



*Ngongotaha School*  
*Charter 2019*



The image shows the entrance to Ngongotaha School. A large, ornate wooden archway made of reddish-brown wood spans the entrance. The archway is decorated with intricate carvings, including several stylized faces with large eyes. In the center of the archway, a tall, slender totem pole stands on a paved area. The totem pole features a central figure with a human face and a beard, surrounded by other carvings. The background consists of lush green trees and a white building with a ramp. The sky is clear and blue.

*Ngongotaha School*

"Aim high, stand proud"  
"Iti rearea teitei kahikatea ka taea"



# **Vision: We will provide quality teaching and learning opportunities to enable our students to be:**

## **Confident:**

- Be comfortable with who they are
- Develop goals for themselves
- Be resourceful
- Be motivated and reliable



## **Connected:**

- Develop a positive attitude towards learning
- Be caring, respectful and responsible
- Be effective users of communication tools
- Be responsible members of the community



## **Actively Involved:**

- Participate in a range of contexts to develop life skills



## **Lifelong Learner:**

- Develop skills to acquire learning
- Make lifelong choices – informed decision maker
- Are literate and numerate
- Are critical and creative thinkers



**Values:**

**Growth-**                      **Grow by having a go**

**Respect -**                      **Respectful, kind and caring**

**Equality -**                      **Everyone is important**

**Achievement -**                      **Are keen to succeed**

**Trust-**                              **Trustworthy and honest**



**T - Tū pakari i ngā mahi katoa**

**A - Awhina mai i ngā mea katoa**

**U - Uia mai te kōtahitanga**

**K - Kia whai te mātauranga**

**E- E whakapono, kia matatika**



## Beliefs About Learning

Ngongotaha School has the following core beliefs about children's learning:

- ❖ All students can learn and have the right to do so
- ❖ Students learn best in an environment when positive relationships are developed and where whanaungatanga is fostered
- ❖ Learning happens most effectively when intentions and outcomes are shared
- ❖ Students learn best when they take ownership and responsibility for their learning
- ❖ Learning is a shared experience which lasts a lifetime
- ❖ Learning is best when there is a purpose to learn
- ❖ Staff empower all students to achieve personal excellence

## Attitudes and Values

At Ngongotaha School we value:

- ❖ **Growth** - Physically, Mentally, Socially, Academically, Creatively
- ❖ **Respect and Care - For Self, For Others, For Human Rights**
- ❖ **Equality** - Fairness, Social Justice, Recognising & Acknowledging diversity, difference and inclusion
- ❖ **Achievement** - By aiming for and persevering towards excellence academically, culturally, artistically, socially and in sporting endeavours
- ❖ **Trust** - Which involves being honest, responsible, accountable and acting with integrity

## General Goals

- ❖ To work as a team to provide quality-learning opportunities for **all** students and staff that reflects current teaching and learning practices and presents realistic challenges, with an emphasis on Literacy, Numeracy, Digital Technology, Inclusion and positive behaviour.
- ❖ To provide appropriate resources for the effective delivery and implementation of the curriculum.
- ❖ To provide a safe, healthy and challenging environment.
- ❖ To provide an environment for **all** students, staff and whanau where an understanding, appreciation and respect of Māori and other cultures is fostered.
- ❖ To improve educational achievement of Māori and Pasifika students.

## Local Goals

- ❖ To help children and staff become aware of the uniqueness of our local environment / history.
- ❖ To provide effective learning assistance for children with identified special needs and abilities
- ❖ To maintain a positive partnership with the school and local community / iwi
- ❖ To provide a range of authentic experiences outside of the classroom to help children foster an appreciation of their environment
- ❖ To provide a range of physical activities to develop movement, fitness, flexibility skills and an attitude for good sportsmanship.
- ❖ To provide a Level 1 Te Reo (80 to 100%) programme for students Years 0 to 6, in response to community needs.
- ❖ To provide a Level 4a Te Reo (12 to 30%) programme for students Years 0 to 6, in response to community needs.
- ❖ To provide opportunities for students and families to foster pride in the school through extra curricula activities.
- ❖ To foster and enhance whanaungatanga and school culture for all.
- ❖ To develop leadership skills through the provision of “Roles of Responsibility” within the school (staff and pupils).
- ❖ To continue the development of staff in all aspects of Te Ao Māori to further develop school culture and relationships.
- ❖ To support Māori student achievement through the provision of authentic contexts for learning.
- ❖ To continue the implementation of the Marau-a-Kura which was completed for 2016 following whanau hui over a number of years.

## Cultural Diversity and Te Ao Māori

- ❖ Through our class programmes Ngongotaha School students will have the opportunity to learn about our heritage and how our heritage (Māori, European and other ethnicities) influences our world today.
- ❖ Programmes will recognise the multicultural society in which we now live encouraging and supporting a mutual respect for cultural differences and beliefs.
- ❖ This learning may arise in many areas of learning and will be supported and modelled through teachers' attitudes and acceptance of New Zealander's cultural diversity.

