family” environment reflects 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 six classrooms and a senior studio for Year 7-8.
- * A strong focus on developing Numeracy and Literacy skills; A STEAM approach promotes problem solving and creative and analytical thinking.
- * 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 'Investing in Educational Success' (IES) Community of Learning in Taupo & Central Plateau Principal Association

Marotiri School is a U4, decile 6, full primary school. The roll is approximately 165 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 travel by car. An enrolment Scheme is to be implemented 1 March 2020.

The school is situated 36 kms NW of Taupo, 16 kms Sth of Whakamaru and 60 kms NW of Kuratau on State Highway 32. The majority of the students are NZ European, with 18% who identify as being Māori, and a small number, South African, Brazilian 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.

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, while others are members of dance, pony, mountain biking and sailing clubs. We have several soccer and netball teams and a basketball team 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
- St Paul's Venture School - 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 - STEAM approach & Write That Essay Taupo COL provides a cohesive, innovative learning community.

Student reflect on their own learning - Analytical problem solving

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

Learner Agency: Student Engagement - Learning to Learn

Powerful, rich & memorable learning experiences integral to engagement. Students are provided with a curriculum that is meaningful and makes links within and across learning areas and engages with the community. Constructive student/ teacher discourse - utilising 'Five Talk Moves'. Flexible learning spaces optimise learning opportunities.

High standards & striving for personal excellence are the expectation

All students supported and empowered to learn & achieve personal excellence. Target students identified in special needs/abilities register and regularly monitored through Milestone Reports & IEPs. Liaison with RTLB; RTLI; S&L; At risk students supported in targeted classroom programmes with T.Aide Children with special abilities extended through activities which focus on developing 'thinking skills' through integrated student inquiry & STEAM.

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, community - Annual hui & 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/lwi - developing bi-cultural partnerships
- Student well-being: Intellectual, social, emotional, physical, cultural
- Inclusive practice which supports inclusion of students with high needs

School Priorities

- Numeracy & Literacy (Reading, Writing - WTE & Oral Language) (*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 Culturally responsive pedagogy (*Goal 5*)
- Implementation of Digital Curriculum: E-learning - STEAM approach (*Goal 3*)
- Year 7/8 Curriculum - Marotiri Senior Leadership Challenge (*Goal 4*)
- Quality learning environment (QLE) Modernisation programme (*Goal 3*)
- Community/Whanau/lwi engagement - partnership (*Goal 2*)
- 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.



The unique position of the Māori culture

Students and staff will understand, value and acknowledge the values and principles 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. Teachers will participate in Ngāti Tūwharetoa PLD regarding the mana whenua (local) curriculum.

- 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 achievement of Māori students. There will be specific and measurable targets for Māori students and a focus on programmes that make the most of

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

School days will commence with class Mihi, Karakia and Waiata. New students/whanau and staff welcomed with Powhiri/Mini Whakatau each term. All formal occasions opened with Mihi and Waiata. 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 - NZC guidelines. Māori cultural performers will be invited to the school annually and any workshops offered, taken advantage of. Teachers will attend School programmes will include experiences such as: Powhiri, 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 2020. A formalised Kawenata sets out an agreement of intentions between Ngāti Tuwharetoa and the schools within the Taupo COL. Teachers will 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 engaged to teach school-wide Waiata. Engage with local iwi to build relationships.

Marotiri School Strategic Plan 2020 - 2022

Improving Student Learning & Achievement NAG 1

Strategic Goal 1: Literacy/Numeracy

- High quality teaching and Learning programmes with particular emphasis on literacy and mathematics.
- 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
- R.T.Lit support: Year 5-8 Literacy grps & individuals
- Reading Recovery programme to support 4 students
- Robust, valid & reliable data collection and analysis
- Parent/whanau/school partnership
- Foster a positive and collaborative team culture

