

Ngongotaha School

Charter 2020



Ngongotaha School

"Aim high, stand proud"

Vision: We "Iti rearea teitei kahikatea ka taea" 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 and the Environment**
- ❖ **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.
- ❖ 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 and review 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 and a Kohanga Reo providing early childhood experiences in a Māori setting. These are Tarimano, Ariki and Ngongotaha Kohanga Reo. 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 Te Ao Māori 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 2020.
- ❖ Whole school internal PLD Rangiwewehi, Ngararanui and Tura Te Ngakau through the Te Ao Māori 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 many 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. In addition to this, we have a support staff member who assists with the implementation our swimming program and team sports administration. 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

2020 - 2022

Ngongotaha School

Strategic Plan 2020 – 2022

Related NEGS: National Education Goals

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

Related NAGS: National Administrative Guidelines

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

Actions- what, who and when?			
Strategic Goals	2020	2021	2022
<p>Strategic Goal 1: Curriculum All students are able to access all areas of The New Zealand Curriculum (with a focus on Literacy, Numeracy, Digital Technology and Te Ao Maori) as evidenced by progress and achievement in relation to our school curriculum levels</p>	<ol style="list-style-type: none"> 1. Curriculum areas will be reviewed by curriculum teams and BOT will be kept informed- See BOT meeting schedule. 2. All classes will provide access to a localised and balanced curriculum including all areas of the curriculum. Senior teachers will monitor this through the appraisal process. 3. Target students will be identified by the assessment team at the end of 2019 and strategies designed and monitored by teachers to support their learning throughout the year. 4. Support programmes put in place at the beginning of the year for literacy and numeracy which are then monitored by Alison 5. Consistency of reporting progress in all curriculum areas to be relevant to children’s learning 6. Major focus on Digital Technologies development. Centrally funded PLD provided by Learning Architects throughout 2020 and the first six months of 2021. 	<ol style="list-style-type: none"> 1. Curriculum areas will be reviewed by curriculum teams and BOT will be kept informed- See BOT meeting schedule. 2. All classes will provide access to a localised and balanced curriculum including all areas of the curriculum. Senior teachers will monitor this through the appraisal process. 3. Target students will be identified at the end of 2020 and strategies designed and monitored by teachers to support their learning throughout the year. 4. Support programmes put in place at the beginning of the year for literacy and numeracy which are then monitored by Alison 5. Consistency of reporting progress in all curriculum areas to be relevant to children’s learning 	<ol style="list-style-type: none"> 1. Curriculum areas will be reviewed by curriculum teams and BOT will be kept informed- See BOT meeting schedule. 2. All classes will provide access to a localised and balanced curriculum including all areas of the curriculum. Senior teachers will monitor this through the appraisal process. 3. Target students will be identified at the end of 2021 and strategies designed and monitored by teachers to support their learning throughout the year. 4. Support programmes put in place at the beginning of the year for literacy and numeracy which are then monitored by Alison 5. Consistency of reporting progress in all curriculum areas to be relevant to children’s learning