### The unique position of the Māori Culture

- ❖ Ngongotaha School is situated on the outskirts of Rotorua in a village type setting.
- ❖ The community is well served by three local marae, each has a Kohanga Reo attached to it providing early childhood experiences in a Māori setting. These are Awahou, Ariki and Ngongotaha Kohanga. There are two further marae that are on the outskirts of Ngongotaha itself.
- ❖ Students at Ngongotaha School will learn about their local area, history, traditions and language.
- ❖ Students at Ngongotaha School will be given the opportunity to learn in a Māori Immersion educational environment.
- ❖ A Māori Student Achievement team will continue their focus to ensure Māori students are progressing and achieving across the school.
- ❖ Tikanga and Te reo sessions will continue to be part of staff meetings during 2019.
- ❖ Whole school internal PLD around Te Arawatanga and Ngati Whakauetanga through the Maori Student Achievement Team will continue.



## School Description

Ngongotaha School, opened in 1911, and has the equivalent of 17 teaching spaces, which comprise a blend of traditional and variable space classrooms. Facilities include: Whare Waananga (a Multi Purpose Room) Information and Technology Centre (incorporating Library and multi-purpose work room for staff), Teaching Resource Room, Solar Heated Learners' Swimming Pool, Coal-fired Central Heating System, turf area and Administration Block.

Sited on three levels, the school has well-established grounds, open areas between buildings, fixed playground apparatus for junior, middle and senior pupils, petanque pit, turf area and a large grassed sports and recreation field. Shade is provided to some of the classrooms and play areas demonstrating the Board's commitment to providing our students with appropriate safety from the sun. The junior school sandpit and play equipment are screened with shade sails. Cobblestones have been laid in many areas of the school with a large-scale chessboard incorporated into the design. Another feature of the school is the well established trees that provide shade to students and whanau and enhance the physical environment. The school is well maintained providing an attractive, stimulating environment for students.

A Rumaki programme operating at Level 1 for students Year 0 to Year 6 is available. These classes provide the "Māori Medium Setting" for those students whose parents and / or caregivers choose to have their tamariki enrolled in these learning environments.

Currently a decile 4 school, we are an active participant in the successful Books in Homes Programme, our major sponsor being Mainfreight New Zealand. This is an extremely valuable programme and is one of the many that the school offers to promote and foster literacy for life.

We have received funding from the Ngati Whakaue Education Endowment Trust Board, which enables us to provide specific programmes for Māori students who are at risk of not achieving in literacy and numeracy. Trained teacher aides facilitate this program which is overseen by Assistant Principal, Alison Astwood.

All classes are well resourced and the Board employs teacher assistants to carry out specific programmes. Currently, we have a full time Physed assistant, Mrs Donna Ngatai, who assists with the implementation of our physical activity, swimming, fitness and sports programme. Class, teacher and student support, from specialist teachers, is evident within the school.

The School's community reflects a wide socio-economic base and is a blend of both rural and urban environments. The central business area is vibrant and provides the community with all essential services. Pre-school facilities include day care centres, Kindergarten and Kohanga Reo.

The school welcomes and embraces all students and endeavours to provide the best environment to suit the individual needs of each child.

We welcome whanau and community input into the development of the school and its future direction.

**"Iti rearea Kahikatea ka taea – Aim High Stand Proud"**

## Principles

### **Foundations of curriculum decision making.**

The principles set out below embody beliefs about what is important and desirable in a New Zealand school curriculum – nationally and locally. They should underpin all school decision making.

### **High Expectations**

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

### **Treaty of Waitangi**

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ona tikanga.

### **Cultural Diversity**

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

### **Inclusion**

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

### **Learning to Learn**

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

### **Community Engagement**

The curriculum has meaning for students, connects with the wider lives, and engages the support of their families, whanau, and communities.

### **Coherence**

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

### **Future Focus**

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.