Strategic Goal 2: Culturally responsive & relational pedagogy

- Embed culturally responsive & relational pedagogy
- Develop and implement Local Curriculum to reflect Marotiri School community
- 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—Tuwharetoa festival
- Develop capability to know and understand how to bring about change in Māori student achievement and address barriers to learning
- Term 1 inquiry - Pasifika & Local Curriculum

Strategic Goal 3: E-Learning

- Review Teacher Capability e-Learning Framework
- Utilise On-line Digital Readiness programme
- Improve teacher skill in utilising digital technologies
- Implement Digital curriculum DCTM and STEAM

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
- Monitor Student attendance - monitor through e-Tap
- Student inquiry-based learning: - STEAM approach
- Develop student agency, discourse and goal setting
- Connection with Taupo Col promotes cohesive and shared expectations - teaching practice and curriculum
- Pre-School partnership. Yr 0-1 intervention. Well-being
- Flexible working environments
- Effective Analysis of data
- Engage 2 SENCO - COL Learning Support Coordinator

Year 7-8 Curriculum Senior Leadership Programme:

- National Young Leaders Day & EOTC programme
- Yr 7/8 - Tech Arts - Point of Difference
- Digital Curriculum - Global Learning Community

Strategic Goal 5: Personal & Professional Dev. NAG 3

- Staff Well-being PLD – Anne Giles
- Incredible Years Course - Yr 1-2 & Yr 4 teachers
- Oral Language: MOE/COL PLD & Yolanda Sorryl PLD
- WTE (MOE 50 hrs funded PLD).
- Mathematics/STEAM (MOE 50 hrs funded PLD). ALIM
- Cultural Responsiveness and Relational Pedagogy PLD
- Digital Curriculum (MOE 20 hrs funded PLD)

Strategic Goal 6: Build teacher Capability

- Effective Teacher appraisal (Jnr - DP); (Snr AP): DP/AP - Principal) Code of Prof Responsibility & Standards - based on Teacher inquiries; effective teaching practice
- Implement DCTM: Digital Readiness programme
- Collaborative teaching and coaching partnerships in learning hubs - led by DP & AP - positive Team culture.

School Organisation and Structure — Systems

Strategic Goal 7: Finance NAG 4

- Ensure secure financial position through careful budgeting. Regular monitoring by Principal/Board
- Budget determined by Strategic plan priorities.
- Fundraising: Seek external funding to supplement Op grant for Kapa haka/e-learning/Music.
- FOS; Community Stock scheme; horse trek; trail ride

Strategic Goal 8: Property NAG 4

- 10yr pp update & 5YA plans—modernisation of learning spaces to align with QLE. \$112,000 MOE
- MOE LED lighting project
- Apply for Roll growth Classroom spaces
- Rm 6 upgrade/extend: heating & acoustics
- Replace back up water tank; Assess Bore quality
- Regular property checks meet health and safety
- Continue to maintain attractive environment

Strategic Goal 9: Health and Safety: NAG 5

- Regular review to minimise risk
- Comply with legal health & safety requirements
- Provide safe physical/emotional environment—EAP
- Supply sunhats and shade sails that provide adequate protection from the sun
- School wide Emergency procedure training.
- Whole Staff 1st Aide training

Strategic Aim 10: Personnel NAG 2

- 7 classes: Yr 0-1; Yr 1-2; Yr 3: Yr 4; Yr 5-6 x2; Y7-8
- Principal & 8 teaching staff incl 0.44 R.Recovery
- 2 P.T. Admin Officers; 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 10yr and 5YA Property Plan

Marotiri School Annual Plan 2020 Overview

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

Priority areas for student achievement-

- School wide focus STEAM/Maths/Local Curriic MOE funded PLD
- ALiM based on PaCT,GLOSS & PAT data
- Literacy: WTE & RTLit 2020 targets MOE fund
- Oral Language programme: MOE/COL funded
- Implementation of Digital Curriculum
- Tikanga - Māori achieving success as Māori

Pasifika Students

Adapt teaching/learning programme to better meet the needs of Pasifika students. Monitor achievement of cohort - Tm 1 Pacific Inquiry focus

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
- Implement Digital learning based on digital readiness tool. DTHM MOE funded PLD. 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:
- Review and implement Curriculum Plan
- COL focus: Increase st engagement for priority learners. WTE writing & Oral Language
- Increase whanau involvement in learning

Learning Opportunities (Goal 2)

Mokai Marae visit; Camps. EOTC; Ski trip; visiting performers; Local community support; Inter school sports & cultural days; Snr Leadership challenge.

