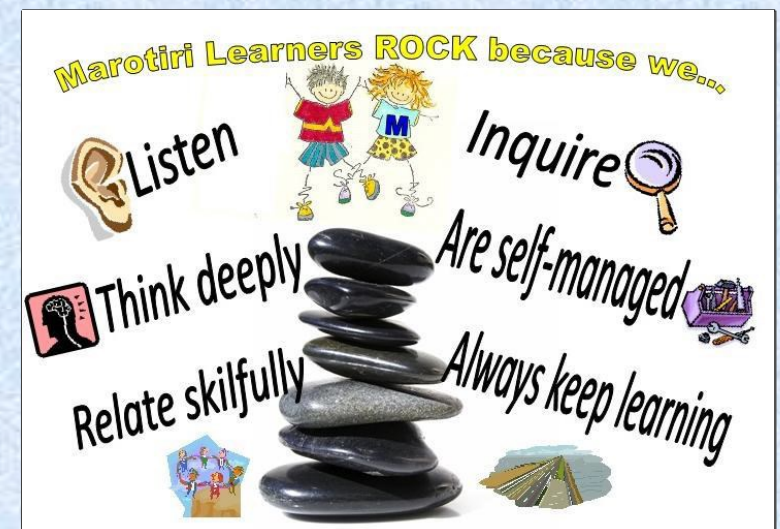


Marotiri School

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



CHARTER 2021

Marotiri School Charter - Futures Thinking

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:

Strive for **Excellence** Own **Resilience** Learn **Respect** Ignite **Creativity** Demonstrate **Empathy**

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 quality learning environment
- * Differentiated learning programmes cater for multiple learning styles within six classrooms, including 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 local curriculum learning opportunities within our immediate vicinity: Collaboration with and between network of Pinelands and Taupo schools
- * Part of the Taupo Community of Learning & Central Plateau Principal Association

Marotiri School is a U3, decile 6, full primary school. The roll is approximately 150 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 was implemented 1 March 2020.

The school is situated 36 kms NW of Taupo, 16 kms Sth of Whakamaru on State Highway 32. The majority of the students are NZ European, with 28% who identify as being Māori, and a small number, Pasifika, Dutch, South African and other European.

With a few exceptions, the students are 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 is available locally: A number of children are enrolled at day care or attend a variety of Early Childhood Centres including Whakamaru Play Centre, Kiwi Steps and Country Kidz.

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 we encourage 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 which train weekly at school. Local out-of-school hours sport options may be offered by school parents.

There is the following community involvement in the school:

- Student Inquiry expertise - Senior Leadership Challenge - Student-led conferences, Whanau hui 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 - Horse Trek - Working Bees
- Enviro. Ed project help - Triennial Wearable Arts, Music and Art Options - School Productions, Kapahaka and annual school hangi

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. Year 6-8 WTE programme. 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, makes links within and across learning areas and engages with the community. Constructive student and teacher discourse - utilising 'Five Talk Moves'. Quality 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 & LSC.

At risk students supported in targeted classroom programmes with T.Aides, Reading Recovery and ALiM (Accelerated Learning in Maths) programmes. 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 for 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

- Pāngarau/maths, pūtaiao/science, literacy, te reo matatini, digital fluency
- Cultural responsiveness/capability - recognise & respond to cultural diversity
- Support teachers/leaders capability to understand & develop student agency
- Work with parents, family /whanau as partners in the learning process.
- Analyse, interpret and respond to a wide range of data
- Build teacher capability in providing inclusive learning environments for all students esp those with additional learning needs.
- Build capability to support accelerated achievement for transient students.
- Build capability to use digital technologies to enhance current practice and open up new and different ways of teaching and learning
- Develop and hold high expectations of teachers and students
- Build capability of senior leaders to observe and provide feedback.
- Effective curriculum promotes learning, engagement, progress, achievement

