



Marotiri School

A gateway to lifelong achievement
He huarahi ki te ao



Marotiri School



Virtues

CHARTER 2023

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Marotiri School Charter - Futures Thinking 2022 - 2024

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, proud 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 are created using the Marotiri Student inquiry model 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 130. 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 31% who identify as being Māori, and a small number, Pasifika, Dutch, 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 attend the Marotiri Play group, or 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 sports 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 mid-week or Saturday sports including soccer, rugby, netball and basketball while others enjoy dance, pony-club, mountain biking. Several soccer and netball teams and a basket ball team which train weekly at school. After-school sport options may be offered by school parents.

Community involvement in the school:

- Student Inquiry expertise - Senior Leadership Challenges - Student-led conferences, Whanau hui and information evenings,
- EOTC - Supervision for trips/camps - Sports and cultural activities - Coaching lunchtimes and weekend sports - Managers of sports teams
- Fundraising - Stock scheme - FOS (Friends of the School) - Ag Day judging and steward assistance - Horse Trek - Trail Ride - Working Bees
- Enviro Ed project help - Triennial Wearable Arts, Music and Art Options - School Productions, Kapahaka and annual school hangi
- St Paul's Venture School - Interaction with lunch time sports and coaching of sports skills coaching - Private music tuition - Annual School Picnic

Marotiri 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. & Structured Literacy Programmes. 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 the Marotiri Inquiry Model Quality learning spaces optimise learning opportunities.

High standards & striving for personal excellence are the expectation

All students are 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 School SENCO, RTLB; RTLI; S&L & LSC support personnel.

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 maximising learning opportunities. 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 Education Learning Priorities

Learners at the Centre.: Learners and whānau at the centre of education

Barrier Free Access: Great education opportunities & outcomes for every learner

Quality Teaching and Leadership: Make the difference for learners and whānau

Future of Learning and Work: Learning relevant to NZ today & throughout life

School Priorities

- Build agentic learners through teaching and learning using school inquiry model within the local curriculum.
- Literacy (Structured Literacy, Reading, Writing - WTE, Oral Language)
- Numeracy
- Effective assessment & data analysis to inform learning programmes & raise achievement: esp students whose achievement needs acceleration.
- Strengthen and grow Marotiri School Enviro School Curriculum focus
- Strengthen DTHM Curriculum: STEAM approach
- Year 7/8 Curriculum - Marotiri Senior Leadership Challenge
- Develop 21st Century learners through future focused learning programme
- Recognise & respond to cultural diversity - RTHT tool. Tikanga & Te Reo
- Community/Whanau/Iwi engagement - learning partnership
- Taupo Kahui Ako CoL: PLD Creating best learning opportunities
- PLD: Maths, Structured Literacy, DTHM, Aotearoa NZ Histories Curriculum, Cultural Responsiveness
- Quality learning environment (QLE) Room 1, 2 & 5 Breakout spaces. Modernisation
- Student & staff Hauora/wellbeing: Intellectual, social, emotional, physical & cultural

CULTURAL DIVERSITY AND MĀORI DIMENSION

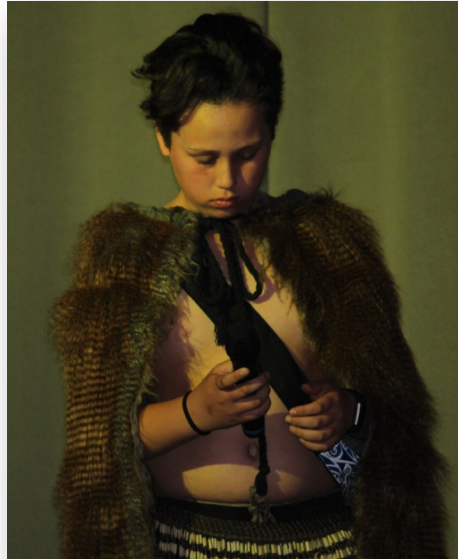
“The culture of the child cannot enter the classroom until it has first entered the consciousness of the teacher”