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
0.04 FTTE school contribution to Reading Recovery

Property (Goal 8 & 9) NAG 4

Working Bees twice yearly
Replace back-up water tank
Deep water bore quality & UV filter assessment.
10yrpp priorities—modernization, Room 6 acoustics, heating/cooling, outdoor space.
Yr 7-8 tchg space:Rm1/2/5 break out spaces
Admin area - Tchr work stations

Priority Areas

- Develop school & localised curriculum plan
- Electronic Policies & Policies. Behaviour Management plan
- School wide Mathematics/STEAM & writing focus (WTE)
- Year 1–3 Literacy - phonics focus & Oral Language PLD
- Year 5-8 Literacy group - accelerated writing
- Year 7-8 Programme; Achievement in Literacy & Maths
- Māori student engagement & achievement in Numeracy and Literacy in order to accelerate achievement
- Analyse quality data to inform and accelerate learning
- 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 & procedures.
- Student Behaviour Management Plan
- Ensure compliant with new Act.
- Health/Safety code of conduct
- Assess & address potential risks
- Record and report near miss/harm on e-Tap

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

- Staff 8.3. Board supplement 2 Teacher Aides
- 0.44 Rdg Recovery School 0.04 contribution
- External PLD literacy/Numeracy development
- School-wide Inquiry into effective teaching practice in Mathematics/STEAM, local curriculum - MOE PLD contract
- COL Within School Maths Lead teacher
- Teachers personal inquiries into effective teaching practice in Writing & Reading
- Utilise internal and external facilitation and expertise to develop staff capability in implementing Digital Curriculum. PLD contract
- MoE ALiM PLD contract: 2 teachers
- Participate in CoL Oral Language PLD
- NZ Teachers Council Teacher appraisal - evidence of Code of Professional Responsibility and Standards
- Principal appraisal programme - Record of evidence - Organisational Leadership PLD

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

- Review plan to ensure all obligations have been met.
- Review effectiveness of student achievement Portfolios to document learning/progress. Explore digital platform; survey
- 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 Yr 8 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: Enrolment Scheme. Parent/student/teacher conferences, parent educational evenings, reports and community questionnaires will ensure full consultation. Rongohia Te Hau consultation doc to consult with Māori parents and local iwi - Hui.

Community Connection: Strong bi-cultural partnership with whanau, Tuwharetoa PLD; Marae; Community sports events, Picnic, Ag Day, Production, Hangi; Horse Trek, Trail Ride

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/Tikanga lessons lead to integration: Whaea Santana support
- Links with Mokai Marae for powhiri, visits and learning - Snr overnight stay
- Tuwharetoa Kapa haka Festival.
- Use Rongohia Te Hau consultation tool to engage with local iwi and whānau
- If a parent of 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 2020

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 July 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: Yr 3 & Yr 7-8 Reading, Writing Maths: Year 4 Maths & Writing Māori Reading, Writing, Maths. Boys Writing. Deliberate teaching of language features. Implement WTE; RTLi: ALiM & STEAM PLD	<ul style="list-style-type: none"> Staff apply Cultural Relational pedagogy PLD Teachers identify priority 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 tchr COL in-school Maths tchr Amanda Fergusson IPL WTE COL across-school COL; Māori Pedagogical Across School teachers; Tuwharetoa facilitator RT LiT; RTLB R.R.		
Apply pedagogical approaches/WTE in effective teaching of writing in Year 0-8. Focus: Yr 3; Yr 5; Yr 7-8; Māori & Boys 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-asttle; PaCT and NZC Evidence of Deliberate Acts of Teaching 	Principal; DP; AP Teachers COL across school Writing & Oral Lang teachers RTLiT. Jane VanderZeden - PLD		
Apply pedagogical approaches for supporting & raising Year 3 & 4 and Year 7& 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 Yr 3 & 7-8 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 priority 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 teachers. Maths IPL facilitator		
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 Digital Curriculum, and in the integration 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 DTHM - Digital curriculum / STEAM Parents access and comment on their children's learning via e-technologies 	Teachers Principal, ICT Lead tchr Parents DTHM - facilitator		
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 2020

