

*Te Kura Rauwhiti O Waihi*

**WAIHI EAST SCHOOL**

EST. 1907

*Rise Above And Shine*



# 2019 Charter

Inspiring confident and resourceful learners who Rise Above and Shine

**Caring**

**Respectful**

**Responsible**

Manaakitanga

Whakarangatiratanga

Tutika

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# **INTRODUCTION AND SCHOOL OVERVIEW**

## **CHARTER UNDERTAKINGS**

- This Charter is an undertaking by the Board of Trustees of Waihi East School to the Ministry of Education.
- In governing this school, the Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter with the resources and time available to it in accordance with section 64 of the 1989 Education Act.
- The Board of Trustees of this school accepts the obligations to adhere to all relevant Acts of Parliament, National Guidelines for Education, Integration Agreement, industrial awards and agreements and regulations as they relate to the school.

## **CONSULTATION**

The Waihi East School Board consults regularly with the Māori community and wider community. Processes for consultation include school newsletters, parent and board meetings, whānau Roopu, parent teacher interviews, meet the teachers opportunities, curriculum evenings and school questionnaires, parent focus groups, surveys and intentional informal conversations seeking feedback.

## **RATIFICATION OF SCHOOL'S CHARTER**

The 2019 Waihi East School Charter is due for ratification in the February meeting of the School Board of Trustees.

## **SCHOOL CHARTER AND ANNUAL REPORT**

A copy of the Waihi East School Charter will be sent to the Ministry of Education along with a copy of the relevant year's Annual Report.

**SIGNED:** \_\_\_\_\_  
Chairperson, Board of Trustees

February 2019

**SIGNED:** \_\_\_\_\_  
Principal

February 2019



## **VISION STATEMENT**

**Inspiring confident and resourceful learners who Rise Above and Shine.**

## **MISSION STATEMENT**

**Through effective partnerships we will engage and inspire our school community to nurture a love of learning with the readiness and resilience to Rise Above and Shine.**

The Board of Trustees, Principal and staff of Waihi East School work as a team to ensure the implementation of this mission and vision.

## **SCHOOL VALUES**

**Respectful      Whakarangatiratanga**  
**Manaakitanga      Caring**  
**Responsible      Tutika**

## DESCRIPTION OF THE SCHOOL AND COMMUNITY

### **Our Community**

Waihi – “New Zealand’s Heart of Gold” is a fantastic town of 5000 people nestled in the picturesque south-eastern Coromandel. Waihi began life as a mining town and was New Zealand's premier gold mine during the first half of the 20th Century. The mine was re-opened in 1987 and Waihi is once again the site of New Zealand's most modern gold mine producing high volumes of gold and silver. The town is only 10km from the beautiful Waihi Beach and close to a wide variety of wonderful recreational and outdoor opportunities that make it a very attractive place to live. For more see [www.waihi.org.nz](http://www.waihi.org.nz)

### **School Community**

In 2007 Waihi East School celebrated 100 Years of teaching and learning. We are a proud, well established school that reflects the needs of our community. Students come from a variety of backgrounds and they enjoy the family atmosphere our school offers. We pride ourselves on our academic, sporting and creative arts programmes which continue to develop self-worth and achievement for students.

Waihi East is a contributing school and at the end of Year 6 children transfer to Waihi College (Yr 7 - Yr 13). The majority of New Entrant children who enrol have had Early Childhood learning experience. The close proximity of Waihi Kindergarten is used to the advantage of both institutions.

### **Board of Trustees**

Our school is led by a pro-active and supportive Board of Trustees. They lead our school in its focus of student achievement. We are delighted to share their knowledge and strengths. They are active team members.

Chairperson:	Mrs Tineke Douglas
Principal:	Mr Zac Taylor
Staff Rep:	Mrs Briar Frew

### **Parent Representatives:**

Mrs Vanessa Twiddle  
Mrs Michelle Burr  
Mr Shane Rush  
Mrs Tara Parker

### **Minutes Secretary:**

Mrs Rachael Coll

## Cultural Dimensions

Waihi East School Board of Trustees recognises New Zealand's cultural diversity and values the unique position of Māori in New Zealand society. The school acknowledges the traditions, history and values of Māori. Thirty five percent of Waihi East students identify as Māori. Our five working documents supporting raising Māori and Pasifika success are: Ka Hikitia, Tataiako, Tau Mai Te Reo, Treaty of Waitangi, Pasifika Education Plan.

Te Reo Māori is part of the classroom culture and Māori tikanga (customs) are integrated into curriculum areas. The school is investing in a range of Tikanga activities across the school, for example Kapahaka, termly mihi whakatau, Marae visits, Te Reo Kori, waiata and tikanga time. Teachers are utilising TKI resources and teaching scaffolds within their class programme. Our Whānau Roopu created a waiata for our school embodying our tamariki contributions and ideas of who we are; this is now embedded in our practice. This song is performed at all school gatherings.

Tikanga is now a deliberate act of teaching across the school with whānau working alongside teachers thereby continuing to build and strengthen our kaupapa culture. Our learning goals include children being able to pronounce Te Reo correctly, the ability to incorporate Te Reo into their daily lives and recognizing the importance of language and culture, with acknowledgement to the past and looking to our future.

Tataiako remains the base document at our school, and will be the focal point for Charter document for 2018. This is reflected in our Charter and our appraisal system.

Positive relationships based upon the principle of ako (teaching and learning for and with Māori students comprising of two important aspects: culture counts and productive partnerships grounded in reciprocity) continue to support ākongā (learners) and whānau.

Engagement and consultation with whānau of the school community is done through a variety of ways, including:

- Regular whānau Roopu hui
- Informal dialogue
- Formal and informal parent interviews
- Newsletters, website and electronic messaging
- Surveys / Questionnaires
- Education Programmes
- Celebrations e.g. assembly, cool kids afternoon,
- Community gatherings, including fundraising and social occasions, developing whānau relationships.