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, Farm Skills Competitions, Horse Trek, Trail Ride, Hangi, “Thank you” function for those who raise and graze animals to benefit the school, annual Kinloch picnic, adaptation of the timetable to finish early on Fridays and the hosting of and participation in Pinelands sports and cultural 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 the Rongohia Te Hau tool to develop a school-wide culturally responsive & relationship pedagogy, using 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.
- Check whether there is Te Reo support in the home.
- Support, if appropriate, applications to Te Aho o Te Kura Pounamu 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 positive differences for student learning and achievement.

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/Whakataua 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 engage with Tuwharetoa Mana Whenua & Aotearoa NZ Histories Curriculum 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 2023. 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' desire to work together to assist these. Matua Grant Hohepa engaged to teach school-wide Waiata & Tikanga. Engage with local iwi to build relationships.

Marotiri School Strategic Plan 2022 - 2024 National Education & Learning Priorities

Learners at the Centre Barrier Fee Access for Learners NELP 1-3

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 & achievement of curriculum expectation.
- Build teacher capability to lift student achievement.
- Inquiry Model of learning builds agentic learners.
- COL Maths lead teacher support - class programmes.
- Strengthen achievement of students with special learning needs and abilities in inclusive environment.
- Focus on supporting Dyslexic & behavioural needs,
- R.T.Lit support for Year 6-8 individuals and groups.
- Reading Recovery/Structured literacy individuals/grp.
- Robust, valid & reliable data collection and analysis.
- Parent/whānau/school partnership.
- Foster a positive and collaborative team culture
- Robust Moderation practices are aligned with COL

Culturally responsive & relational pedagogy:

- Local Curriculum reflects Marotiri School community
- Rongohia Te Hau Tool - Col Across School support
- 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 - Tuakana Teina programme
- Annual Tuwharetoa festival - Celebrate Matariki
- Develop capacity to bring about change in Māori student achievement & address barriers to learning
- Rotation of music electives.
- Marotiri School Rock Solid Virtues programme

Local curriculum: Review

- Make connections with Local places of significance
- Strengthen Enviro School Programme: Silver status
- Incorporate Digital curriculum - DTHM and STEAM
- Digital Technology and Hangarau Matihiko

Developing a Quality Teaching and Learning Community NELP 1-4

Student Engagement & Teaching delivery

- Students engage in cultural, social, sporting events within Pinelands cluster and Taupo Interschool
- Connection with Taupo Col promotes cohesive and shared expectations - teaching practice and curriculum
- Student inquiry-based learning: STEAM; e-learning.
- Develop student agency, discourse and goal setting
- Effective Analysis of data
- Pre-School partnership. Yr 0-1 intervention. Well-being
- Flexible working environments
- Monitor Student attendance through e-Tap
- Engage SENCO & COL Learning Support Coordinator

Year 7-8 Curriculum Senior Leadership Programme:

- Pinelands Year 7-8 Programme; Science; Epro8, Chess
- Leaderships & EOTC programmes
- Yr 7/8 - Marotiri Tech Arts - Point of Difference
- Digital Curriculum - Global Learning Community

Personal & Professional Development

- Incredible Years / Zones of Regulation: Yr 1/2, 6-8
- Structured Literacy MOE/COL PLD
- Teaching as Inquiry: School visits PLD - Kath Murdoch
- Mathematics/STEAM; DTHM (MOE funded PLD).
- CRRP PLD - Snow Rameka COL across school support

Building teacher Capability: NELP 3 - 4

- Effective Pedagogy: effective, responsive & relational
- Effective PGC appraisal (Jnr - DP); (Snr AP): DP/AP - Principal) Code of Prof Responsibility & Standards
- COL Within School Maths support for teachers in-class
- Strengthen DTHM: MOE PLD - Digital Readiness.
- Field Based Science STEAM - MOE PLD
- Aotearoa NZ Histories Curriculum MOE PLD: Know - Do - Understand
- Structured Literacy - MOE PLD