School Priorities

- Numeracy & Literacy (ALiM, Reading, Writing - WTE, Oral Lang) (*Goal 1*)
- Effective assessment/data analysis to inform learning programmes & raise achievement: esp students whose achievement needs acceleration. (*Goal 4*)
- Implementation of Digital Curriculum: STEAM approach (*Goal 3*)
- Year 7/8 Curriculum - Marotiri Senior Leadership Challenge (*Goal 4*)
- Develop self-directed learners - Learner Agency (*Goal 4*)
- Develop 21st Century learners through future focused learning programmes
- Student well-being: Intellectual, social, emotional, physical and cultural
- Recognise & respond to cultural diversity - Tikanga and Te Reo (*Goal 2*)
- Community/Whanau/Iwi engagement - learning partnership (*Goal 2*)
- Taupo Kahui Ako CoL: PLD Creating best learning opportunities (*Goal 5*)

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 multi-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, Horse Trek, Hangi, “thank you” dinner for those who raise and graze animals to benefit the school, school picnic, the adaptation of the timetable to finish early on Fridays and the hosting of and participation in Pinelands 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, weekly Kapa Haka and encouraging students to understand and respect the different cultures which make up New Zealand society. The Board will promote Maori representation.

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

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/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 Tuwharetoa PLD - floating classroom PLD.

School programmes will include experiences such as: Powhiri, hangi, Marae visits, concert performances, waiata, poi, kapa haka tuition, Kapa haka festival

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 2021. A formalised Kawenata sets out an agreement of intentions between Ngāti Tūwharetoa and the schools within the Taupo COL. This covenant evolved both from the iwi aspirations for tamariki in the Tuwharetoa rohe and the schools'

Marotiri School Strategic Plan 2021 - 2023

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
- COL Maths lead & ALIM support class programmes
- Strengthen achievement of students with special learning needs and abilities - inclusive environment
- R.T.Lit support: Year 4-8 Literacy grps & individuals
- Reading Recovery programme to support 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
- Local Curriculum reflects Marotiri School community
- Tm 3 Inquiry: Production Nga Korero Tuku Iho - stories of the past - 60th Jubilee celebration
- Build teacher capacity in integrating 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 capacity to bring about change in Māori student achievement & address barriers to learning

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 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 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

- Incredible Years Course - Yr 1-2 & Yr 4/5 teachers
- Oral Language & Structured Literacy MOE/COL PLD
- Teaching as Inquiry - School wide PLD - School visit
- Mathematics/STEAM (MOE funded PLD). ALIM
- Cultural Responsiveness and Relational Pedagogy PLD
- Digital Curriculum (MOE funded PLD)

Strategic Goal 6: Build teacher Capability

- Effective Teacher appraisal (Jnr - DP); (Snr AP): DP/AP - Principal) Code of Prof Responsibility & Standards - effective teaching practice
- COL Within School Maths tchr support teachers in-class
- Implementation of DCTM: Digital Readiness. PLD
- Collaborative teaching and ALIM coaching partnerships in learning hubs - led by DP & AP - positive Team

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 SIP
- Shed replacement; Turf; Carpark, entrance upgrade
- Apply for Room 6 replacement Classroom
- Rm 6 upgrade/extend: 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
- IRF & URF student well being programme
- Supply sunhats and shade sails that provide adequate protection from the sun
- School wide Emergency procedure training.

Strategic Aim 10: Personnel NAG 2

- 6 classes: Years 0-1; 1-2; Y 3-4: 4;-5; 5-6 ; 7-8
- 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
- COL Learning Support Coordinator

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 2021 Overview

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

Priority areas for student achievement-

- School wide focus STEAM/Maths/Local Curriculum MOE funded PLD
- ALiM based on PaCT, GLOSS & PAT data
- Literacy: WTE & RTLit 2021 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 any Pasifika students. 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
- Implement Digital learning based on digital readiness tool. DTHM MOE funded PLD. Integrate digital technology to support learning: *Ipads Chrome bks, laptops, Google Apps; Reading Eggs, Steps, Early Words, Heggerty, Maths Buddy*
- Consolidate teaching/learning as inquiry:
- Review and implement Curriculum Plan
- COL focus: Increase student 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