# Strategic Goals

## Long Term Planning, Taking Up To Three Years To Carry Out

Goal	2019 - 2021
<p><b>Goal 1</b> <b><u>Raising Student Achievement</u></b></p> <p>Utilizing innovative and effective practices, teaching staff will nurture a passion for learning in students with a strong emphasis on learning dispositions and literacy and numeracy.</p>	<p><b>Key Competencies</b></p> <ul style="list-style-type: none"> <li>Utilising the knowledge of Neuroscience in learning and development to guide school practice.</li> <li>Developing and implementing programmes of learning based around the Key Competencies, that foster the social, emotional, dispositional learning and school readiness of learners, predominantly in our junior classes. (Supported by Neuroscience findings in learning).</li> </ul> <p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>Investigate, trial and develop classroom and schoolwide approaches that increases student engagement in school and learning.</li> <li>Increase use of student voice and student lead learning to increase engagement.</li> <li>Identify strategies to measure student engagement.</li> <li>Identify barriers to learning and how to reduce these to encourage deeper student engagement.</li> </ul> <p><b>Teacher Pedagogy</b></p> <ul style="list-style-type: none"> <li>Embed inquiry learning practices across school.</li> <li>Increased shared collaborative practice involving visits to experts/ colleagues within school, including the NE room, and report back to team (criteria based on our inquiry).</li> <li>Continue and embed ALL practices across the school.</li> <li>Shared leadership and ownership of responsibilities within staff.</li> <li>Evidence-based planning across core curriculum areas, based on rich themes, and a holistic approach to teaching.</li> <li>Develop student voice and student agencies into learning programmes.</li> <li>Ensuring robust development of Provisionally Registered Teachers, with an overarching robust Induction Program, overseen by Management.</li> <li>Targeted teaching linked directly to assessment and student needs.</li> </ul> <p><b>Reflective Teacher Practice:</b></p> <ul style="list-style-type: none"> <li>'Teaching as Inquiry' with key competency and teaching strategy focus for staff expected across all curriculum areas.</li> <li>Teachers engaging in sharing practice i.e. video reflections and school visits, along with hosting peers within class, further developing a staff culture of openness and inclusiveness.</li> <li>Using assessment and data effectively to raise student achievement.</li> </ul> <p><b>Annual Aims</b></p> <ul style="list-style-type: none"> <li>After data is analysed, annual aims will be developed every year. These will target multiple areas in an effort to raise student achievement.</li> </ul>

	<p><b>Assessment and Longitudinal Data / Trends</b></p> <ul style="list-style-type: none"> <li>• Review assessment practices with all areas</li> <li>• Develop systems to track and monitor longitudinal data</li> <li>• Develop the use of assessment to guide learning programmes more effectively.</li> </ul> <p><b>PLD</b></p> <ul style="list-style-type: none"> <li>• PLD reflecting the strategic and annual goals each year</li> <li>• PLD reflecting teacher inquiry and needs within the school.</li> <li>• Across schools interactions and feedback both formally and informally.</li> <li>• PLD applications will reflect identified needs within the school.</li> </ul> <p><b>Reading, Writing and Maths</b></p> <ul style="list-style-type: none"> <li>• Each year data will be used to identify priority areas for further development.</li> <li>• As a direct result of reflective / responsive teacher practices (teacher inquiry) we will effectively progress the majority of students to be working with an appropriate level of the curriculum (as outlined within our Localised school curriculum document).</li> <li>• Students who are 'at risk' of not achieving within the appropriate level will be making accelerated progress towards (effect size of 0.5 or more) AND / OR be achieving educational success as outlined in their IEP's.</li> <li>• Years 0-2 students will work towards achieving success and growth with the NZ Curriculum and Key Competencies, the required standard programme with a major focus on social and emotional well being, school readiness, and a focus on the key competencies and growth within personal resilience; with the overarching goal of creating smoother transitions between the Te Whariki Curriculum and the New Zealand Curriculum.</li> </ul>
<p><b>Goal 2</b> <b><u>Māori achieving success as Māori</u></b></p> <p>Engage all students effectively, with a particular focus on Treaty of Waitangi partners.</p>	<p><b>Action Plans</b></p> <ul style="list-style-type: none"> <li>• With the support of outside agencies and Kahui Ako, action plans will be developed and implemented to increase engagement and educational success for Maori.</li> </ul> <p><b>Ka Hikitia</b></p> <ul style="list-style-type: none"> <li>• Develop understandings and practices to support the vision of Ka Hikitia</li> <li>• Use Hautu and Ruia as a tool to direct strategic and annual planning.</li> <li>• Measure Māori student achievement, and identify trends when compared against non-Māori students.</li> </ul> <p><b>Tataiako</b></p> <ul style="list-style-type: none"> <li>• Use <b>Tataiako</b> as a tool to guide and direct learning and teaching.</li> <li>• Tataiako Cultural Competencies within appraisal system; staff to show evidence of these within their practice.</li> <li>• Tataiako reflected in what we do as a school, not just in appraisal - this will be linked into our re-branding and vision.</li> </ul>



	<p><b>PLD</b></p> <ul style="list-style-type: none"> <li>· Ka Hikitia, Tataiako, PB4L, developing Te Reo capabilities within our staff, utilising Te Wananga Courses, Taking part in CoL PLD</li> </ul> <p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>· Te Reo me nga Tikanga focus includes yearly Marae visits, Te Reo Kori, waiata, and utilising TKI resources and teaching scaffolds within their class programme.</li> <li>· Engage in cluster Matariki celebrations.</li> <li>· Strengthen Kapa haka with performances in community, festival settings and competition.</li> <li>· Continue Te Reo me nga Tikanga programmes throughout the school.</li> </ul>
<p><b>Goal 3</b> <b>Priority Learners</b></p> <p>All students to succeed personally and achieve educational success, including Pasifika, Asian, Gifted &amp; Talented, and Special Educational Needs.</p>	<p><b>Targeted Inclusive Practice</b></p> <ul style="list-style-type: none"> <li>· To transition new children into our school and provide adequate support for our children transitioning to College.</li> <li>· To provide an inclusive environment where all children are welcome, and teaching and learning needs are met.</li> <li>· Formalised eTap Support Register for GATE and children requiring external agency support.</li> <li>· Teaching/learning programmes will be modified to accelerate all students' needs.</li> <li>· IEPs (Individual Education Plans) in place for those who are at risk of not experiencing educational success.</li> <li>· The SENCO system will be highly effective to support any students who are at risk.</li> </ul> <p><b>Specific to Pasifika</b></p> <ul style="list-style-type: none"> <li>· Support and engage Pasifika students and families, with the intent of all students progressing towards educational success.</li> <li>· Invite Pasifika participation into our learning community and encourage participation in school activities, e.g. cultural awareness through bone carving, traditional activities, sport, art work, food, drumming and dance.</li> <li>· Pursue contacts further afield, e.g. Pacific Island performance groups.</li> <li>· Seek and attain ESOL funding to support learning.</li> <li>· Form a Pasifika focus group with the intent on growing cultural awareness and sustainability, through cultural activities i.e. dance/song/food.</li> <li>· Continue relationship with Cultural Leaders at Waihi College.</li> </ul> <p><b>Specific to Asian</b></p> <ul style="list-style-type: none"> <li>· Supporting and engaging Asian students and families, with the intent of all students progressing towards educational success.</li> <li>· Invite Asian participation into our learning community and encourage participation in school activities, e.g. pursue connections with the Language Institute, and continue to express interest in hosting students from overseas. We will continue to experience Asian culture through food and and cultural opportunities.</li> </ul> <p><b>Specific to Gifted &amp; Talented (2020 Focus)</b></p> <ul style="list-style-type: none"> <li>· Develop a shared understanding of what 'gifted and talented' means at Waihi East School.</li> <li>· Create systems to identify and monitor all areas of Gifted &amp; Talented - including Key Competencies and alternative curriculum areas.</li> <li>· Develop programmes and approaches that specifically target identified Gifted &amp; Talented students.</li> </ul>