<p>Strategic Goal 2: Maori enjoying success as Maori</p> <p>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>	<ol style="list-style-type: none"> 1. Maori student achievement data will be collected by Assessment team at the middle and end of the year and measured against progress over time and mainstream results. 2. Te Ao Maori team to continue to develop Te Ao Maori, Tikanga, te reo Maori throughout the school by working in classes and through whole staff PLD. 3. Kahui Ako professional development to continue when scheduled by the CoL to embed culturally responsive and relational pedagogy 4. All staff to use our localised curriculum 5. All staff to continue to engage with Maori whanau about educational success for their tamariki at various times through the year- whanau hui, written reports, seesaw. 6. Rumaki program and Kaiako are supported by PLD throughout the year and progress and achievement is analysed to develop next steps 	<ol style="list-style-type: none"> 1. Maori student achievement data will be collected by Assessment team at the middle and end of the year and measured against progress over time and mainstream results. 2. Te Ao Maori team to continue to develop Te Ao Maori, Tikanga, te reo Maori throughout the school by working in classes and through whole staff PLD. 3. Kahui Ako professional development to continue when scheduled by the CoL to embed culturally responsive and relational pedagogy 4. All staff to use our localised curriculum 5. All staff to continue to engage with Maori whanau about educational success for their tamariki at various times through the year- whanau hui, written reports, seesaw. 6. Rumaki program and Kaiako are supported by PLD throughout the year and progress and achievement is analysed to develop next steps 	<ol style="list-style-type: none"> 1. Maori student achievement data will be collected by Assessment team at the middle and end of the year and measured against progress over time and mainstream results. 2. Te Ao Maori team to continue to develop Te Ao Maori, Tikanga, te reo Maori throughout the school by working in classes and through whole staff PLD. 3. Kahui Ako professional development to continue when scheduled by the CoL to embed culturally responsive and relational pedagogy 4. All staff to use our localised curriculum 5. All staff to continue to engage with Maori whanau about educational success for their tamariki at various times through the year- whanau hui, written reports, seesaw. 6. Rumaki program and Kaiako are supported by PLD throughout the year and progress and achievement is analysed to develop next steps
<p>Strategic Goal 3: Inclusion</p> <p>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>	<ol style="list-style-type: none"> 1. ORS funded students are identified by management and supported in their education and social development 2. Appropriate programmes put in place by management and PB4L team for individual students as needs arise 3. APs to continue to have close relationships with outside agencies to ensure students and staff are receiving appropriate support and guidance 4. IEPs created by classroom and specialist teacher in place for all ORS funded students and other students as the need arises 5. Management kept informed of all aspects 	<ol style="list-style-type: none"> 1. ORS funded students are identified by management and supported in their education and social development 2. Appropriate programmes put in place by management and PB4L team for individual students as needs arise 3. APs to continue to have close relationships with outside agencies to ensure students and staff are receiving appropriate support and guidance 4. IEPs created by classroom and specialist teacher in place for all ORS funded students and other students as the need arises 	<ol style="list-style-type: none"> 1. ORS funded students are identified by management and supported in their education and social development 2. Appropriate programmes put in place by management and PB4L team for individual students as needs arise 3. APs to continue to have close relationships with outside agencies to ensure students and staff are receiving appropriate support and guidance 4. IEPs created by classroom and specialist teacher in place for all ORS funded students and other students as the need arises

	<p>related to students with special needs via SENCo at Thursday Management hui</p> <ol style="list-style-type: none"> 6. SENCo to keep a high health needs register up to date and made available to staff and Kahui Ako 7. PLD provided to appropriate staff, as required, to ensure they are able to provide specific support to children with special needs 	<ol style="list-style-type: none"> 5. Management kept informed of all aspects related to students with special needs via SENCo at Thursday Management hui 6. SENCo to keep a high health needs register up to date and made available to staff and Kahui Ako 7. PLD provided to appropriate staff, as required, to ensure they are able to provide specific support to children with special needs 	<ol style="list-style-type: none"> 5. Management kept informed of all aspects related to students with special needs via SENCo at Thursday Management hui 6. SENCo to keep a high health needs register up to date and made available to staff and Kahui Ako 7. PLD provided to appropriate staff, as required, to ensure they are able to provide specific support to children with special needs
<p>Strategic Goal 4: Pedagogy Teachers are supported to improve pedagogy, teaching, learning and assessment practices which will lead to increased student progress and achievement.</p>	<ol style="list-style-type: none"> 1. Teacher development and PLD to support learning within class in; <ul style="list-style-type: none"> ➢ Te Ao Maori ➢ Digital technologies ➢ School culture through PB4L 2. Increased student voice through student council meetings each fortnight 3. Appraisal process in place for all staff and refined as necessary- see appraisal timetable 4. Teaching staff to have an individual PLD focus for the year and to attend PLD based around that focus 5. Continue to provide provisionally registered teachers with a mentor and enrol them into the Beginning teachers program. 	<ol style="list-style-type: none"> 1. Teacher development and PLD to support learning within class in; <ul style="list-style-type: none"> ➢ Te Ao Maori ➢ Digital technologies ➢ School culture through PB4L 2. Increased student voice through student council meetings each fortnight 3. Appraisal process in place for all staff and refined as necessary- see appraisal timetable 4. Teaching staff to have an individual PLD focus for the year and to attend PLD based around that focus 5. Continue to provide provisionally registered teachers with a mentor and enrol them into the Beginning teachers program. 	<ol style="list-style-type: none"> 1. Teacher development and PLD to support learning within class in; <ul style="list-style-type: none"> ➢ Te Ao Maori ➢ Digital technologies ➢ School culture through PB4L 2. Increased student voice through student council meetings each fortnight 3. Appraisal process in place for all staff and refined as necessary- see appraisal timetable 4. Teaching staff to have an individual PLD focus for the year and to attend PLD based around that focus 5. Continue to provide provisionally registered teachers with a mentor and enrol them into the Beginning teachers program.
<p>Strategic Goal 5: Finance</p>	<ol style="list-style-type: none"> 1. Budget prepared by Management and Financial Executive, approved by BOT by at first BOT meeting of 2020 2. Principal and Financial Executive to maintain records of income and expenditure throughout the year and provide an overview to BOT at each meeting 3. Audit reports completed by Principal and Executive Officer by 31st of March 2020 	<ol style="list-style-type: none"> 1. Budget prepared by Management and Financial Executive, approved by BOT by at first BOT meeting of 2021 2. Principal and Financial Executive to maintain records of income and expenditure throughout the year and provide an overview to BOT at each meeting 3. Audit reports completed by Principal and 	<ol style="list-style-type: none"> 1. Budget prepared by Management and Financial Executive, approved by BOT by at first BOT meeting of 2022 2. Principal and Financial Executive to maintain records of income and expenditure throughout the year and provide an overview to BOT at each meeting 3. Audit reports completed by Principal and