School Organisation and Structure — Systems

Finance

- 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: Stock Scheme; Horse trek; Trail ride

Property

- 10yr pp & 5YA - modernise learning spaces - QLE;
- Room 1, 2, 5 Break out spaces, bathroom redesign
- Rm 6 extension - LSC space
- Disability access to Room 3 & 4 - Rm 3 deck/steps
- Regular property checks meet health and safety
- Continue to maintain attractive environment

Health and Safety:

- Hauora/Wellbeing for Staff and students.
- Regular review to minimise risk
- Comply with legal health & safety requirements
- Provide safe physical/emotional environment - EAP
- Student well being; NZ Police: John Parsons: Cyber
- Supply sunhats and shade sails - sun protection
- School wide Emergency procedure training.

Personnel

- 6 Classes: Yrs 0-1; 1-2; 2-3; 4-5; 5-6 (0.8/0.2) 7-8
- Principal & 8 teaching staff incl 0.4 R.Recovery
- 2 P.T. Admin Officers; P.T. Caretaker; P.T. Cleaner
- Board & MOE funded T.Aides (3) to support chn
- Board & REAP funded Kapa haka & Music tutors
- RTLit; RTLit; MOE Behaviour; S&L; ORRS 0.1 MOE Psychologist. SENCO x 2 - Jnr & Snr 0.1 Tech
- COL Learning Support Coordinator
- 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 2023 Overview

Student Learning & Achievement *NELP 1-2-3*

Priority areas for student achievement-

Local Curriculum: NZ Histories Curric MOE PLD

- DTHM. STEAM/Maths MOE PLD
- Structured Literacy MOE PLD: The Code
- Field Based STEAM: MOE PLD
- Develop agentic learners through School Inquiry model
- Strengthen Digital Technologies Curriculum
- GLOSS & PAT data
- Literacy: WTE & RTLit 2023 targets
- Oral Language programme: COL- MOE PLD
- Māori achieving success as Māori - CRRP

Pasifika Students

Adapt teaching/learning programme to better meet the needs of Pasifika. Monitor cohort achievement ESOL applications to support students

Development and implementation

- NZ Curriculum Refresh
- Aotearoa NZ Histories Curriculum
- Review and Implement Local Curriculum
- Structured Literacy Year 1-8: Implement
- Develop effective learning programmes to support children's progress and achievement in Literacy and Numeracy: Meet individual needs: IEP's Targeted support /extension: 3 tier intervention: Milestone Reports
- Marotiri Learning as inquiry Model - Year 1-8
- COL focus: Increase student engagement for priority learners. Structured Lit; CRRP & Hauora

Finance

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

Working Bees twice yearly
10yrpp AMS teacher / break out spaces & outdoor learning area
Rm1/2/5 cloakbays & toilets.
Disability access to Rm 2
Electrical systems upgrade ABCE
Roofing upgrade and safety clears replacement ABCF.
Disability access ramp Rm 3 & 4.
Rm 6 outdoor

Priority Areas

Hauora / Wellbeing & Developing Effective Pedagogy

- Develop school & local curriculum: Aotearoa NZ Histories Curriculum
- Yr 1-8 Structured literacy.
- Year 1-3 Phonological Awareness—decodable readers
Year 4-8 The Code - Spelling programme / Phono Awareness
- Develop agentic learners - Marotiri student Inquiry Model
- School wide Mathematics/STEAM & writing focus (WTE)
- Year 5-8 Literacy group - accelerated writing
- Year 7-8 Programme; Achievement in Literacy & Maths

Health & Safety

- Outline PCBU responsibilities
- Review Health and Safety policies & practice.
- Review child protection policies & procedures.
- Review Student Behaviour Management Plan
- Hauora - well being: Graham Dingle Kiwi Can
- KOS: NZ Police Programme Term 2
- Life Education Term 3.
- Cyber Safety - John Parsons with NZ Police