	<p><b>Specific to Special Education (High Learning Needs or Identified Barriers to Learning)</b></p> <ul style="list-style-type: none"> <li>· Supporting inclusion for students with special education needs.</li> <li>· Work with external agencies to support our students with special education needs.</li> <li>· We will continue to develop systems and resources in response to High Learning needs.</li> </ul>
<p><b>Goal 4</b> <b>Partnerships</b></p> <p>Develop/maintain reciprocal partnerships with key stakeholders within the Waihi East community to support the learning journey off all children.</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>· Continue to maintain whānau relationships, including community gatherings, fundraising and social occasions. This includes students, staff, whānau, local iwi, Board of Trustees, community and stakeholders of Waihi East School.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>· Maintain and/or develop timely and robust forms of communication with key stakeholders, particularly whānau.</li> </ul> <p><b>Student Voice / Agency</b></p> <ul style="list-style-type: none"> <li>· Develop student's ability to talk about their learning and next steps.</li> <li>· Classroom planning and programmes will reflect student voice.</li> <li>· Regular assemblies-student led.</li> <li>· Develop school wide understandings of student agency.</li> <li>· Implement aspects of learning that promote student agency.</li> </ul> <p><b>Community of Learning (CoLs)</b></p> <ul style="list-style-type: none"> <li>· Active participation in development of CoL journey</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>· Develop / refine systems for staff to plan and implement classroom programmes collaboratively</li> <li>· .</li> <li>· Develop a culture of positive and critical inquiry into each other's (and external teachers) practice.</li> </ul> <p><b>Parent Partnerships in Learning</b></p> <ul style="list-style-type: none"> <li>· Refine SLC</li> <li>· IEPs continued (digital)</li> <li>· Strengthened Team East Whānau group.</li> <li>· Parent Workshops.- increase participation in Parent Workshops.</li> </ul>
<p><b>Goal 5</b> <b>Learning</b> <b>Environments</b></p>	<p><b>Positive Behaviour For Learning (PB4L)</b></p> <ul style="list-style-type: none"> <li>● Implementation and successful operation of PB4L school wide to ensure a safe and happy learning environment. Consolidating tier 1 in 2017 and implementing tier 2 in 2018 and 2019.</li> </ul> <p><b>Health &amp; Safety</b></p> <ul style="list-style-type: none"> <li>● Establish and maintain robust health and safety policies and procedures for monitoring and reporting.</li> <li>● Establish H&amp;S team.</li> <li>● Monitor school for health and safety issues.</li> </ul> <p><b>Curriculum Review</b></p> <ul style="list-style-type: none"> <li>● Review, renew and resign the school's curriculum, implementing a strong cycle of review in all areas, including bot, staff, whanau and community consultation where appropriate. (2019 Priority)</li> </ul> <p><b>Innovative Learning</b></p> <ul style="list-style-type: none"> <li>● Develop Teacher Pedagogy around innovative learning approaches.</li> <li>● Investigate furniture and different ways of using existing spaces to create innovative learning environments.</li> <li>● Investigate building modifications. Carry Out Modification as approved by MoE and Board.</li> </ul>

## **ONGOING SCHOOL OPERATIONS, GOVERNANCE AND MANAGEMENT**

*All documentation outlined continues to be reviewed.*

<b><u>CURRICULUM</u></b>	<b><u>PERSONNEL</u></b>	<b><u>FINANCES</u></b>	<b><u>PROPERTY</u></b>	<b><u>HEALTH AND SAFETY</u></b>
<p><i>Key school documents that inform the Waihi East School Charter relating to Curriculum include:</i></p> <p>New Zealand Curriculum                      School-based Curriculum Plans                      Student Reports                      Associated Policies                      Waihi East School Strategic Plan                      Teachers Planning / Assessment folders                      Cumulative Record (E-Tap)                      Parent Information Booklet                      Learning Assistance Register                      Attendance Registers                      Admission / Withdrawal Register                      ERO Report</p>	<p><i>Key school documents that inform the Waihi East School Charter relating to Personnel includes:</i></p> <p>Job Descriptions                      Performance Agreements                      Staff Appraisals                      Staff Professional Development Programme                      Personnel &amp; Curriculum Policies                      Waihi East School Strategic Plan                      Appropriate Collective Agreements</p>	<p><i>Key school documents that inform the Waihi East School Charter relating to Finances include:</i></p> <p>Annual Budget                      10 year Property Plan                      SUE Reports                      Assets Register                      Annual Reports                      Auditors Reports                      Associated Policies &amp; Procedures                      Waihi East School Strategic Plan</p>	<p><i>Key school documents that inform the Waihi East School Charter relating to Property include:</i></p> <p>10 Year Property Plan                      5 Year Property Schedule                      Maintenance Schedule                      Property Occupancy Document                      - Insurance                      - Associated Policies                      - Waihi East School Strategic Plan</p>	<p><i>Key school documents that inform the Waihi East School Charter relating to Health and Safety include:</i></p> <p>Accident Register                      Hazard Register                      Swimming Pool Maintenance Booklet                      Maintenance Schedule                      Evacuations Procedures                      Associated Policies                      Waihi East School Strategic Plan</p>

# Annual Plan

Year by year planning to achieve our 3 year strategic plan.

## Annual Plan Aim 1a - Year 0-2 Learning Dispositions and Key Competencies.

All learners will be measured against a Key Competency and Learner Disposition Rubric, showing logical / realistic progress through the rubric as outlined for their age and time at school.

Rational	<u>SPECIFIC TARGETS</u>	ACTIONS	Who & Resources	Review / Dates / Notes / Discussions / Recommendations
<p>Teachers are seeing increasing cases of disengagement, behaviour problems, social and emotional gaps and non school readiness in our 5 year olds.</p> <p>As a result of the inquiry into transition from ECE to School and the place and implications recent Neuroscience developments have had on learning approaches, we will continue to inquire into the validity and usefulness of the current approaches and how they can be modified to reflect recommended practice to encourage brain development.</p>	<p>Learners will be measured against a Key Competency and Learner Disposition Rubric, showing logical / realistic progress through the rubric.</p>	<p>Continue knowledge building of Playbased learning and Neuroscience in Education ie Sir Peter Gluckman, Nathan Wallis etc).</p> <p>Visits with other schools using playbased approaches. Further developing educationally reciprocal relationships with contributing ECE's.</p> <p>Implementation of a year 0 &amp;1 Discovery Space (new entrant room).</p> <p>Development of monitoring, reporting and teaching systems within the shared Discovery Space.</p> <p>Physical development of the Discovery space, internally and externally (ie outdoor play spaces).</p> <p>Development and implementation of a new 0-3 curriculum approach.</p> <p>Redefining our year 1 learning disposition / KC rubric for so we can use an effect size measure within it. (using Te Whariiki and Key Comps from NZCR).</p> <p>Transferring the concept of our year 1 learning disposition / KC rubric into a means of measuring educational success for our year 2 students.</p> <p>Continue Best Start Programme.</p> <p>Parent workshops on new approach to early years at school.</p> <p>Developing understanding of Trauma informed practices and the effects on learning and development.</p> <p>PD Opportunities:</p>	<p>SLT Junior Team</p> <p>SLT Junior Team</p> <p>SLT Junior Team</p> <p>SLT Junior Team</p> <p>SLT &amp; BoT</p> <p>SLT Junior Team</p> <p>SLT</p> <p>SLT Junior Team</p> <p>Junior School DP SLT and Curriculum leaders.</p>	