	<ol style="list-style-type: none"> 4. Principal and Executive Officer to implement Auditor's recommendations upon completion of audit. 5. Various teams to complete funding applications as required for identified projects 6. Principal, financial executive and BOT to monitor and control school expenditure throughout the year 	<p>Executive Officer by 31st of March 2021</p> <ol style="list-style-type: none"> 4. Principal and Executive Officer implement Auditor's recommendations upon completion of audit. 5. Various teams to complete funding applications as required for identified projects 6. Principal, financial executive and BOT to monitor and control school expenditure throughout the year 	<p>Executive Officer by 31st of March 2022</p> <ol style="list-style-type: none"> 4. Principal and Executive Officer implement Auditor's recommendations upon completion of audit. 5. Various teams to complete funding applications as required for identified projects 6. Principal, financial executive and BOT to monitor and control school expenditure throughout the year
Strategic Goal 6: Property	<ol style="list-style-type: none"> 1. Principal and BOT to oversee redevelopments of Block F (rms 10-13) 2. Principal and Caretaker to maintain a regular fortnightly review of buildings and grounds 3. Begin 4-year cycle of buildings being painted by EJ Painting to be overseen by Principal 4. Caretaker to carry out cyclical maintenance when required including review of trees to ensure safety 5. Principal and BOT to oversee construction of new classroom funded by MOE 	<ol style="list-style-type: none"> 1. Principal and BOT to oversee redevelopments of Block G (rms 14 and 15) 2. Second year of 4-year cycle of buildings being painted by EJ Painting to be overseen by Principal 3. Principal and Caretaker to maintain a regular fortnightly review of buildings and grounds 4. Caretaker to carry out cyclical maintenance when required including review of trees to ensure safety 5. 	<ol style="list-style-type: none"> 1. Third year of 4-year cycle of buildings being painted by EJ Painting to be overseen by Principal 2. Principal and Caretaker to maintain a regular fortnightly review of buildings and grounds 3. Caretaker to carry out cyclical maintenance when required including review of trees to ensure safety
Strategic Goal 7: Well Being and culture	<ol style="list-style-type: none"> 1. Further develop PB4L initiatives as a whole school, led by PB4L team, to continue to provide a safe school environment. Initiatives such as Clubs will be reviewed in T1 and 4. 2. In Term 1 2020, all staff trained in PB4L practices of Tier 2 and 3 3. Junior school team to further develop aspects of the junior area and playground in relation to student engagement and transition to school 4. PE and PB4L to ensure there is a range of activities for children to participate in while in the playground to develop independence and co-operation 	<ol style="list-style-type: none"> 1. Further develop PB4L initiatives as a whole school, led by PB4L team, to continue to provide a safe school environment. Initiatives such as Clubs will be reviewed in Term 1 and 4. 2. PE and PB4L to ensure there is a range of activities for children to participate in while in the playground to develop independence and co-operation 3. Continuation of the Free Friday's initiative to support staff wellbeing 	<ol style="list-style-type: none"> 1. Further develop PB4L initiatives as a whole school, led by PB4L team, to continue to provide a safe school environment. Initiatives such as Clubs will be reviewed in Term 1 and 4. 2. PE and PB4L to ensure there is a range of activities for children to participate in while in the playground to develop independence and co-operation 3. Continuation of the Free Friday's initiative to support staff wellbeing