# Strategic Plan

## 2019 - 2021



# Ngongotaha School Charter

## Strategic Plan 2019 - 2021

Strategic Goals	2019	2020	2021
<b>Related NEGS: National Education Goals</b> The highest standards of achievement Equality of educational opportunity A sound foundation in the early years Increased participation and success by Māori. Excellence through clear learning Success for those with special needs A broad education through a balanced curriculum		<b>Related NAGS: National Administrative Guidelines</b> Develop and implement teaching and learning programmes Give priority to student achievement in literacy & numeracy Give priority to regular quality physical activity Range of assessment practices to enable progress and achievement to be evaluated Identify students who are achieving, at risk of not achieving, gifted and talented Consult with the schools Māori community Report to students and parents on progress and achievement	
<b>Strategic Goal 1:</b> All students are able to access all areas of The New Zealand Curriculum (with a focus on Literacy, Numeracy, Te Ao Maori and Science) as evidenced by progress and achievement in relation to our school curriculum levels	<ul style="list-style-type: none"> <li>• Progress over time will be reviewed and systems put in place to ensure reporting to families is consistent</li> <li>• Curriculum areas will be reviewed by teams on an annual cycle.</li> <li>• PB4L initiatives to continue and to enhance student achievement.</li> <li>• We will have a literacy focus for middle year students, in response to analysis of 2018 data. This is supported by our Ngati Whakaue programme to raise achievement of Māori students.</li> <li>• Support programmes in place for reading and writing targeting groups of children at risk of not achieving and children with special needs.</li> <li>• Continue maths development to ensure consistency of reporting of progress over time</li> </ul>	<ul style="list-style-type: none"> <li>• Support programmes in place for reading and writing targeting groups of children at risk of not achieving and children with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Support programmes in place for reading and writing targeting groups of children at risk of not achieving and children with special needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Report to parents on progress and achievement in relation to progress over time at least twice a year.</li> <li>• Analysis of variance completed and measured against National Standards.</li> <li>• Budget reviewed in relation to progress and achievement.</li> <li>• Areas of need for 2019 identified and addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Areas of need for 2021 identified and addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Areas of need for 2022 identified and addressed</li> </ul>
<p><b>Strategic Goal 2:</b> Māori students, in both Rumaki and Mainstream settings, are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Māori. Whanau are supporting their children’s learning.</p>	<ul style="list-style-type: none"> <li>• Māori student achievement data collected and measured against progress over time</li> <li>• Continuation of a Māori Student Achievement team at school to review progress and achievement throughout the year.</li> <li>• Participation in Kahui Ako PLD provided in relation to culturally responsive and relational pedagogy</li> <li>• Te Ao Māori professional development to continue to ensure culturally responsive practices are in place.</li> <li>• Ka Hikitia document kept at the forefront to guide staff</li> <li>• Tātaiako document used as professional development to enhance culturally responsive practices with students and staff.</li> <li>• Te Takanga o te Wa – Maori History document used as professional development to enhance culturally responsive practices with students and staff.</li> <li>• Continue to consult and engage with Māori whanau about educational success for their tamariki.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

	<ul style="list-style-type: none"> <li>• Staff to carry out an Inquiry, as part of the appraisal cycle, in relation to Maori student achievement in their classes.</li> <li>• Progress over time will be used effectively to support improvement in student outcomes.</li> <li>• Oral language te reo focus for early years and transition to school. This is supported by our Board of Trustees to raise achievement of Māori students in immersion settings.</li> <li>• Pangarau progress and achievement reviewed</li> <li>• Whanau hui held each term to keep whanau informed and to ensure they are a part of the direction of the Rumaki programme.</li> <li>• Continued development following the implementation of marau-a-kura, working with whanau.</li> <li>• Participation in the Kahui Ako inquiry in relation to rumkai provision and consistency across the Kahui Ako</li> <li>• Analysis of variance completed and measured against Nga Whanaketanga Rumaki Maori.</li> </ul>		
<p><b>Strategic Goal 3:</b> Students with special learning needs are supported in their learning so that they can progress in relation to The New Zealand Curriculum and fully participate in and contribute to their school and community environment.</p>	<ul style="list-style-type: none"> <li>• ORS students are identified and supported in their education and life at school.</li> <li>• Appropriate transition practices put in place for individual students as needs arise.</li> <li>• Close liaison with support agencies to ensure students and staff are receiving appropriate support and guidance.</li> <li>• IEP's in place for all ORS students and other students as the need arises.</li> <li>• Leadership Team kept informed of all aspects related to students with special needs.</li> <li>• SENCO to keep a high health needs register up to date and made available to all staff.</li> </ul>		



	<ul style="list-style-type: none"> <li>• PLD provided for staff, as required, who are working with children with special needs.</li> <li>• Professional Development for staff on classroom and teaching practices when working with differentiated learning programmes for students.</li> </ul>	<ul style="list-style-type: none"> <li>• PLD provided for staff, as required, who are working with children with special learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• PLD provided for staff, as required, who are working with children with special learning needs.</li> </ul>
<p><b>Strategic Goal 4:</b> Teachers are supported to improve pedagogy, teaching, learning and assessment practices which will lead to increased student progress and achievement.</p>	<ul style="list-style-type: none"> <li>• Increased student voice when discussing their progress and achievement</li> <li>• Teacher development in Te Ao Maori Te Reo o te Kaiako, assessment practices, leadership development, school culture through PB4L.</li> <li>• Continued development of ETap for assessment recording and reporting.</li> <li>• Appraisal processes in place and refined as necessary</li> <li>• Teachers to maintain self-review reflective practices through appraisal.</li> <li>• Teachers to maintain an inquiry around Maori Student Achievement as part of the appraisal cycle</li> <li>• Continued development of mentor and coach model for beginning teachers in relation to professional standards</li> <li>• Teachers to refine their maths practices to accelerate maths progress and achievement.</li> <li>• Participation in a robust appraisal process</li> </ul>		
<p><b>Strategic Goal 5:</b> Finance:</p>	<ul style="list-style-type: none"> <li>• Budget prepared to ensure areas of strategic development have priority.</li> <li>• Ensure all aspects of personnel employment are catered for in the budget.</li> <li>• Maintain accurate records of income and</li> </ul>		