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
0.4 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.
SIP: new shed; Turf; Entrance way & carpark.
10yrpp priorities—modernization, Room 6 acoustics, outdoor space.
Yr 7-8 tchg space:

Priority Areas

- Develop school & localised curriculum plan - 60th Jubilee
- Electronic Policies & Policies. Behaviour Management plan
- School wide Mathematics/STEAM & writing focus (WTE)
- Yr 1–3 Literacy: Phonics. Structured literacy. Oral Lang 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.
- Review child protection policies & procedures.
- Student Behaviour Management Plan - REAL Pause Breathe Smile programme. URF well being
- Ensure compliant with new Act.
- Health/Safety code of conduct

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

- Staff 7.7. Board supplement 2 Teacher Aides
- 0.4 Rdg Recovery School 0.15 contribution
- External PLD Teaching As Inquiry
- School-wide Inquiry into effective teaching practice in Mathematics/STEAM, local curriculum - MOE PLD contract
- COL Within School Maths Lead teacher
- Utilise internal and external facilitation and expertise to develop staff capability in implementing Digital Curriculum. PLD contract
- MoE ALiM PLD contract: 3 ALiM trained teachers work with buddy teachers to develop school wide ALiM programme
- Participate in CoL Oral Language & Structured Literacy PLD
- NZ Teachers Council Teacher appraisal - evidence of Code of Professional Responsibility and Standards
- Principal appraisal programme - Record of

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

- Review plan to ensure all obligations have been met.
- Ongoing review of effectiveness of student achievement Portfolios to document learning/progress.
- Use e-tap to record assessment data
- School Docs** policies & guidelines review 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, Website Upgrade, Face-book Skool Loop will update progress in all target areas / celebration evenings; highlight events and class activities, including Board and FOS news. Parent/teacher evening.

Consultation: Enrolment Scheme review. Parent/student/teacher conferences, parent info evenings, reports, community questionnaires & Rongohia Te Hau consultation docs.

Community Connection: Strong Whanau bi-cultural partnership with whanau, Tuwharetoa PLD; Marae; Community sports events, Picnic, Ag Day, Production, Hangi; Horse Trek, Trail Ride 60th Jubilee - district field trips; visit Mangakino Museum; past pupils visits; Production

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: Matua Grant Hohepa Kapa Haka tutor. Tuwharetoa Kapa haka Festival. Hangi; Floating classroom
- Links with Mokai Marae for powhiri, visits and learning - Snr overnight stay
- Use Rongohia Te Hau consultation tool to engage with local iwi and whānau
- If a parent or a full-time student requests instruction in Tikānga Māori or Te

Marotiri School Annual Plan 2021

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 all students - Target students Māori & students whose learning and achievement needs acceleration. Focus: Reading; Writing & Maths Reading: Boys & Yr 6-8 Writing: Yr 3 & 8; Boys & Māori. Maths: Yr 3-4 and Yr 6. Deliberate teaching of language features. WTE; RTLit: Better Start Reading—structured literacy; Heggerty; Oral language; R.Recovery; ALiM	<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 & 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 PLD -Kristy LSC; RT LiT; RTLb; R.R.		
Apply pedagogical approaches/WTE for effective teaching of writing in Year 0-8. Focus: Yr 3; & Yr 8; Māori & Boys writing. Deliberate Acts of Teaching: Modelling, prompting, questioning, telling, explaining, directing, giving feedback. Structured literacy - strengthening phonological knowledge.	<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 & Andy Bulter PLD		
Apply pedagogical approaches for supporting & raising Yr 3-4 and Yr 6 achievement in Maths. COL Within School in-class teacher support & modelling; target student grp. Whole School ALiM led by ALiM trained teachers	<ul style="list-style-type: none"> Teachers identify target students & grps, implement effective learning programmes - Maths PLD: ALiM & COL lead support—model lessons, support target students. Gloss. PAT; Jam; PaCT 	Principal. DP, AP COL within School. Yr 3 4 & 6 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 effective analysis & interpretation of assessment data to inform next steps for individualised Literacy & Maths programmes. 	Principal: DP; AP Teachers COL across school tchrs Maths IPL facilitator		
Future focused quality learning environment caters for multiple learning styles. DTHM to support 21st Century Learners - Grow staff and student capability in Digital Curric, and integration of Google Aps to support learning and teaching; parents as partners in learning	<ul style="list-style-type: none"> Staff integrate e-learning technologies (ipads, chrome bks & Google applications). STEPS, Mathletics, Maths Buddy, WTE Reading Eggs Staff PD in DTHM - Digital curriculum / STEAM Parents access and comment on children's work 	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 2021