Human resources, Staffing, Professional Development, Performance Management *NELP 3*

- Staff 7.3. Board supplement 3 Teacher Aides
- 13 hrs MOE ORRS T.Aide
- 0.4 Rdg Recovery School 0.2 contribution
- 0.1 COL within school Maths
- 0.1 ORRS Teacher 0.1 Tech Arts Teacher
- Music Teacher - Board funded
- Teaching As Inquiry - Marotiri School Model
- Local Curriculum.
- Effective teaching practice in Maths/STEAM,
- Utilise internal and external facilitation and expertise to develop staff capability in Digital Technologies Curriculum. MOE PLD contract
- Participate in Structured Literacy PLD MOE
- NZ Teachers Council Teacher Professional Growth Cycle - evidence of Code of Professional Responsibility and Standards
- Principal appraisal programme - PGC
- Record of evidence - Organisational Leadership PLD

Self-Review/Reporting

- Review plan to ensure all obligations have been met.
- Review and update School Local Curriculum document
- NZ Refreshed Curriculum Review
- Use e-tap to gather, analyse and report on assessment data
- **School Docs** policies & guidelines review policies.
- Review curriculum to ensure it is relevant and foundational to learning needs with focus on K.C and Yr 8 leaver profile
- 2023 Annual Strategic Plan review

Partnership with the Community *NELP 1*

Communication: Regular newsletters, Marotiri Messenger, Website, Face-book Skool Loop will update progress in all target areas / celebration of learning; highlight events and class activities, including Board and FOS news. Parent/teacher evening; Curriculum evening

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

Community Connection: Strong bi-cultural partnership with whanau, Tuwharetoa Mana Whenua PLD; Marae; Community sports events, Picnic, Ag Day, Production, Hangi; Horse Trek, Trail Ride; Global Dance Inquiry— dance celebration

Reflecting New Zealand's Cultural Diversity *NELP 2*

- Tikanga and Te Reo Māori integrated across curriculum areas: School culture reflects Cultural Responsive & Relational Pedagogy; Mana Whenua PLD.
- In-class Te Reo/Tikanga lessons lead to integration: Matua Grant Hohepa Kapa Haka tutor. Tuwharetoa Kapa haka Festival. Hangi; 6mthly Powhiri
- Links with Mokai Marae, 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 Reo Māori, all reasonable steps will be taken by the school to meet request