		Neuroscience in Education Conference Complex Trauma & Anxiety PLD's. Nathan Wallis (or similar) Workshops and Conferences Longford Park PD - stage 2 School Visits	SLT Whole Staff	
Neuroscience evidences that the average child's brain is not ready to learn Reading, Writing and Maths in a structured form until they are closer to 7 years old. The optimum learning at 5 and 6 year olds are around social and emotional skills and dispositions to learning.	By the end of 80 weeks, students with potential learning barriers in Reading, Writing and Maths will have been identified with intervention plans developed to implement prior to 100 weeks at school.	As Above and: Continue with whole class exposure to Literacy and Mathematics concepts.  Investigate how to include exposure and development of R, W and M in a play based approach.  Stations and workshops set up in classes targeting those with interest in R, W and M.  Where appropriate, <b>Targeted</b> teaching workshops / groups developing foundational skills in R, W & M in years 0-2.  Robust use of assessment rubrics to assess progress within the KC's.  Aspects formalised assessment used to track <b>progress and identify high risk students</b> within R, W & M up to end of year 2.	Junior School Teachers  SLT Junior Team.  Junior School Teachers.  Junior School Teachers.  SLT and Junior School Teachers.  SLT	
	By the end of 120 weeks, 75% learners will be working within the appropriate curriculum level OR be <u>showing evidence and trends</u> that they are engaging in academic learning in a positive way with an OTJ that they are not a high at risk factor.	As above and: Identify students who have not got a sound disposition to learning R, W and M for targeted teaching and interventions (investigate what this best looks like in a year 2 and 3 class built on a playbased approach).  Investigate and implement the use of E-asTTle (or similar) at the year 3 level to help identify gaps for teaching next steps.  Increase oral language development through playbased interactions and activities.  Continue formal teaching of reading, writing and maths alongside playbased learning sessions until such time as our PD and learnings develop a robust plan to support the learning of R, W & M learning dispositions.	SLT and Junior Teachers  Management and external PLD provider.  Junior Teachers  Management and Junior School Teachers.	

## Annual Plan Aim 1b - Year 4-6 Over Arching Writing Target: Accelerated Progress for Students at risk of not finishing the year working within the appropriate curriculum level.

- 80% (approximately 40 students) of typical\* students currently working 2 or more curriculum sublevels below the 2019 curriculum expectations will progress to be working within an appropriate curriculum level OR have made accelerated progress towards the appropriate curriculum level.
- To see an increasing trend of overall achievement for years 4-6 in writing. With a target of 65% achieving within or above the required level.
- That a-typical students display or develop positive dispositions / attitudes towards learning writing, alongside making progress towards other priority areas outlined in IEPs.

\*Typical students are those not identified with severe learning difficulties. Non-typical include students that are ORS funded, have high health needs, ESOL, extreme behavioural needs.

Rational	SPECIFIC TARGETS within the overarching:	ACTIONS	Who & Resources	Review / Dates / Notes / Discussions / Recommendations
<p>2017 resulted in 72% of our typical beginning of the year cohort achieving the required standard in writing. At the end of 2018, 55% were achieving within the appropriate level.</p> <p><b>Contributing Factors:</b> 2017 and 2018 consisted of high levels of beginning teachers and staffing changes. It has also seen a continuation of new students to the school with high levels of behavioural and learning needs.</p> <p>2018 saw us focus predominantly on Mathematics, growing our teachers capabilities in a more black and white field of teaching first.</p>	<p>80% (approximately 40 students) of typical* students currently working 2 or more curriculum sublevels below the 2019 curriculum expectations will progress to be working <b>within</b> an appropriate curriculum level <b>OR</b> have made <b>accelerated</b> progress towards the appropriate curriculum level.</p>	<p><i>AS BELOW and:</i> Teacher and leadership inquiries focused on barriers to writing.</p> <p>Investigate how to raise engagement in writing.</p> <p>Use of student voice in targeting writing process.</p> <p>Clearly identified needs within the writing process ie oral language deficit, mechanics, surface features, deep features etc.</p> <p>SLT supporting by running targeted workshops / writing experiences throughout the year.</p> <p>Investigate digital learning support system in writing.</p> <p>Use of e-asTTle writing assessment rubric to more closely measure acceleration in progress.</p> <p>Teachers will develop IEPs for all students who are underachieving in writing across the school based upon summative and formative assessments throughout the year, developed in consultation with parents and whānau.</p> <p>Continue with specific support programmes delivered by Teacher Aides. Teachers focus on accelerating the reading progress of the targeted</p>	<p>CoL WSL SLT</p> <p>CoL WSL SLT All staff</p> <p>Teachers and SLT</p> <p>Team leaders and all staff, Parents</p> <p>SLT</p> <p>CoL WSL SLT</p> <p>All staff</p> <p>Management and teacher aides \$40000</p>	

<p>We feel these have been major contributing factors in the decline of writing achievement in the school.</p> <p>Many staff are new to the school or teaching profession and need to develop an understanding of the basics of writing programmes and practises before we can expect to see a major shift in our achievement trends.</p> <p>This year we not only want to focus on the 'whole class practice in writing' but also look more closely at how we can break down barriers for our struggling writers at a more individual level.</p> <p><u>Pacifika Students</u> Most are classed as non typical (ESOL) and included in IEP targets.</p>		<p>group of students – underachieving Māori, Pasifika and Special Education needs students.</p> <p>The progress of the targeted underachieving students will be discussed at regular team meetings.</p> <p>High interest writing topics Short Sharp Successful Relevant Writing Experiences</p>	<p>Team Leaders</p> <p>Teachers</p>	
	<p>To see an increasing trend of overall achievement for years 4-6 in writing. With a target of 65% achieving within or above the required level.</p>	<p>Management inquiry into writing resulting in a consistent approach to writing in years 4-6.</p> <p>DP with curriculum leadership in Writing leading writing inquiries at a teacher level.</p> <p>Writing Lesson observations, with learning discussion and feedback for each teacher</p> <p>Data driven and evidence-based planning across core curriculum areas, based on rich themes, and a holistic approach to teaching. Working towards a workshopping approach in writing (leadership hunch).</p> <p>RTLIT Team Referral.</p> <p>Writing PD for staff: Phonics Training The writing book PLD Moderation Meetings Assessment PD IYT</p> <p>Use of new Writing Resources (internal monitoring and reflections).</p> <p>Writing Workshops and Moderation</p> <p>Development of writing assessment practice and expectations outside of curriculum levels and progressions.</p>	<p><b>SLT WSL COL</b></p> <p>Senior School DP</p> <p>SLT and outside agency</p> <p>Management and All staff</p> <p>Team Leader and DP</p> <p>\$6000</p> <p>All staff</p> <p>SLT All staff</p> <p>SLT &amp; team leader</p>	