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 Rongohia Te Hau Whanau, teacher and student surveys Address barriers to learning through culturally responsive pedagogy Address individual needs of Māori & students with special educational needs via learning assistance or extension 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 Kristy & Miriama COL Tuwharetoa Iwi facilitators		
<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 Support students with additional learning needs such as Dyslexia to access the curriculum through adapted programmes. Facilitate access to assistive technology Individualised programmes create equitable outcomes for students. Students with additional needs assessed 	<ul style="list-style-type: none"> Teachers and Teacher Aide plan and implement programmes with support from S&L; RTLb, RTLIT; LSC: Oral Language & BETTER literacy PLD 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 & LSC, MOE Principal, Teachers, Teacher Aide, Speech and Language therapist, RTLb, RTLIT; LSC MOE IRF & URF		

Marotiri School Annual Plan 2021

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 support in-class programmes Weekly Kapa haka tuition & annual competition Ka hikitia and Tataiako documents guide classroom planning and practice - embedded Tikanga Annual School/Community hāngi: Celebrate Matariki Tm 1 Local curriculum Student Inquiry –Freedom and Responsibility. 60th Jubilee. 1961-2021 History 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 lead a Whakatau Powhiri Karakia and waiata— bicultural partnerships. All students participate in powhiri and Karanga 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 	<p>Principal and Teachers</p> <p>Te Reo tutors</p> <p>Kapahaka tutor</p> <p>Local community/iwi support personnel</p> <p>Kahui Ako Cross school teachers</p> <p>Mangakino & Taupo Museum curators.</p> <p>Principal, DP, AP, Teaching staff, admin officer, kapa haka tutors, teacher aides, support staff</p> <p>Miriama & Kristy - COL Tuwharetoa Iwi Representatives / PLD facilitators</p>		
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 and Multi-cultural performances - Glen Eden Intermediate / Local Pasifika groups 	<p>Principal and Teachers, support staff, Kapa haka Whaea</p> <p>Glen Eden Intermediate Pacific Cultural group (Covid dependent)</p> <p>Taupo Tokelau community</p> <p>Tokoroa Cultural Group</p>		

Marotiri School Annual Plan 2021

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 <ul style="list-style-type: none"> Replacement shed Astro Turf Landscaping Carpark Maintenance of buildings	<ul style="list-style-type: none"> 10 Year PP & SIP Plan implemented Modernisation Plan/MOE Building fund utilised Quality Learning Environment QLE implemented Rm 6 alteration; Rm 1,2, 5, breakout spaces Additional classroom sourced to replace Rm 6. Road frontage maintained & Entrance & carpark Maintain gardens & recycling area—Enviro Plan Vegetable garden - Table programme Native bush weeding & Planting programme Environmentally Sustainable Programme Water tank replacement & UV filter 	Joanne McCracken / Sale Fiaola 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 implement School Docs for review. 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 (Meet & Greet, SLC, hui) Student achievement portfolios x 2 Per Year 	Board, Teachers, Par-ents, Principal Board, Staff, Parents, Principal Board, Principal, Staff Board, Principal, Staff Principal and Teachers Teachers & Students		

Marotiri School Annual Plan 2021

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 	Principal/Literacy lead Maths lead, DP. WTE & 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"> Lead teachers: Maths, Literacy, Snr & Jnr teams. Teacher Aides - Special Education; SENCOs; LSC Principal attends CPPA & COL Principals meetings COL School network 2021 PLD AP: Literacy & DTHM Lead teacher DP: COL Mathematics within 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 TBC Senior Leadership Team - Organisational L/Ship Taupo COL networking PLD 2021 CoL (WTE; Oral Lang; Cultural Competency) Maths Contract, ALiM; Teacher inquiries, Middle leadership; IYT, staff meetings, Jnr Snr team mtgs CPPA & COL Principal Assoc meetings PD for Digital Curriculum implementation DTHM TOD: Teaching as Inquiry 	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 2021—2023