	<p>expenditure.</p> <ul style="list-style-type: none"> <li>• Audit reports completed by 31<sup>st</sup> March.</li> <li>• Complete Kiwi sport finance reporting for audit.</li> <li>• Implement auditor’s recommendations.</li> <li>• Complete funding applications as required for identified projects.</li> <li>• Action capital purchases identified for 2019</li> <li>• Priorities for 2020 set in October.</li> <li>• Allocate funds to reflect school’s priorities</li> <li>• Monitor and control school expenditure</li> <li>• Comply with conditions of asset management</li> </ul>	<p>_____→</p> <p>_____→</p> <p>_____→</p> <p>_____→</p> <ul style="list-style-type: none"> <li>• Action capital purchases identified for 2020.</li> <li>• Priorities for 2021 set in October.</li> </ul>	<p>_____→</p> <p>_____→</p> <p>_____→</p> <p>_____→</p> <ul style="list-style-type: none"> <li>• Action capital purchases identified for 2021.</li> <li>• Priorities for 2022 set in October.</li> </ul>
<p><b>Strategic Goal 6:</b> Property</p>	<ul style="list-style-type: none"> <li>• Maintain a regular review of property, buildings and grounds.</li> <li>• Liaise with caretaker to ensure aspects of property are maintained.</li> <li>• Carry out cyclical maintenance as required.</li> <li>• Carry out a review of trees to ensure safety aspects are considered</li> <li>• Implementation of 5YPP.</li> <li>• Monitor Health and Safety practices in the school.</li> <li>• Implement a maintenance programme</li> <li>• Ensure school buildings and facilities provide a safe, healthy learning environment</li> </ul>	<p>_____→</p> <p>_____→</p> <p>_____→</p> <p>_____→</p> <ul style="list-style-type: none"> <li>• Implement 5YA projects from 10YPP.</li> </ul>	<p>_____→</p> <p>_____→</p> <p>_____→</p> <p>_____→</p> <ul style="list-style-type: none"> <li>• Implement 5YA projects from 10YPP.</li> </ul>
<p><b>Strategic Goal 7:</b> Phyised &amp; Kiwisport</p>	<ul style="list-style-type: none"> <li>• Provide a consistent programme of physical education across the school.</li> <li>• Provide and maintain equipment to enhance phyised programmes.</li> <li>• Provide funding to employ a resource staff member to assist in the implementation of physical education.</li> <li>• Allocate Kiwi sport funding to all transport</li> </ul>	<p>_____→</p> <p>_____→</p> <p>_____→</p> <p>_____→</p>	<p>_____→</p> <p>_____→</p> <p>_____→</p> <p>_____→</p>

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	<p>costs involved in sport, fitness, physed and cultural activities.</p> <ul style="list-style-type: none"> <li>• Continue with our Jump Jam fitness programme and inclusion in competitions as required.</li> <li>• Register senior students for Dynamos programme through Sport Bay of Plenty</li> </ul>		
<p><b>Strategic Goal 8:</b> School Culture</p>	<ul style="list-style-type: none"> <li>• Further develop the club’s initiative which will see children involved in a number of sporting, cultural and craft activities. (PB4L)</li> <li>• Continue to develop our Māori dimension, Te Ao Māori, with staff and in class so that students acknowledge and value their cultural identity.</li> <li>• “Positive Behaviour for Learning” – to continue as a consistent school approach to the development of a safe school environment.</li> <li>• Further development of practices for challenging students, Tier 2 and 3.</li> <li>• Identify further aspects for the junior area playground in relation to student engagement and transition to school.</li> <li>• Continue to provide a range of activities for children in the playground that develop independence and co-operation.</li> <li>• Review the duty roster to ensure areas of the school are catered for and safety is maintained</li> <li>• Provision of kapa haka for senior and middle children through a programme provided for by a staff member each afternoon</li> <li>• Provision of Jump Jam competition team to ensure children are exposed to this level of participation</li> </ul>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	



	<ul style="list-style-type: none"><li>• Provision of mandarin lessons for senior students. Provided in liaison with the Confucius Institute and a Mandarin Learning Assistant.</li></ul>		
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# Annual Plan 2019