		<p>Celebration and Promotion of Writing through awards, publishing in news letters, displayed on walls (including admin areas).</p> <p>Increased shared collaborative practice involving visits to experts/colleagues within school, including the NE room, and report back to team (criteria based on our inquiry).</p> <p>Team leaders will lead regular meetings on the ongoing professional development in OTJs.</p> <p>Investigate Writing assessment tools and systems to find a system that works for East.</p> <p>Action and participate in CoL initiatives that will be beneficial to our writing programmes.</p>	<p>All staff</p> <p>ALL Staff</p> <p>Team leaders</p> <p>SLT</p> <p>SLT, BoT and Staff</p>	
<p>Many students identified with high learning needs need to focusing on life skills, social skills, communication skills etc.</p>	<p>That a-typical students display or develop positive dispositions / attitudes towards learning writing, alongside making progress towards other priority areas outlined in IEPs.</p>	<p><i>EXPOSURE TO MANY OF THE ABOVE and:</i></p> <p>Development of IEPs and learning programmes that may not target areas that will encourage students to be successful learners at school (this may not mean targeting writing).</p> <p>Development of learning programmes that promote and build on students strengths and successes.</p> <p>Investigate the barriers to writing for each child and what might 'help'.</p> <p>Investigate and implement the use of devices for writing (chromebooks, ipads, voice to text etc)</p>	<p>SLT, SENCO and teachers</p> <p>Teachers</p> <p>Management and teachers</p> <p>SLT and Teachers</p>	



## Annual Plan Aim 1c - Year 4-6 Overarching Mathematics Target: Continue seeing an increase in Math achievement by embedding changes in our Maths approach from 2018.

That 85% of typical\* students in years 4-6 will be working within the recommended area of the NZ Curriculum in Mathematics by the end of the 2019 school year. That 50% (approx 10 students) of typical\* students who are at risk of not working within the recommended level by the end of the school year, will make accelerated progress towards the recommended curriculum level.

That typical\* students who are at risk of not working within the recommended level by the end of the school year, will make significant / accelerated progress towards the recommended curriculum level.

\*Typical students are those not identified with severe learning difficulties. Non typical include students that are ORS funded, have high health needs, ESOL, extreme behavioural needs.

Rational	<b><u>SPECIFIC TARGETS within the overarching:</u></b>	ACTIONS	Who & Resources	Review / Dates / Notes / Discussions / Recommendations
<p>With a year focused on Mathematics in 2018, we saw our achievement in year 4-6 move from 63% to just over 80% in our typical students.</p> <p>The changes to our approaches have proven to be highly effective.</p> <p>These practises are not 'the norm' and are still new. We will be working hard on ensuring the changes to practices are maintained, this will require a substantial amount of monitoring, support and maintenance.</p> <p><u>Pasifika Students</u> Most are classed as non typical (ESOL) and included in IEP targets.</p>	<p>That 85% of typical* students in years 4-6 will be working within the recommended area of the NZ Curriculum in Mathematics by the end of the 2019 school year.</p>	<p>Continued PLD on strands and areas that have not been delivered in 2018.</p> <p>Using e-asTTle testing to target teaching.</p> <p>Ongoing development and use of 'effect size' for monitoring progress of all students, to promote discussion and reflection for teachers.</p> <p>Develop reporting to the Board to include the concept of effect size as a measure throughout the year.</p> <p>Continue with Longitudinal testing in maths. Start building a bank of data to help with strategic and annual planning.</p> <p>Continue looking at classroom culture, teaching of vocab and defined learning areas in the classrooms.</p> <p>Continue targeted math observations and feedback.</p> <p>Avenues of PLD: Internal PLD for PRT's External support through MoE PLD hours. Assessment Practices. Numicon PD. Target courses where needed.</p>	<p>SLT and PLD provider</p> <p>Teachers</p> <p>External PLD support</p> <p>Principal and PLD provider</p> <p>Management, Team leaders</p> <p>SLT and staff</p> <p>SLT</p>	

		<p>Data driven and evidence-based planning across core curriculum areas, based on rich themes, and a holistic approach to teaching.</p> <p>Utilise hands on learning to encourage a passion and real life application understanding of mathematics.</p> <p>Continue with specific support programmes, such as Numicon and those delivered by Teacher Aides. Teachers focus on accelerating the reading progress of the targeted group of students – underachieving Māori, Pasifika and Special Education needs students.</p> <p>Increased shared collaborative practice involving visits to experts/colleagues within school.</p> <p>Increased effective use of online consolidation resources -ie mathletics. Monitored groups that are supported to use the tool effectively.</p>	<p>Teachers</p> <p>Teachers</p> <p>All Staff</p> <p>All staff</p> <p>Staff and Whanau</p>	
<p>At risk learners - we have made huge improvement overall in maths, however there is still a cohort of students that are at risk of not working within the appropriate curriculum level by the end of the year. (Approximately 23 students)</p>	<p>That 50% (approx 10 students) students who are at risk of not working within the recommended level by the end of the school year, will make <b>accelerated</b> progress towards the recommended curriculum level.</p>	<p>Teachers will develop IEPs for all students who are underachieving in mathematics across the school based upon summative and formative assessments throughout the year, developed in consultation with parents and whānau.</p> <p>The progress of the targeted underachieving students will be discussed at regular team meetings.</p>	<p>Team leaders, Senco</p> <p>Team leaders</p>	
<p><b>Maori Learners - In 2018 we exceeded our target with the gap between Maori and NZ European learners. Our Maori</b></p>	<p>Maintain high levels of success in Math for our Maori Learners.</p>	<p><i>AS ABOVE and Annual Aim 3 and:</i> Identify culturally relevant mathematics experiences and topics.</p> <p>Look for hands on ways to promote mathematics.</p>	<p>All staff</p> <p>All staff</p>	

<b>learners achieved to higher levels comparatively than our NZ European learners.</b>				
Many students identified with high learning needs need to focusing on life skills, social skills, communication skills etc.	That a-typical students display or develop positive dispositions / attitudes towards learning mathematics along side making progress towards other priority areas outlined in IEPs.	<p><i>EXPOSURE TO MANY OF THE ABOVE and:</i></p> <p>Development of IEPs and learning programmes that may not target areas that will encourage students to be successful learners at school (this may not mean targeting mathematics).</p> <p>Development of learning programmes that promote and build on students strengths and successes.</p>	<p>SLT and SENCO</p> <p>SLT, SENCO Teachers</p>	

**Annual Aim 2: Ensure current and effective learning and teaching approaches are being used throughout the school by all staff, including inquiry learning, student voice/agency, digitally blended learning and assessment practices.**

<b>Actions To Achieve Aim</b>	<b>Responsibility</b>	<b>Timeframe, Resources</b>	<b>Review / Dates / Notes / Discussions / Recommendations</b>
<p><b>Engaging the remainder of our External MoE PLD hours and applying for more hours to continue with the progress we have made.</b> Working with external PLD providers to target Mathematics, Inquiry, PRT development and assessment. (See PLD journal for details).</p> <p><b>Appraisal</b> - Align teachers' learning goals, Teacher Inquiry approach and the new PTCs together to ensure the appraisal process impacts teacher practice.</p> <p><b>Cultural Walk Throughs and Minimum Expectations</b> Continue with cultural walk throughs. Use data from 2018 to collate a list of must do's and can do's for expectations within the classroom.</p> <p><b>Student voice / agency</b> Raise awareness of student voice, effective collection methods and how it can be used to affect learning. Use of student voice in Teacher Inquiry and at a management / board level Raise awareness of student agency in learning. Trial aspects in classes.</p> <p><b>Use of CRT and school visits</b> Staff will observe others practice in the school and outside the school to gain</p>	<p>Management / External Provider.</p> <p>Management All staff</p> <p>All Staff led by Management</p> <p>All Staff led by Management</p>	<p>Ongoing and Scoped.</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing <i>Travel and extra release</i></p>	