March NAG 1	2021	2022	2023
Overarching Policy	Pt 3#1Curriculum Delivery & St Achievement	Pt 3#1Curriculum Delivery & St Achievement	Pt 3#1 Curriculum Delivery & St Achievement
Supporting policies	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	Pt 2#1 Boards Role/Responsibilities Charter
Procedures	Curriculum Delivery	Assessment	Curriculum Delivery
Curriculum review			
April NAG 2	2021	2022	2023
Overarching Policy	Pt 2 # 1 Boards Role and Responsibilities Planning, Reviewing and Reporting	Pt 2 #2 Responsibilities of Principal Planning, reviewing & reporting	Pt 2 #1 Board Roles and Responsibilities Pt 2 #2 Responsibilities of Principal Planning, reviewing & reporting
Supporting policies	Pt 2 #9 chair's role #13 Relationships Board/Chair Pt 2 # 14/15 Meeting Process & Procedure	Pt 2#5 Reporting to Board. Charter	Pt 2#5 Reporting to Board. Charter Pt 2#10 Staff/student Trustee Role/description
Procedures	Board Meeting Procedures	Reporting to Parents procedure	Reporting to and consulting with community
Curriculum review			
May NAG 3	2021	2022	2023
Overarching Policy	Personnel Pt 2 # 20 Concerns/complaints process	Personnel Pt 3#3 Appointments	Personnel Pt 2 #1 Board Roles and Responsibility
Supporting policies	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.	Pt 2#6Trustees Code of Behaviour #9 Chair Role Pt 2#16 Board induction Pt 2#21 Trustees Register Pt3#13 Relationship between Chair & Principal Pt 2 #21Trustee Register
Procedures	Concerns and complaints Sexual Harassment	Appointments Staff Leave Equal employment	Board of Trustees appointment
Curriculum review			
June NAG 4	2021	2022	2023
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 # 4 Financial Planning Pt 3 # 5 Financial Condition	Pt3#7Protection/sharing of intellectual property Pt 3#6Asset protection	Pt 3#15 Credit card Policy Pt 2#7 Trustees Remuneration Pt2#4 Principals Professional expenses
Procedures	Bus	Tchr laptops:Responsible use/laptop agreements	Innovative Learning environment
Curriculum review			

July NAG 5	2021	2022	2023
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 # 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	Pt 3#8 Health & Safety Pt 3# 14 Legal Responsibilities
Procedures	Sun Safety. Pandemic Planning Emergency evacuation Earthquake / fire Emergency Lockdown	Cyber safety management Cyber safety student use agreement Publication of student images	Safety checks to playground equipment and grounds
Curriculum review			

August NAG 5	2021	2022	2023
Overarching Policy	Pt 3 # 8 Health and Safety	Pt 3 # 8 Health and Safety	Pt 3 # 8 Health and Safety
Supporting policies	Pt 3 # 11 Health & Safety Child Protection Pt 3 # 12 Health & Safety Induction training intro 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	Pt 3#8 Health & Safety Pt 3#12 Health & Safety induction training intro Pt 3#13 Risk Management
Procedures	Traumatic Incidents Medical—Administration of medicines	Swimming pool use Spray and chemical use/storage	School trips -Education outside the classroom Police vetting Collection of children from school
Curriculum review			

Sept NAG 6	2021	2022	2023
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 3#1 Curriculum Delivery Policy	Pt # #1 Curriculum Delivery Policy
Procedures	Attendance	Pre-enrolment	Religious instruction
Curriculum review			

Oct/Nov NAG 7/8	2021	2022	2023
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 #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 #1 Board Roles/Responsibilities
Procedures	Reporting to parents and community	Reporting to Parents and community	Reporting to Parents and community
Curriculum review			