## NGONGOTAHA SCHOOL ANNUAL PLAN OVERVIEW 2019

<p><b>Priority Areas for Learning Improvements – Targets and areas of interest</b></p>	<ul style="list-style-type: none"> <li>• Literacy - Reading Year 3 and 6 Students</li> <li>• Literacy - Writing Year 4 and 6 students</li> <li>• Mathematics – Year 3 and 4 students</li> <li>• Nga Whanaketanga Rumaki Tuhituhi Boys</li> <li>• Nga Whanaketanga Rumaki Pangarau</li> <li>• Attendance – whole school (internal goal)</li> <li>• PB4L – whole school</li> <li>• Ngati Whakaue milestone reporting</li> <li>• Student with special learning needs</li> <li>• Māori Student Achievement</li> <li>• Targeted students</li> </ul>
<p><b>Finance</b></p> <p style="text-align: center;">-</p>	<ul style="list-style-type: none"> <li>• Confirm budget (February)</li> <li>• Allocation of cash reserves:</li> </ul> <p>Areas for 2019:</p> <ul style="list-style-type: none"> <li>• ICT Equipment &amp; Infrastructure update</li> <li>• Playground Reviews</li> <li>• Support programmes</li> <li>• Capital works including 5YA</li> <li>• Funding applications (sporting equipment/digital technologies)</li> </ul>
<p><b>Property</b></p>	<ul style="list-style-type: none"> <li>• Upgrade of Block F (10YYP)</li> <li>• Earthing of boiler chimney</li> <li>• Watertight Library roof</li> <li>• Upgrading of electrical systems to accommodate digital technologies</li> <li>• Carpet Cleaning- all rooms throughout the year</li> <li>• Enhance sporting environment with posts and protectors</li> </ul>
<p><b>Professional Development</b></p>	<ul style="list-style-type: none"> <li>• Digital Technologies/Digital Fluency (centrally funded)</li> <li>• Te Ao Maaori- in class support program for teachers and students (Ana)</li> <li>• PB4L – continuation of programme development</li> <li>• Mentoring and Coaching – Beginning teacher development (Tayla and MacKenzie)</li> <li>• ETap management system</li> <li>• Kahui Ako / Community of Learning development – PLD that comes from this for Principals and staff</li> <li>• Yolanda Soryl – junior school teachers who did not take part in 2018</li> <li>• Use of physical restraint (UBRS and MAPPA)</li> </ul>

<p style="text-align: center;"><b>Community</b></p>	<ul style="list-style-type: none"> <li>• Community survey to inform BOT for future planning (Term 3 2019)</li> <li>• Kahui Ako / Community of Learning development (developments from the group)</li> <li>• Survey – Health Education (Term 1 2019)</li> <li>• Visual upgrade of front of school</li> </ul>
<p style="text-align: center;"><b>Health and Safety</b></p>	<ul style="list-style-type: none"> <li>• Emergency drills each term</li> <li>• Lock down procedures</li> <li>• Regular property review</li> <li>• Health and Safety checks (Craig and Aroha)</li> <li>• PB4L recommendations</li> <li>• Health and Safety Act Implementation. Review school practices.</li> </ul>

## OVERVIEW OF SELF REVIEW

2019	2020	2021
PB4L –where to next Digital Technologies & Hangarau Matahiko Play based learning approach	Writing Digital Technologies & Hangarau Matahiko School Principles and Values Health and PE programme Reading Recovery	The Arts

**Reporting to the Board of Trustees will be in the following two formats.**

**Target Self Review and Reporting:**

- Analysis of results
- Groups of students at risk
- Outline for teaching and learning plan to address the goal
- Implications for BOT with reference to resourcing, recommendations

**Curriculum Self Review:**

- What planning emphasis do classes place on the teaching of .....
- What is the school's level and quality of resourcing?
- What tools and/or methods of assessment do teachers use to determine achievement in .....
- How well are students achieving?
- What professional development have teachers undertaken in the last year?



**NGONGOTAHA SCHOOL – MEETING SCHEDULE - 2019**

	Meeting 1 19th February	Meeting 2 19th March	Meeting 3 7th May	Meeting 4 4 June	Meeting 5 2nd July	Meeting 6 13th August	Meeting 7 17th September	Meeting 8 29th October	Meeting 9 26th November
<b>Student Achievement</b>	Targets for 2019 Target Students MSA Goals for 2019 SENCO plan for 2019	PB4L Goals for 2019  Attendance Goals for 2019		Maori Student Achievement update	Ngati Whakaue Programme update  Attendance update  Target Students update			SENCO outcomes  MSA outcomes  Ngati Whakaue Programme Results	Student Achievement 2019 Results  Attendance outcomes  PB4L outcomes
<b>Curricula</b>	Digital Technologies plan			Maths Update  Literacy Update	Reading Recovery	Social Sciences  Science	P.E  The Arts  Digital Technologies	Maths Results  Literacy Results	
<b>Policy / Practice Review</b>			NAG 2 Admin		Budget Review		NAG 5 Health and Safety		Budget 2020
<b>Special Topic</b>	Budget 2019  Charter 2019 Strategic Plan 2019 - 2021  Property Projects For 2019	Charter 2019 Strategic Plan 2019 - 2021  Enrolment Zone  Kahui Ako plan for 2019	Play Based Implementation		Property Update  ERO update		Kahui Ako Outcomes  Play Based Implementation	Property Updates  Staffing 2020	



*Ngongotaha School*  
*Targets 2019*

**Improvement Plan – Domain: Learning  
PB4L**

**Strategic Goal:**

Teachers are supported to improve pedagogy, teaching, learning and assessment practices which will lead to increased student progress and achievement.