<p>new ideas, reflect on their own practice and share their ideas. <i>Each teacher offsite at times throughout the year observing other classes.</i></p> <p><b>Innovative learning approaches</b> Continued research and discussion on innovative learning approaches ie flexible time tables, flexible spaces, student led learning, ako and whānau groups etc. Trail aspect of new approaches where appropriate.</p> <p><b>Collaborative Teaching</b> Continued research, discussion and PD on team teaching and shared learning groups and spaces. Begin defining the 'East' way of doing it.</p> <p><b>Sharing of good practice</b> Staff taking time in meetings to share 'great ideas' successes, new approaches at staff meetings.</p> <p><b>Required PD</b> PD booked to reflect charter goals, direction of school and needs in the school.</p> <p><b>Consolidation of Practice</b> Continue inducting new staff into our Reading ALL approach. Continue with new maths implementation (as in annual aim 1c)</p> <p><b>Using data for day to day teaching and for long term planning.</b> With the support of external PLD providers, assessment will be reviewed and Data to be used to analyse success of programmes, withdrawal groups, learning support, extra staffing etc.</p> <p><b>Staff Induction</b> Continue to refine the processes and procedures for induction of new staff.</p> <p><b>PRT Mentoring</b> PRTs to have mentors PRT co-ordinator to continue. School wide approach and expectations to be developed and implemented.</p>	<p>All Staff</p> <p>Management</p> <p>All Staff led by Management</p> <p>All Staff</p> <p>Management</p> <p>Management</p> <p>Management</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing <i>Travel</i></p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing \$10000</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 1</p> <p>Ongoing</p>	
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LINKS TO STRATEGIC GOALS: **1-Raising Student Achievement** **2-Māori Achieving Success** **3-Priority Learners** **4-Partnerships** **5-Learning Environments**

## Annual Aim 3: Ensuring Priority Learners are identified, targeted and engaged in successful learning programmes.

Actions To Achieve Aim	Responsibility	Timeframe, Resources	Review / Dates / Notes / Discussions / Recommendations
<p><b>Māori</b> See annual aim 5.</p>			
<p><b>Pasifika</b> Students will be identified. Pasifika culture, knowledge and ways will be encouraged in classes and through learning contexts, discussions and approaches. <b>Links to learning about pasifika culture will be made in contexts such as Turangawiwi, Matariki, Celebrations, Dance and movement etc.</b> Relevant staff will proactively engage and gain awareness/ knowledge of identified learners background and culture. Ensuring any language barriers are not impeding active participation.</p>	ALL Staff	Ongoing	
<p><b>ESOL</b> Students will be identified, IEP or LIPs will be established where appropriate in relation to curriculum levels, outside agencies approached where needed. Students will be included in oral language development groups. Grants will be actively sought to provide extra support for these learners.</p>	SENCO	Ongoing	
<p><b>IEPs and Learning Intervention Plans (LIP)</b> Students starting the year more than two sub levels below the end of year desired curriculum level will have an IEP or Learning Intervention Plan.</p>	SENCO Managem ent and All staff	Grants Ongoing	
<p>Students identified as at risk of not achieving from OTJ's, longitudinal or historical data will have IEP or LIPs inplace to help ensure they continue to progress.</p>	Managem ent and All staff	Ongoing	
<p>IEPs that are well planned, implemented, monitored, communicated with parents and management.</p>	All staff & Team Leaders	Ongoing	
<p><b>Student Monitoring</b> Develop a school wide system of monitoring and tracking students with learning needs, interventions or concerns.</p>	Team Leaders	Term by Term	
<p><b>Gifted and Talented</b> Students deemed to be gifted or achieving well above required levels will have programmes adapted to ensure students continue to grow in their</p>	SLT	Term 1	
<p>Students deemed to be gifted or achieving well above required levels will have programmes adapted to ensure students continue to grow in their</p>	Managem ent	Ongoing	

<p>learning. The emphasis for learning will be breadth and depth of learning within the curriculum and application of skills. This will be recorded and monitored through current teacher planning documents.</p> <p><b>Senco</b> Continue with one main SENCO with a clearly defined roll. Effective recording, monitoring, tracking and sharing of information will be established / reviewed. (including tracking of funding) Investigate an internal referral system to the senco for outside agency support.</p> <p><b>Outside agencies</b> <u>All staff</u>, with support of SENCO, will engage with, refer to, seek the support and engage professionally with outside agencies to support identified students / issues in the class and learning programmes.</p> <p><b>Use of Learning Support (teacher aides)</b> Learning support timetables will continue to be timetabled on an identified needs basis, reviewed termly. Learning support will be carried out in class and by withdrawal groups depending on the needs of the learners and the programmes.</p>	<p>Identified SENCO</p> <p>All staff</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	
<p><b>LINKS TO STRATEGIC GOALS:</b> 1-Raising Student Achievement 2-Māori Achieving Success 3-Priority Learners 4-Partnerships 5-Learning Environments</p>			

**Annual Aim 4: Engaging with parents, whānau, community, colleagues and other schools to enrich, enhance and promote success in all aspects of the learning journey.**

Actions To Achieve Aim	Responsibility	Timeframe, Resources	Review / Dates / Notes / Discussions / Recommendations
<p><b>Collaborative Feedback and Critique</b> Develop a staff culture of seeking feedback in practice from staff, management and external professionals.</p> <p><b>Raising the collective whanau culture of the school.</b> Establish events or happenings at school to invite parents and whanau in to build relationships with teachers and each other, i.e. Fun BBQs, family sports nights, etc.</p> <p><b>Ongoing communications with whanau</b> Review systems used to communicate with whanau. Paper newsletters Website</p>	<p>All staff Led by Management</p> <p>Management / BoT</p> <p>ALL staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing \$1000</p>	