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 - July 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 Analyse evidence from Rongihia Te Hau Whanau, teacher, student survey 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 Engagement with Local community / Mārae 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 Engagement of Staff with Tuwharetoa PLD 	Principal, DP, AP & teachers, Teacher Aides; COL Across School Cultural Lead Teachers		
<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 Develop knowledge of Local Community through localised curriculum - Mokai Marae & Tuwharetoa Facilitators 	<ul style="list-style-type: none"> Daily programme begins with Karakia/proverb; Mihi, Waiata - Te Reo, Pasifika; language of students attending Marotiri School Staff demonstrate competence in integration of: <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 Māori words & names correctly ⇒ Reflect on values and belief systems ⇒ Apply protocols of pōwhiri to welcome new staff & families ⇒ Board model cultural competency 	Principal, all teachers, Admin Staff, 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, SENCOs & Learning Support Coordinator Principal, Teachers, Teacher Aide, Speech and Language therapist, RTLb, RTLIT		

Marotiri School Annual Plan 2020

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 - July 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 Annual School/Community hāngi: Celebrate Matariki Term 1 Pacifika - Local curriculum Student Inquiry Marae visit sleep over – Mokai Marae Staff demonstrate knowledge of Tikānga Māori and Te Reo as result of CoL Culturally responsive pedagogy & engagement with Tuwharetoa PLD 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 Miriama & Trish - COL Tuwharetoa Iwi Representatives / PLD facilitators		
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 - Term 1 Glen Eden Intermediate / Local Pasifika groups) 	Principal and Teachers, support staff, Kapa haka Whaea Glen Eden Intermediate Pacific Cultural group Taupo Tokelau community Tokoroa Cultural Group		

Marotiri School Annual Plan 2020

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 - July 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 2021 budget prepared Term 4 	Principal Community/BOT/FOS Principal, Treasurer, Board and Principal Principal Board/Principal/Financial Admin officer		
Health and Safety Water, Innovative Learning Environment, health programmes	<ul style="list-style-type: none"> Swimming pool water quality monitored monthly QLE audit (furniture and equipment) and funds Sun Smart & healthy school focus is evident Healthy food break, sun shade, sun hats Health & Safety legislations complied with - SAP Replace back up water tank. Check Bore & UV 	Pool Caretaker/Principal MoE/Board/Principal Principal, DP, AP and Teachers Teachers, DPAP, Prin Caretaker/Board/		
Property Enhancement of grounds Maintenance of buildings	<ul style="list-style-type: none"> 10 Year PP updated & implemented Modernisation Plan/MOE Building fund utilised Quality Learning Environment QLE implemented Snr Studio; Rm 6 - Rm 1/2 breakout space. Additional classrooms sourced: roll growth Road frontage trimmed and maintained Maintain gardens & recycling area Vegetable garden programme - extra gardens Native bush weeding programme Environmentally Sustainable Programme 	Joanne McCracken / Barry Reid MOE/Board Principal, Board Teachers, Principal, Teachers Enviro Lead teachers/ Alex - Waikato Council Enviro Officer		
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 July 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 Consult local iwi/ Tuwharetoa- Mokai Marae Regular opportunities for parents to meet with teachers (3 way conferences & parent/teacher) Student achievement portfolios - explore digital 	Board, Teachers, Par- ents, Principal Board, Staff, Parents, Principal Board, Principal, Staff Board, Principal, Staff Principal and Teachers Teachers & Students		