**Annual Target: PB4L**

No more than 5% of the total roll will be at Tier 3  
No more than 10% of the total roll will be at Tier 2

**Baseline Data:**

As at December 2018, no students were recorded at Tier 2  
As at December 2018, 5% of the total roll of students were at Tier 3 (21/407)

**Key Improvement Strategies:**

- Consistent use and reinforcement of School wide Maunga Behaviour Management System
- Use ODR (office disciplinary referral) data to target the most at risk students and provide them with strategies targeted to their specific needs
- To improve teacher pedagogy in order to improve student engagement and behaviour
- To increase teacher awareness of antecedents of children identified in Tier 2 or Tier 3
- To engage with outside agencies to support students

<b>When</b>	<b>What</b> ( <i>Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices</i> )	<b>Who</b>	<b>Indicators of Progress</b> ( <i>What will we see?</i> )
<p>By December 2019</p> <p>Progress is to be monitored each term and a mid-year progress report submitted to the BOT</p>	<ul style="list-style-type: none"> <li>• To maintain a positive, inclusive culture within the school by celebrating student success using the Maunga system</li> <li>• Close monitoring of target children at class level through ODR data, identifying incidents and recording these in team minutes</li> <li>• Tier 2 students identified through consistent monitoring of ODR's</li> <li>• Regular home school contact for Tier 2 students</li> <li>• Individual behaviour plans for Tier 3 students co constructed with whanau</li> <li>• Specifically targeted in school interventions eg. Check In Check Out, peer and staff mentoring,</li> </ul>	<p>Teacher</p> <p>Whanau</p> <p>Outside Agencies</p> <p>PB4L Team</p> <p>Leadership Team</p>	<ul style="list-style-type: none"> <li>• Student attendance at celebration</li> <li>• Students using the language of the Maunga system to share their success</li> <li>• Decrease in ODR's for target students</li> <li>• Reduced use of yellow and red colours in class behaviour charts</li> <li>• Observations of Tier 3 students, both formal and informal</li> <li>• Sharing of progress at school through CICO notebook</li> <li>• Simple Behaviour Support Plan</li> </ul>

	<p>behaviour notebooks etc.</p> <ul style="list-style-type: none"> <li>• Functional Behaviour Assessments completed for target students</li> <li>• Use of RTLB services for Tier 2 students</li> <li>• Use of Ministry support and other agencies eg The Children’s Team, for Tier 3 students</li> <li>• Explicit teaching of school expectations</li> <li>• Fortnightly analysis of behaviour data (ODR) to identify trends and “hot spots”</li> <li>• Teach interventions to promote desired behaviours</li> <li>• Tier 2 and 3 students to be directed to lunch time sports and under supervision</li> </ul>		<p>established as a result of FBA</p> <ul style="list-style-type: none"> <li>• Programmes co constructed for Tier 3 students with the classroom teacher, RTLB and whanau</li> <li>• PB4L Matrices used as a teaching tool</li> <li>• ODR data presented to leadership hui with Tier 2 and Tier 3 students identified and programmes discussed</li> <li>• Intervention strategies used in class</li> <li>• Lunch time sports available for students at Tier 2 and Tier 3</li> </ul>
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**Monitoring:** *(How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?)*

1. In class tracking of Maunga System
2. ODR’s sent directly to Craig
3. Check ODR’s every fortnight via eTap guidance section
4. Tier 2 and 3 students progress reviewed at leadership hui
5. Team leaders to add their Tier 2 and Tier 3 children to “Ngongotaha PB4L Tier 2 and Tier 3” document outlining antecedents and interventions being implemented by class teacher and the success of these
6. Regular contact made with whanau and a brief explanation of the goal setting recorded on document
7. Duty Roster offers a range of sports for children at Tier 2 and Tier 3
8. CICO book is used consistently and reviewed on a daily basis by teacher and student, then viewed and signed by parent
9. PB4L teaching matrices are visible and/or included in teaching programme

**Resourcing:** *(How much money and time is needed? Who will help us?)*

Release for PB4L team to observe, meet and review progress and achievement of goals  
 Release for attendance at PLD and Cluster hui  
 Use of budget to support clubs and interventions designed to maximise student engagement (purchasing of equipment)

## Improvement Plan – Domain: Learning MATHS

### Strategic Goal:

All students, including those in a Rumaki setting, can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the levels in the NZ Curriculum.

### Annual Target: **MATHS**

Year three children will be working independently at Level 2, or above, of the NZ curriculum in Number and Algebra, by the end of the school year.

Year four children will be beginning to work at Level 3 of the NZ curriculum in Number and Algebra, by the end of the school year.