<p><b>Texts</b> Facebook Investigate use of a school app to reduce cost of eTap texts. Ensure effective back mapping in organisation of events so parents are aware of up and coming events.</p> <p><b>CoLs</b> The school will be actively involved in the Waihi CoL. Attending meetings, participating in the direction established by the CoL. <i>As the direction is largely unknown at present planning and resourcing for this will need to be established at a later date.</i></p> <p><b>Best Start</b> Continue to run programme of early engagement and school readiness education. Engage with all early childhood centres to build positive rapport and participation. Continue with incentives for participating families and enrollees.</p> <p><b>Student Led Conferences</b> Investigate and trial student led conferences year 4-6.</p> <p><b>Whānau Workshops</b> Establish 4 (min) workshops for parents and whānau. Ensure these are well planned, well publicised and target appropriate topics.</p> <p><b>Whānau affirmation contact</b> Staff to contact parents via text, email, calling or in person to share positive news, wow moments, improvement updates etc. <i>School making contact for positive reasons not just when something is wrong.</i></p> <p><b>Incentives and acknowledgements</b> Prizes, incentives and gifts will be used to raise attendance to hui, parent evenings, consultation and helpers etc.</p> <p><b>Consultation - stakeholders, Māori, Pacifika.</b> Robust consultation will take place targeting  <ul style="list-style-type: none"> <li>- Curriculum</li> <li>- School Climate</li> </ul> </p> <p><b>Hautu / Ruia</b> Raise an awareness and understanding of the Hautu and Ruia documents at a BoT and management level.</p> <p><b>School Curriculum Review</b> Use multiple approaches to engage effectively with key stakeholders as part of reviewing and recrafting the school curriculum.</p>	<p>Management</p> <p>Junior School DP</p> <p>Management</p> <p>Management / BoT</p> <p>All staff</p> <p>SLT and Admin</p> <p>SLT and BoT</p> <p>SLT and BoT</p> <p>SLT</p>	<p>Termly \$1000</p> <p>Termly</p> <p>Term 3</p> <p>Ongoing \$1000</p> <p>Ongoing</p> <p>Ongoing \$700</p> <p>Term 2 and 4</p> <p>Ongoing</p> <p>Ongoing</p>	
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**LINKS TO STRATEGIC GOALS:** 1-Raising Student Achievement 2-Māori Achieving Success 3-Priority Learners 4-Partnerships 5-Learning Environments

## Annual Aim 5: Continue developing an atmosphere and school culture that promotes success for Māori, as Māori.

Actions To Achieve Aim	Responsibility	Timeframe, Resources	Review / Dates / Notes / Discussions / Recommendations
<p><b>Te Pumaomao and Action Plans</b> Staff attending Te Pumaomao PLD and follow up meetings. Implementation of action plans developed as part of Te Pumaomao PLD.</p>	All Staff	Ongoing	
<p><b>Tataiako</b> Staff to continue unpacking what these competencies mean, how to find evidence and how to move forward developing them - linked to appraisal document.</p>	All Staff	Ongoing	
<p><b>Hautu</b> Board to develop an awareness and understanding of the Hautu document; with intentions / investigations and plans of how to roll out the use of it to help govern the school.</p>	DPs	Ongoing \$4000	
<p><b>Kapahaka</b> As part of developing our internal capabilities, school staff will endeavour to run kapahaka throughout the school. Engaging expertise when needed or a couple of times a year. Continue to engage with whanau to support kapahaka and support the roopu and develop their own knowledge and understandings.</p>	Senior School	Ongoing	
<p><b>Appraisal</b> Continue to be linked to Tataiako competencies.</p>	All staff	Ongoing	
<p><b>Te Reo</b> School wide increase in the use of Te Reo Māori in everyday conversation / instruction and teaching at both teacher level and student level. Experiment with new approaches ie phrase of the fortnight etc.</p>	All staff	Ongoing	
<p><b>Displays</b> Displays in classes and other areas of the school will proactively promote our dedication and inclusiveness of Māori culture, customs and beliefs.</p>	All staff	Ongoing	
<p><b>School Powhiri</b> Student led mihi whakatau at the beginning of school terms will continue to be developed and embedded in school customs and practice.</p>	DPs	By Term 4	
<p><b>Marae visit</b> School or syndicate visit to a Marae, experiencing authentic powhiri and use of mihi etc.</p>	SLT	By Term 4	
<p><b>PD - He Papa Tikanga - He Papa Reo</b> Staff will continue to develop knowledge of Tikanga and Te Reo through external support of the Wananga. This will be seen as professional development and allocation of release will be made to ensure this is achievable.</p>	Selected staff	Ongoing Release time	

LINKS TO STRATEGIC GOALS: **1-Raising Student Achievement** **2-Māori Achieving Success** **3-Priority Learners** **4-Partnerships** **5-Learning Environments**



## Annual Aim 6: Investigate and develop behaviour, behaviour management, restorative practices and general school culture with the support of PB4L.

Actions To Achieve Aim	Responsibility		Review / Dates / Notes / Discussions / Recommendations
<p><b>Developing and Understanding of Behaviours</b> Engage external experts to provide learning on student behaviour and responses in a school setting. Specifically Trauma related behaviours and Anxiety. <b>PB4L</b> Attend all meetings. Develop school PB4L leadership team. Actions outlined and resulting in PB4L investigations.</p> <p><b>Developing plans and systems</b> As part of PB4L review current behaviour approaches and systems. Developing or modifying systems to trial new approaches.</p> <p><b>Restorative Practices</b> Raise awareness and understandings of restorative practices in staff and BoT. Begin looking at ways we can change our approaches to become more restorative.</p> <p><b>Vision and Mission</b> Embed and teach school vision</p> <p><b>Values</b> Embed, teach and celebrate school values.</p> <p><b>Incentives</b> Provide a variety of incentives for participation in consultation, communication, meetings and feedback. Provide a variety of incentives to continue promoting positive behaviours in school.</p> <p><b>Health / Wellbeing@School survey</b> Carry out the health survey with students. Comparing data and looking for areas to target - links to PB4L.</p> <p><b>Raising Attendance</b> Teachers to monitor day to day attendance, looking for patterns etc. Discussing / Reporting attendance concerns at syndicate meetings. Concerns followed up by management. Appropriate standardised letters sent home in accordance to attendance policy. Referrals made to attendance service when necessary. Commitment to attending Rock On meetings by management staff. Continue working closely with SWiS, making referrals for students at risk.</p>	<p>All staff</p> <p>PB4L Leadership</p> <p>PB4L Leadership</p> <p>All staff RTLb?</p> <p>All staff</p> <p>All staff</p> <p>Management</p> <p>Management / RTLb</p> <p>SLT and All Staff</p>	<p>Ongoing \$10,000</p> <p>\$3000</p> <p>\$3000</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 1</p> <p>Termly</p>	

LINKS TO STRATEGIC GOALS: **1-Raising Student Achievement** **2-Māori Achieving Success** **3-Priority Learners** **4-Partnerships** **5-Learning Environments**

## Annual Aim 7: Review and ensure school documentation is up to date and reflects current practice and school culture.

Actions To Achieve Aim	Responsibility	Timeframe, Resources	Review / Dates / Notes / Discussions / Recommendations
<p><b>Reporting To Parents</b> To be reviewed and aligned to curriculum and school priorities.</p> <p><b>Policies</b> Continue utilizing and learning how to use School Docs to manage policy and policy review. .</p> <p><b>Health and Safety</b> Develop more robust health and safety policies and procedures ensuring shifts towards best practices are being made. Inline with School Docs.</p> <p><b>EOTC</b> Using new school doc's documents to review and establish tighter systems for organising, communication and running EOTC events.</p> <p><b>School Curriculum development</b> Develop a community owned school curriculum based on the foundations of the new charter.</p>	<p>Management</p> <p>Management / BoT</p> <p>Management / BoT</p> <p>Management / Bot</p> <p>SLT</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 2</p> <p>Ongoing</p> <p>Ongoing</p>	
<p><b>LINKS TO STRATEGIC GOALS:</b> 1-Raising Student Achievement 2-Māori Achieving Success 3-Priority Learners 4-Partnerships 5-Learning Environments</p>			