Marotiri School Annual Plan 2023

Overall Strategic Goal: Teaching and Learning Programme Development NELP 1- 4

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	Final review - Nov Achieved/ Partly Ach/Not
<p>Apply pedagogical approaches that promote effective engagement and learning for all students - Target students: Māori & students whose learning and achievement needs acceleration.</p> <p>Focus: Reading; Writing; Maths: Structured Literacy Support students with SEN & English Language Learners or those achieving below expectation & Yr 5-8 Writing: Monitor Māori achievement Deliberate teaching of language features. WTE; RTLit: Better Start Reading - Structured literacy; The Code, Heggerty; Decodable Readers; R.Recovery</p>	<ul style="list-style-type: none"> Staff apply Cultural Relational pedagogy PLD Teachers identify priority students and develop individualised learning programmes - monitor through E-Tap report 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. Conversational oral lang. Generate vocabulary Teacher PLD to support students with Dyslexia 	Principal; Teachers Maths & Literacy lead tchr COL in-school Maths tchr MOE funded facilitator WTE COL A.S. teachers Māori Culturally responsiveness: Snow Rameka: AST Ronghia te hau tool. Tuwharetoa PLD -Kristy LSC; RT LiT; RTLb; R.R. Joce Moyle/ LSC		
<p>Apply pedagogical approaches/WTE for effective teaching of writing in Year 0-8. Marotiri Inquiry model meaningful learning: agentic learners: Local curric Focus: Yr 5-8 writing. Continue to monitor Maori achievement DATS: Modelling, prompting, questioning, telling, explaining, directing, giving feedback. Structured literacy - strengthening phonological knowledge. Tier 1 & 2. Teacher PLD</p>	<ul style="list-style-type: none"> Teachers identify target students and develop individualised learning programmes: Use Milestone reports to record and track progress and intervention. Term 2 Zines festival 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 & Structured Literacy; Cultural Responsive teachers. LSC; RTLb; RTLit.		
<p>Apply pedagogical approaches for supporting & raising Yr 6-8 achievement in Maths. COL Within School in-class teacher support & modelling; target student grp. Jnr & Snr team monitor data/peer support</p>	<ul style="list-style-type: none"> Teachers identify target students & grps, implement effective learning programmes - Maths PLD: COL lead support: Within School Modelled lessons and co-teaching; Gloss. PAT; Jam; Support target students. 	Principal. DP, AP COL within School. Yr 4-6 teachers: ALiM trained teachers facilitate Maths PLD Facilitator		
<p>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—encourage student discourse. Develop School curriculum document</p>	<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/DTHM facilitator		
<p>Future focused learning environment caters for multiple learning styles. DTHM supports 21st Century Learners: Grow staff and student capability in Digital Curric, and integration of Google Aps to support learning & teaching; parents as partners in learning</p>	<ul style="list-style-type: none"> Staff integrate e-learning technologies & Google applications). STEPS, Mathletics, Maths Buddy, WTE Reading Eggs Staff PD in DTHM - Digital STEAM/Science NZ Histories. Parents access student work. 	Teachers Principal, ICT Lead tchr Parents DTHM - Stephen Ross facilitator		
<p>Develop self-directed learners who monitor progress against exemplars & set next steps. Develop student discourse - Five talk moves Teaching as inquiry: Engaging students with curriculum to raise achievement for Māori & others not achieving expected outcomes in Maths</p>	<ul style="list-style-type: none"> Students work reflects skill in the use of inquiry learning & key competencies. Student Discourse Students monitor own progress and achievement against Literacy progressions & Mathematics exemplars - set new targets 	Teachers and students Lead teachers.		

Marotiri School Annual Plan 2023

Overall Strategic Goal: Improving Student Learning and Achievement NELP 1-3

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	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 Support students with Dyslexia through indiv programmes—utilise digital platforms to help 	<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 Children with dyslexia experience success 	<p>Principal, DP, AP & teachers, Teacher Aides; COL Across School Cultural Lead Teachers</p> <p>Kristy & Miriama COL Tuwharetoa Iwi - Mana Whenua facilitators</p> <p>Snow Rameka LSC Structured literacy Joce Moyle:</p>		
<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 Ao 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 & have insight into Te Ao Marama * Pronounce Māori words & names correctly * Reflect on values and belief systems * Powhiri Protocols to welcome new staff/ families * Board model cultural protocol 	<p>Principal, all teachers, Admin Staff, Teacher Aides, Kapa haka tutor, Support staff</p>		
<ul style="list-style-type: none"> Inclusion of students with special Ed 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 	<p>Teacher, Teacher Aide Principal, SENCOs & LSC, MOE</p> <p>Principal, Teachers, Teacher Aide, Speech and Language therapist, RTLb, RTLIT; LSC MOE IRF</p>		

Marotiri School Annual Plan 2023

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 **NELP 1-3**

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 Local histories curriculum	<ul style="list-style-type: none"> Te Reo Māori is a regular part of daily programmes at all levels & is embedded in Marotiri School culture Use teacher expertise to integrate daily 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 Local curriculum focus Marae visit - contact with 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 & students can lead a Mihi 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 Develop Marotiri Local Curriculum document 	Principal and Teachers Kapa haka tutor Local community/iwi support personnel Kahui Ako Cross school teachers Mangakino & Taupo Museum curators. Principal, DP, AP, Teaching staff, admin officer, kapa haka tutors, teacher aides, support staff Snow Rameka COL Tuwharetoa Iwi Representatives—AST PLD facilitators Local iwi representatives—local histories curriculum—Stephen Ross Facilitator (MOE PLD)		
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 Local Pasifika performing group 	Principal and Teachers, support staff, Kapa haka Matua Global dance celebration: Toni Neve ACT II and staff		