**Baseline Data:** At the end of 2018, 64% of the current year 3 students (mainstream) were working at or above the expected curriculum level for maths and 60% of the current year 4 students (mainstream) were working at or above the expected curriculum level for maths.

### Key Improvement Strategies:

- To identify target children and accelerate their progress by providing them with programmes which address their specific needs
- To improve teacher pedagogy in order to improve student outcomes
- To involve outside agencies wherever needed to improve access and opportunities for students

When	<i>What (Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices)</i>	Who	Indicators of Progress (What will we see?)
<p>By November 2019</p> <p>Progress is to be monitored each term and a mid-year progress report submitted to the BOT</p>	<ul style="list-style-type: none"> <li>• Class timetables to reflect adequate time devoted to the teaching of mathematics (minimum of 3 hours per week). The teaching of maths should ideally take place during prime learning times, i.e. before lunchtime, preferably in the morning block..</li> <li>• Students should be aware of their learning goals and next steps in learning.</li> <li>• Teachers with strengths in the teaching of mathematics (as per maths matrices), to be identified as mentors/coaches to teachers needing support.</li> <li>• Teachers attend beneficial maths PLD courses offered by facilitators, if and when these are</li> </ul>	<p>Classroom Teacher</p> <p>Maths Curriculum team</p> <p>Outside agencies (e.g. RTLB) as deemed necessary and appropriate.</p>	<ul style="list-style-type: none"> <li>• Progress shown each term on individual trajectory sheets.</li> <li>• Individual goal sheets showing regularly updated.</li> <li>• Students will have the basic facts knowledge and place value understanding to solve number and algebra problems at the expected curriculum levels.</li> </ul>

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|  | <p>available, and deemed appropriate by the maths curriculum team or management.</p> <ul style="list-style-type: none"> <li>• Goal sheets to be used for monitoring progress.</li> <li>• GloSS and knowledge testing to be carried out mid-year and in November to assess progress and achievement.</li> <li>• Use of maths trajectory sheets, updated by week 8 of each term.</li> </ul> |  |  |
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**Monitoring:** *(How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?)*

Student progress will be closely monitored by the classroom teachers, and the maths curriculum team. Trajectory sheets will be used to record student progress. (Trajectory sheets and group monitoring sheets will indicate gaps in learning.) If insufficient progress is made by students, teachers should approach the maths curriculum team for advice, ideas and practical help. Outside agencies (e.g. RTLB) may also be involved.

**Resourcing:** *(How much money and time is needed? Who will help us?)*

Our school is very well resourced in this area.

An appropriate maths budget will be set by the BOT for the purchase of any maths resources deemed necessary by the maths curriculum team, as well as for professional development opportunities for teachers.



**Improvement Plan – Domain: Learning  
READING**

**Strategic Goal:**

All students, including those in a Rumaki setting, can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the levels in the NZ Curriculum.

**Annual Target: READING**

Year three children will have an instructional reading age of Gold, or above, by the end of the school year.

Year six children will have an instructional reading at their chronological age, or above, by the end of the school year.

**Baseline Data:**

End of 2018 data: Year 3 children - 23/47 children are reading at or above Purple (End of Year 2).

End of 2018 data: Year 6 children - 48/57 children are reading at or above their chronological age.

**Key Improvement Strategies:**

- To identify target children and accelerate their progress by providing them with programmes which address their specific needs
- To improve teacher pedagogy in order to improve student outcomes
- To involve outside agencies wherever needed to improve access and opportunities for students

<b>When</b>	<b>What</b> (Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices)	<b>Who</b>	<b>Indicators of Progress</b> (What will we see?)
<p>By November 2019</p> <p>Progress is to be monitored each term and a mid-year progress report submitted to the BOT</p>	<ul style="list-style-type: none"> <li>• Review assessment data (Running Records, formal and informal classroom observations) to determine the particular learning needs of the target students</li> <li>• Target students to have their individual needs identified and specific programmes (class or withdrawal) put in place to address them. To be recorded in the tracking of target students forms.</li> <li>• Children working well below their chronological age to have an Individual IEP to help identify strengths and areas for development and to accelerate achievement. Next learning steps to be sequential and specific. This is to be shared with team leaders.</li> <li>• Planning to reflect the needs of these children. Target</li> </ul>	<p>Literary Team</p> <p>Literary Team</p> <p>Classroom Teacher</p> <p>Classroom Teacher</p>	<ul style="list-style-type: none"> <li>• Specific learning goals established</li> <li>• Accelerated progress due to specific monitoring/ action plan</li> <li>• IEPs created/reviewed each term,</li> <li>• IEPs used to focus learning/ teaching</li> <li>• Moving on tracking sheet</li> <li>• Moving on tracking sheet</li> <li>• Practise of reading strategies</li> <li>• Practise of reading strategies</li> <li>• Practise of reading strategies</li> </ul>