# Annual Operations Summary 2019

<b><u>NAG 1 – CURRICULUM</u></b> <b><u>Ongoing Annual Commitments and Review</u></b>	<b><u>NAG 2 – SCHOOL OPERATIONS</u></b> <b><u>Ongoing Annual Commitments and Review</u></b>	<b><u>NAG 3-HUMAN RESOURCE MANAGEMENT</u></b> <b><u>Ongoing Annual Commitments and Review</u></b>
<p><i>Key school documents / processes that inform the Waihi East School Curriculum include:</i></p> <ul style="list-style-type: none"> <li>• New Zealand Curriculum</li> <li>• School-based Curriculum Plans</li> <li>• Student Reports</li> <li>• Associated Policies</li> <li>• Waihi East School Strategic Plan</li> <li>• Teachers Planning / Assessment folders</li> <li>• Cumulative Record (E-tap)</li> <li>• Parent Information Booklet</li> <li>• Learning Assistance Register</li> <li>• IEPs</li> </ul>	<p><i>Key school documents / processes that inform the Waihi East School Curriculum include:</i></p> <ul style="list-style-type: none"> <li>• School wide achievement reports to BOT and community</li> <li>• Parent Teacher meetings</li> <li>• Student-led conferences</li> <li>• Student led assemblies</li> <li>• EOTC opportunities throughout year</li> <li>• Review policies</li> <li>• Review Procedures</li> </ul>	<p><i>Key school documents / processes that inform the Waihi East School Curriculum include:</i></p> <ul style="list-style-type: none"> <li>• Letters of Appointment</li> <li>• Job Descriptions</li> <li>• Performance Agreements</li> <li>• Staff Appraisals</li> <li>• Staff Professional Development Programme</li> <li>• Personnel &amp; Curriculum Policies</li> <li>• Waihi East School Strategic Plan</li> <li>• Teachers Collective Agreement</li> <li>• PD linked to PB4L</li> <li>• Induction Pack</li> </ul>

<ul style="list-style-type: none"> <li>• SENCO</li> <li>• Attendance Registers</li> <li>• Admission / Withdrawal Register</li> <li>• ERO Report</li> <li>• whānau Consultation / surveys</li> </ul>		<ul style="list-style-type: none"> <li>• Relievers Folders</li> <li>• Police Vetting</li> </ul>
<p style="text-align: center;"><b><u>NAG 4 – PROPERTY AND FINANCE</u></b>  <b><u>Ongoing Annual Commitments and Review</u></b>  <i>Key school documents / processes that inform the Waihi East School Curriculum include:</i></p> <p style="text-align: center;"><b><u>Property</u></b></p> <ul style="list-style-type: none"> <li>• 10 Year Property Plan</li> <li>• 5 Year Property Schedule</li> <li>• Maintenance Schedule</li> <li>• Property Occupancy Document</li> <li>• Insurance</li> <li>• Associated Policies</li> <li>• Waihi East School Strategic Plan</li> </ul> <p style="text-align: center;"><b><u>Finance</u></b></p> <ul style="list-style-type: none"> <li>• Annual Budget</li> <li>• Budget Monitoring and Reviews</li> <li>• SUE Reports</li> <li>• Assets Register</li> <li>• Annual Reports</li> <li>• Auditors Reports</li> <li>• Associated Policies &amp; Procedures</li> <li>• Waihi East School Strategic Plan</li> <li>• School Audit</li> <li>• Engagement with Education Services</li> </ul>	<p style="text-align: center;"><b><u>NAG 5 – HEALTH AND SAFETY</u></b>  <i>Key school documents / processes that inform the Waihi East School Curriculum include:</i></p> <ul style="list-style-type: none"> <li>• Accident Register</li> <li>• Hazard Register</li> <li>• Swimming Pool Maintenance Booklet</li> <li>• Maintenance Schedule</li> <li>• Evacuations Procedures</li> <li>• Associated Policies</li> <li>• Associated Procedures</li> <li>• Waihi East School Strategic Plan</li> <li>• Physical Education Curriculum</li> <li>• Cluster Sporting Events</li> <li>• Safety Drills</li> <li>• Police Vetting</li> </ul>	<p style="text-align: center;"><b><u>NAG 6 – LEGISLATIVE REQUIREMENTS</u></b></p> <ul style="list-style-type: none"> <li>• Term dates available to community</li> <li>• Policies are kept up to date</li> <li>• Policies available to public</li> <li>• Enrolment Scheme</li> <li>• Ballot dates</li> <li>• School information on Website</li> <li>• Roll Returns</li> <li>• Reporting to the Ministry of Education</li> <li>• Truancy Reporting</li> </ul>
<p style="text-align: center;"><b><u>NAG 7 – ANNUAL CHARTER UPDATE</u></b></p> <ul style="list-style-type: none"> <li>• The school charter will be updated in readiness for Term 1 2019, based on data, consultation and involving needs of teaching and learning</li> </ul>	<p style="text-align: center;"><b><u>NAG 8 – ANNUAL ANALYSIS OF VARIANCE</u></b></p> <ul style="list-style-type: none"> <li>• The analysis of variance will be updated at the close of 2019 and submitted to the MoE.</li> </ul>	
<p style="text-align: center;"><b><u>COMMUNITY INVOLVEMENT / SCHOOL EVENTS</u></b></p> <ul style="list-style-type: none"> <li>• Community of Learning Involvement</li> <li>• Team East whānau Gala (or like)</li> <li>• Out of school trips</li> <li>• Year 5/6 camp &amp; Y3/4 noho</li> <li>• Sports at School Northern Zone, W.B.O.P. level and Hauraki Competitions– swimming, cross country, athletics, sevens.</li> <li>• Agriculture day / group day</li> <li>• Marae visit</li> <li>• Duffy books</li> <li>• Breakfast club</li> </ul>	<p style="text-align: center;"><b><u>COMMUNITY INVOLVEMENT / SCHOOL EVENTS</u></b></p> <ul style="list-style-type: none"> <li>• Various sport events</li> <li>• Entertainment groups –including Kapahaka, choir and visiting groups</li> <li>• School picnics and social occasions, e.g. pumpkins</li> <li>• End-of-year prize giving</li> <li>• Senior and Junior trips</li> <li>• School performance (Term 3)</li> <li>• Matariki Cluster Events (Term 2)</li> <li>• Fundraising (e.g. Pit Rim Fun Run, Gala)</li> <li>• Community event involvement – Waihi's Got Talent, Xmas, social sports evenings, quiz's etc</li> </ul>	<p style="text-align: center;"><b><u>GOVERNANCE AND MANAGEMENT</u></b></p> <ul style="list-style-type: none"> <li>• BoT Training as needed</li> <li>• Board news to community</li> <li>• Reporting on student progress.</li> <li>• Charter Review.</li> <li>• Enhance and celebrate strong relationships with whānau.</li> <li>• Principal to be appraised by external appraiser.</li> <li>• Appraisal systems refined practice consolidated.</li> </ul>