	5. Continuation of the Free Friday's initiative to support staff wellbeing		
Strategic Goal 8: Self Review	<ol style="list-style-type: none"> 1. Principal to continue to promote Staff wellbeing through the use of various initiatives including Free Fridays, term event, support staff working in class, coffee cart... 2. Digital Technologies & Hangarau Matahiko to be promoted and developed through 2020 led by the Digital Technology team 3. Te Ao Maori to be seen as first priority by all staff. Developments led by Te Ao Maori team. 4. Play based learning approach developed throughout the year by junior school. 5. PB4L systems and structures explained at the beginning of the year by PB4L then reviewed throughout the year 6. SchoolDocs schedule to guide school policy and procedure review 7. Assessment schedule to guide curriculum review for all staff. 	<ol style="list-style-type: none"> 1. Continuation of Digital Technologies development led by Digital technologies team 2. Te Ao Maori to be seen as first priority by all staff. Developments led by Te Ao Maori team Literacy delivery 3. Review of the way we teach The Arts led by The Arts team 4. Review of Localised Curriculum and develop further (whole school/community/iwi/etc) 5. Review School Values and Principles to see if they match current thinking (whole school/community/iwi/etc) 6. SchoolDocs schedule to guide school policy and procedure review 7. Assessment schedule to guide curriculum review for all staff. 	<ol style="list-style-type: none"> 1. Review of the Health and PE programme to ensure all staff are meeting expectations 2. Review of the Reading Recovery program. Train additional teacher if needed. 3. PB4L systems and structures to be reviewed by BOT and PB4L team 4. Numeracy review. Whole staff PLD to ensure we are meeting expectations 5. SchoolDocs schedule to guide school policy and procedure review 6. Assessment schedule to guide curriculum review for all staff.



Annual Plan 2020

NGONGOTAHA SCHOOL ANNUAL PLAN OVERVIEW 2020

NGONGOTAHA SCHOOL ANNUAL PLAN OVERVIEW 2020			
<p>Three focus areas</p>	<p>Digital technologies</p> <ul style="list-style-type: none"> • Centrally funded Digital Technologies support through Learning Architects • In class support and PLD with Victoria McCann-Learning Architects • Purchasing of more Chromebooks, iPads and storage units • Drewe and DT curriculum team offering in class support for all staff 	<p>Te Ao Maori</p> <ul style="list-style-type: none"> • Fortnightly te reo Maori lessons with Kotahi • Ana supporting teachers and children in classes • Level 1 option for whanau • Level 4 delivery in all classes • Powhiri on first day of school to welcome new whanau • RTLB Maori support • Rumaki teachers offered PLD in reo Maori • Continue to place importance on Te Ao Maori 	<p>Staff wellbeing</p> <ul style="list-style-type: none"> • Free Fridays • Living Wage (minimum) for all support staff • Termly staff social event • Jacqui taking class to assembly to release classroom teacher • 2x TOD to write reports to reduce workload • Early throw out Fridays • End of term BOT morning tea shout • Morning tea being paid for by BOT • Afternoon tea and Dinner made on Parent/Teacher interview

			nights. <ul style="list-style-type: none"> • Support staff in all junior classes
Priority Areas for Learning Improvements – Targets and areas of interest	<ul style="list-style-type: none"> • Literacy- Reading target- Year 3 and 6 students • Literacy- Writing target- Year 6 students • Numeracy- Year 4 and 6 students • Attendance- internal school target • PB4L- whole school • Ngati Whakaue support programs • Students with special learning needs • Māori students • Targeted students 		
Finance -	<ul style="list-style-type: none"> • Confirm budget (February) • Allocation of cash reserves: Areas for 2020: <ul style="list-style-type: none"> • Continuation of purchasing ICT Equipment & Infrastructure • Playground Reviews through PB4L • Support programmes (Ngati Whakaue funded- withdrawal and in class programmes) • Capital works including 5YA (including painting) • Funding applications (School Van/Digital Technologies) 		
Property	<ul style="list-style-type: none"> • Upgrade of Block F (10YYP.) • Planning stage for Block G (10YPP) • Design and Construction of new classroom funded by MoE • Carpet Cleaning- all rooms throughout the year, see schedule • Continue development of visual art around the school 		
Professional Development	<ul style="list-style-type: none"> • Personal Development based around PLD focus • Digital Technologies/Digital Fluency- continued from 2019 (centrally funded) • Te Ao Maori- in class support program for teachers and students (Ana) • PB4L – continuation of programme development and Tier 2 and 3 training • Mentoring– Beginning teacher development (Tayla) • eTap management system (Pam) and Spotlight planning trial (Te Whanau Wai) • Kahui Ako / Community of Learning development – PLD that comes from this for Principals and staff • Rumaki unit to travel to Rarotonga 		
Community	<ul style="list-style-type: none"> • Community survey to inform BOT for future planning (reporting expectations) • Kahui Ako / Community of Learning development (developments from the group) 		