	<p>children are to have instructional reading daily.</p> <ul style="list-style-type: none"> <li>• Monthly monitoring meetings to discuss the progress of target students</li> <li>• Provide regular opportunities for the target children to read to, and read with an adult to ensure reading mileage</li> <li>• Provide a range of reading material that will engage the reader in meaningful contexts and will expose them to reading across the curriculum</li> <li>• Develop a range of comprehension strategies to ensure these students are reading for meaning</li> <li>• Liaise with families to encourage and promote reading in the home, give out holiday reading packs, advice and resources to support learning at home</li> <li>• Ngati Whakaue Programme for Year 3 target children</li> <li>• Reading Recovery for Y3 target children</li> <li>• Access outside agencies: RTLit/ RTLB/ ICS where deemed necessary and helpful</li> <li>• Literacy team to run staff meetings to upskill teachers on specific target children and groups</li> <li>• Running records completed on all target children at least once a term</li> </ul>	<p>Literary Team</p> <p>Classroom Teacher Classroom Teacher</p> <p>Classroom Teacher Classroom Teacher Senco Senco Senco</p> <p>Literacy Team</p>	<ul style="list-style-type: none"> <li>• More milage and buy in from parents</li> <li>• Targeted help</li> <li>• Targeted help</li> <li>• Targeted help</li> <li>• Better class programmes</li> <li>• Teachers specifically monitoring target children and accelerating them</li> </ul>
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**Monitoring:** *(How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?)*

**Resourcing:** *(How much money and time is needed? Who will help us?)*

- Ngati Whakaue funding targeted at Year 3
- Reading Recovery funding targeted at Year 3
- RTLit targeted at Year 3
- Up to date books in the reading room - literacy team to look at books that appeal to target children
- ICS hours for 2 Year 6 children

**Improvement Plan – Domain: Learning  
WRITING**

**Strategic Goal:**

All students, including those in a Rumaki setting, can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the levels in the NZ Curriculum.

**Annual Target: WRITING**

Year four children will have moved at least 2 Asttle sublevels, by the end of the school year.  
Year six children will have moved at least 2 Asttle sublevels, by the end of the school year

**Baseline Data:**

Asttle data Term 1 2019:  
Year four children 22/46 are writing at or above their level  
Year six children 29/55 are writing at or above their level

**Key Improvement Strategies:**

- To identify target children and accelerate their progress by providing them with programmes which address their specific needs
- To improve teacher pedagogy in order to improve student outcomes
- To involve outside agencies wherever needed to improve access and opportunities for students

<b>When</b>	<b>What</b> ( <i>Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices</i> )	<b>Who</b>	<b>Indicators of Progress</b> ( <i>What will we see?</i> )
<p>By November 2019</p> <p>Progress is to be monitored each term and a mid-year progress report submitted to the BOT</p>	<ul style="list-style-type: none"> <li>• Target students to have their individual needs identified and specific programmes put in place to address them. These are to be recorded in the tracking of target students forms.</li> <li>• Children working well below their chronological age are to have an Individual IEP to help identify strengths and areas for development. Next learning steps to be sequential and specific and timely.</li> <li>• They are to have instructional writing daily.</li> <li>• Monthly monitoring meetings to discuss the progress of target students</li> <li>• Moderation between classes to ensure consistency</li> </ul>	<p>Classroom Teacher</p> <p>Classroom Teacher</p> <p>Literacy Team</p> <p>Classroom Teacher</p> <p>Classroom</p>	<ul style="list-style-type: none"> <li>• Specific learning goals established</li> <li>• Accelerated progress due to specific monitoring/ action plan</li> <li>• Accelerated progress</li> <li>• Accelerated progress</li> <li>• Increase in correct spelling</li> <li>• Increase in confidence and engagement</li> <li>• Shared goals with whanau</li> <li>• Targeted support</li> </ul>

	<p>schoolwide</p> <ul style="list-style-type: none"> <li>• Provide regular opportunities for the target children to write on a range of contexts that are meaningful and relevant to their world</li> <li>• Spelling lists for children</li> <li>• Provide regular experiences for the children to write about</li> <li>• Liaise with families to encourage and promote the sharing of writing in the home. Literacy team to develop a page to send home with helpful hints</li> <li>• Access outside agencies: RTLit/ RTLb/ ICS where deemed necessary and helpful</li> <li>• Ngati Whakaue targeted at Year 4 children</li> <li>• Literacy team to run staff meetings to upskill teachers on specific target children and groups</li> </ul>	<p>Teacher Classroom Teacher Classroom Teacher</p> <p>Senco</p> <p>Senco Literacy Team</p>	<ul style="list-style-type: none"> <li>• Targeted support</li> <li>• Teachers specifically monitoring target children and accelerating</li> </ul>
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**Monitoring:** *(How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?)*

**Resourcing:** *(How much money and time is needed? Who will help us?)*

- Ngati Whakaue funding targeted at Year 3
- ICS hours for 2 Year 6 children