Marotiri School Annual Plan 2020

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 - July 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. WETE & STEAM PLD Principal DP, AP, and teachers, SENCOs, LSC Teachers and students Principal and Teachers SENCO & LSC AP /IT lead./ teachers/ DTHM Facilitator		
Staffing	<ul style="list-style-type: none"> Maths & Literacy & Jnr Lead teachers Teacher Aides - Special Education; SENCOs; LSC Principal attends CPPA & COL Principals meetings COL School network 2020 PLD AP: Literacy & DTHM Lead teacher DP: COL Mathematics in school teacher Maths & Writing PLD. RTLit teacher, IYT training 	Maths Lead/Principal Principal. Lead teachers DP - Year 0-4 Hub Leader/Appraiser AP - Year 5-8 Hub Leader/appraiser		
Professional Development	<ul style="list-style-type: none"> NZEALS & NZPF/APF Principal Conference Senior Leadership Team - Organisational L/Ship Taupo COL networking PLD 2019 CoL (WTE; Oral Lang; Cultural Competency) Maths Contract, ALiM; Teacher inquiries, Middle leadership; IYT, staff meetings, hub meetings) CPPA & COL Principal Assoc meetings PD for Digital Curriculum implementation DTHM TOD: Well being PLD 	Principal Jeremy Kedian PLD Taupo Kahui Ako— COL		
Performance Management	<ul style="list-style-type: none"> Tchr Appraisal completed for teachers, Code of professional responsibility & 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, cleaner /caretaker 	Principal / DP / AP Appraiser Principal		

Self Review 2020—2022

March NAG 1	2020	2021	2022
Overarching Policy	Pt 3#1 Curriculum Delivery & St Achievement	Pt 3#1 Curriculum Delivery & St Achievement	Pt 3#1 Curriculum Delivery & St Achievement
Supporting policies	Pt 2#1 Boards Role/Responsibilities Charter Pandemic Procedure	Pt 2 # 1 Boards Role/Responsibilities Pt 2 # 2 Responsibilities of Principal Charter	Pt 2#2 Responsibilities of principal Charter Pt 2#5 Reporting to Board Pt 2 #12. Principals Performance Management
Procedures	Curriculum Delivery	Curriculum Delivery	Assessment
Curriculum review			
April NAG 2	2020	2021	2022
Overarching Policy	Pt 2 #1 Board Roles and Responsibilities Pt 2 #2 Responsibilities of Principal Planning, reviewing & reporting	Pt 2 # 1 Boards Role and Responsibilities Planning, Reviewing and Reporting	Pt 2 #2 Responsibilities of Principal Planning, reviewing & reporting
Supporting policies	Pt 2#5 Reporting to Board. Charter Pt 2#10 Staff/student Trustee Role/description	Pt 2 #9 chair's role #13 Relationships Board/Chair Pt 2 # 14/15 Meeting Process & Procedure	Pt 2#5 Reporting to Board. Charter
Procedures	Reporting to and consulting with community	Board Meeting Procedures	Reporting to Parents procedure
Curriculum review			
May NAG 3	2020	2021	2022
Overarching Policy	Personnel Pt 2 #1 Board Roles and Responsibility	Personnel Pt 2 # 20 Concerns/complaints process	Personnel Pt 3#3 Appointments
Supporting policies	Pt 2#6 Trustees Code of Behaviour #9 Chair Role Pt 2#16 Board induction Pt 2#21 Trustees Register Pt 3#13 Relationship between Chair & Principal Pt 2 #21 Trustee Register	Pt 3 # 9 Others in workplace Pt 3 #13 Relationship between Board/Chair Pt 2 # 22 Tri review Programme/annual work plan	Pt 3#2 Personnel Policy Pt 2#8 Conflict of Interest Pt 2#11 Relationship between Board/Principal Pt 2#3 Disciplinary Process in relation to Princ.
Procedures	Board of Trustees appointment	Concerns and complaints Sexual Harassment	Appointments Staff Leave Equal employment
Curriculum review			
June NAG 4	2020	2021	2022
Overarching Policy	Finance and Property Pt 3# 4 financial planning #5 financial condition	Finance and Property Pt 3#4 financial planning #5 financial condition	Finance and Property Pt 3#4 financial planning #5 financial condition
Supporting policies	Pt 3#15 Credit card Policy Pt 2#7 Trustees Remuneration Pt 2#4 Principals Professional expenses	Pt 3 # 4 Financial Planning Pt 3 # 5 Financial Condition	Pt 3#7 Protection/sharing of intellectual property Pt 3#6 Asset protection
Procedures	Innovative Learning environment	Bus	Tchr laptops: Responsible use/laptop agreements
Curriculum review			