	<ul style="list-style-type: none"> • Visual upgrade of front of school • School Gala- March 2020
Health and Safety	<ul style="list-style-type: none"> • Emergency drills each term • Lock down procedures • Regular property review (Craig and Bruce) • Health and Safety checks (Craig and Phil BOT) • Fire system monitoring- (Pinnacle, Argus, Watchdog) • PB4L recommendations (PB4L team) • Review school practices through SchoolDocs (BOT, Staff, community)

Reporting to the Board of Trustees

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 - 2020

	Meeting 1 18th February	Meeting 2 17th March	Meeting 3 12th May	Meeting 4 9th June	Meeting 5 28th July	Meeting 6 18th August	Meeting 7 22nd September	Meeting 8 27th October	Meeting 9 24th November
Student Achievement	Targets for 2020 Target Students Te Ao Maori Goals for 2020 SENCO plan for 2020	PB4L Goals for 2020 Attendance Goals for 2020		Maori Student Achievement update Target Students update	Ngati Whakaue Programme update Attendance update			SENCO outcomes Te Ao Maori outcomes Ngati Whakaue Programme Results	Student Achievement 2020 Results Attendance outcomes PB4L outcomes
Curricula	Digital Technologies plan			Reading Recovery	Maths Update Literacy Update	Social Sciences Science	P.E The Arts Digital Technologies	Maths Results Literacy Results	

Special Topic	Budget 2020 confirm	Enrolment Zone review	Play Based Implementation		Property Update	Teachers Registration update	Kahui Ako Outcomes	Property Updates	Budget 2021
	Property Projects For 2020	Kahui Ako plan for 2020			Budget Review ERO update	Parent teacher interview update	Play Based Implementation	Staffing 2020	Charter 2021 Strategic Plan 2021 - 2023

Ngongotaha Primary School Performance Appraisal Timetable 2020

Term One:

- Week 2- WOF completed by senior teacher- attached to appraisal booklet
- Week 5- PLD focus set. This focus is based on developing an area of need or interest within your current role. It can be individual, in pairs, team or a group.
- Week 5 and 6- Te Reo Maori observation completed by Ana- attached to appraisal booklet
- Participation in PLD relating to PLD focus
- Beginning teacher(s): formal observation/s by tutor teacher.
- Week 6-Shadow coaching observation- completed by someone of your choice- observation notes and feedback attached to appraisal booklet

Term Two:

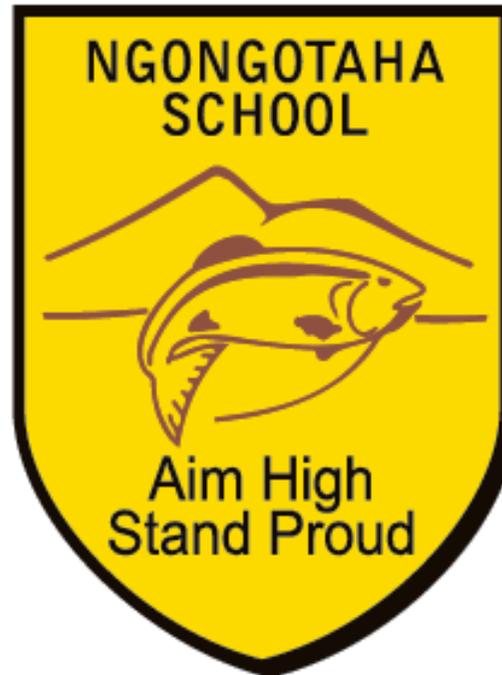
- Week 2 and 3- Te Reo Maori observation completed by Ana- attached to appraisal booklet
- Weeks 5-8 Formal observation by senior teacher- attached to appraisal booklet
- Participation in PLD relating to PLD focus
- Anytime throughout term- Shadow coaching observation (if requested)