Marotiri School Annual Plan 2023

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	Final review - Nov Achieved/ Partly Ach/ Not
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 R.Recovery 50%, T. Aides; Kapa Haka, Music, Kiwican teachers funds monitored - fund raising Draft 2024 budget prepared in 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 Pool enclosure and surrounding area to comply with safety requirements Sun Smart & healthy school focus is evident Healthy food break, sun shade, sun hats Health & Safety legislations complied with - SAP 	Pool Caretaker/Principal MoE/Board/Principal Principal, DP, AP and Teachers Teachers, DPAP, Prin Caretaker/Board/		
Property Enhancement of grounds/building maintenance <ul style="list-style-type: none"> Modernisation - AMS Rm 1-2-5 LSC office space (Room 5) Disability access to Rm 3-4 Room 3 deck Room 6 - outdoor space 	<ul style="list-style-type: none"> 10 Year PP—disability access to Room 3 & 4. Modernisation Plan—AMS /MOE funding utilised Rm 1,2, 5, breakout spaces & LSC space Maintain gardens & recycling area—Enviro Plan Vegetable garden - Table programme Native bush weeding & Planting programme Environmentally Sustainable Programme Pump track - community consultation 	Irene - APL Kerri Cheetham MOE Board Principal, Board Teachers, Principal, Teachers Enviro Lead teachers Jenni - Waikato Council Enviro Officer		
Review Self review Charter- - community consultation Curriculum implementation Bi-cultural Partnership with the Community Policies - School Docs	<ul style="list-style-type: none"> Review of policies - School Docs for review. Charter target reviews in July and November Regular communication with parents/community newsletters, website, Skool Loop Ap, F.B; 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 2023

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 Structured 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 NZ Histories Curriculum 	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 Ed; SENCOs; LSC; RTLB Principal attends CPPA & COL Principals meetings COL—2023 PLD based on Strategic plan AP: Literacy & DTHM Lead teacher DP: COL Mathematics within school teacher. Curric lead Maths & Writing PLD. RTLit teacher TBC, IYT training 	Maths Lead/Principal Principal. Lead teachers DP - Year 0-4 Hub Leader/ Appraiser AP - Year 5-8 Hub Leader/ appraiser		
Professional Development (Know Do Understand)	<ul style="list-style-type: none"> NZEALS & NZPF Principal Conference Senior Leadership Team - Organisational Leadership Taupo Kahui Ako PLD - Tuwharetoa Mana Whenua PLD COL (Cultural Competency, Structured Literacy, Hauora) COL within school Maths teacher; IYT Staff meetings, Jnr and Snr team mtgs CPPA & COL & Strategic Leadership Principal meetings PID DTHM ; Field Based Science STEAM; Aotearoa NZ Histories; Structured Literacy; Local curriculum TOD: Structured Literacy; Refreshed NZC K.D.U; 1st Aide. 	Principal Jeremy Kedian PLD Tuwharetoa—Kahui Ako Taupo Kahui Ako—COL Snow Rameka - Cultural responsiveness AST Middle Leadership PLD Ruud Kleinpaste: Tony Jones; Mike King; Kirsty Tatere; Stephen Ross		
Performance Management	<ul style="list-style-type: none"> PGC completed for teachers, Code of professional responsibility & Teaching Standards. Teachers strengths & weakness; next steps for learning Principals performance appraisal - PGC Job descriptions and Performance Management - Teacher Aides, office admin, cleaner /caretaker 	Principal / DP / AP Appraiser Principal		