July NAG 5	2020	2021	2022
Overarching Policy	Pt 3 # 8 Health and Safety	Pt 3 # 8 Health and Safety	Pt 3 # 8 Health and Safety
Supporting policies	Pt 3#8 Health & Safety Pt 3# 14 Legal Responsibilities	Pt 3 # 8 Health & Safety Pt 3 # 7 Protection/sharing intellectual property Pt 3 # 11 Health and safety Risk Management	Pt 3#8 Health and Safety Pt 3#7 Protection/sharing intellectual property
Procedures	Safety checks to playground equipment and grounds	Sun Safety. Pandemic Planning Emergency evacuation Earthquake / fire Emergency Lockdown	Cyber safety management Cyber safety student use agreement Publication of student images
Curriculum review			

August NAG 5	2020	2021	2022
Overarching Policy	Pt 3 # 8 Health and Safety	Pt 3 # 8 Health and Safety	Pt 3 # 8 Health and Safety
Supporting policies	Pt 3#8 Health & Safety Pt 3#12 Health & Safety induction training intro Pt 3#13 Risk Management	Pt 3 # 11 Health & Safety Child Protection Pt 3 # 12 Health & Safety Induction training into Pt 3 # 13 Risk Management	Pt 3#8 Health & Safety Pt 3#12 Health & Safety induction training intro Pt 3#10 Health & Safety worker participation
Procedures	School trips -Education outside the classroom Police vetting Collection of children from school	Traumatic Incidents Medical—Administration of medicines	Swimming pool use Spray and chemical use/storage
Curriculum review			

Sept NAG 6	2020	2021	2022
Overarching Policy	Pt 3#4 Legal Responsibilities Student Enrolment and Attendance	Pt 3 # 4 Legal Responsibilities Student Enrolment and Attendance	Pt 3#4 Legal Responsibilities Student Enrolment and Attendance
Supporting policies	Pt # #1 Curriculum Delivery Policy		Pt 3#1 Curriculum Delivery Policy
Procedures	Religious instruction	Attendance	Pre-enrolment
Curriculum review			

Oct/Nov NAG 7/8	2020	2021	2022
Overarching Policy	Pt 3 # 1 Curriculum Development Charter review/Analysis of Variance	Pt 3 # 1 Curriculum Development Charter Review / Analysis of Variance	Pt 3 # 1 Curriculum Development Charter review/Analysis of Variance
Supporting policies	Pt 2 #12. Principals Performance Management Pt 3 # 14 Legal Responsibilities Pt 2 # 5 Reporting to the Board Pt 2 #1 Board Roles/Responsibilities	Pt 2 # 12 Principals Performance Management Pt 3 # 14 Legal Responsibilities Pt 2 # 5 Reporting to the Board	Pt 2 #12. Principals Performance Management Pt 3 # 14 Legal Responsibilities Pt 2 # 5 Reporting to the Board Pt 2 #1 Board Roles/Responsibilities
Procedures	Reporting to Parents and community	Reporting to parents and community	Reporting to Parents and community
Curriculum review			