Term Three:

- Participation in PLD relating to PLD focus
- **Week 6- Shadow coaching observation- completed by someone of your choice- observation notes and feedback attached to appraisal booklet**
- Week 7- Completion of Appraisal self-review (tick boxes, comment on each standard)
- Week 10- Completion of Appraisal peer review 'Annual Summary' (appraiser to complete evaluation letter and attach to appraisal booklet)
- Week 10- Appraiser to sit with Appraisee and discuss the Appraisal review (both peer and self) then **sign document**

Term Four:

- Week 3: Unit holders meeting with Craig to discuss evidence of unit description
- Week 7: Final collection of any other evidence for the Standards bound into appraisal booklet (if needed).
- Week 8: Hardcopy of all documentation handed into Craig.
- Anytime throughout term- Shadow coaching observation (if requested)



Ngongotaha School

Targets 2020

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 2019, 0.5% students were recorded at Tier 3 (2/397)

As at December 2019, 4.3% of the total roll of students were at Tier 2 (17/397)

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

When

What (Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices)

Who

Indicators of Progress (What will we see?)

<p>By December 2020</p> <p>Progress is to be monitored each term and a mid-year progress report and end of year target review submitted to the BOT</p>	<ul style="list-style-type: none"> • To maintain a positive, inclusive culture within the school by celebrating student success using the Maunga system • Close monitoring of target children at class level through ODR data, identifying incidents and recording these in team minutes • Tier 2 students identified through consistent monitoring of ODR's • Regular home school contact for Tier 2 students • Individual behaviour plans for Tier 3 students co constructed with whanau • Specifically targeted in school interventions eg. Check In Check Out, peer and staff mentoring, behaviour notebooks etc. • Functional Behaviour Assessments completed for target students • Use of RTLB services for Tier 2 students • Use of Ministry support and other agencies eg The Children's Team, for Tier 3 students • Explicit teaching of school expectations • Fortnightly analysis of behaviour data (ODR) to identify trends and "hot spots" • Teach interventions to promote desired behaviours • Tier 2 and 3 students to be directed to lunch time sports and under supervision 	<p>Teacher</p> <p>Whanau</p> <p>Outside Agencies</p> <p>PB4L Team</p> <p>Leadership Team</p>	<ul style="list-style-type: none"> • Students using the language of the Maunga system to share their success • Decrease in ODR's for target students • Reduced use of yellow and red colours in class behaviour charts • Observations of Tier 3 students, both formal and informal • Sharing of progress at school through CICO notebook • Simple Behaviour Support Plan established as a result of FBA • Programmes co constructed for Tier 3 students with the classroom teacher, RTLB and whanau • PB4L Matrices used as a teaching tool • ODR data presented to leadership hui with Tier 2 and Tier 3 students identified and programmes discussed • Intervention strategies used in class • Lunch time sports available for students at Tier 2 and Tier 3
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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 six children will be working independently at Level 3, 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 2019, 40% (25 children) of the current year 5 students were working below or well below the expected curriculum level for maths and 36% (24 children) of the current year 3 students were working below or well below 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	What (Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices)	Who	Indicators of Progress (What will we see?)
By December 2020	<ul style="list-style-type: none">• Class timetables to reflect adequate time devoted to the teaching of mathematics	Classroom Teacher	<ul style="list-style-type: none">• Progress shown each term on individual trajectory sheets.

<p>Progress is to be monitored each term and a mid-year progress report submitted to the BOT. An update of target student progress will be provided in July.</p>	<p>(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..</p> <ul style="list-style-type: none"> • Students should be aware of their learning goals and next steps in learning. • Teachers with strengths in the teaching of mathematics (as per maths matrices), to be identified as mentors/coaches to teachers needing support. • Teachers attend beneficial maths PLD courses offered by facilitators, if and when these are available, and deemed appropriate by the maths curriculum team or management. • Goal sheets to be used for monitoring progress. • GloSS and knowledge testing to be carried out mid-year and in November to assess progress and achievement. • Use of maths trajectory sheets, updated by week 8 of each term. 	<p>Maths Curriculum team</p> <p>Outside agencies (e.g. RTLB) as deemed necessary and appropriate.</p>	<ul style="list-style-type: none"> • Individual goal sheets showing regularly updated. • Students will have the basic facts knowledge and place value understanding to solve number and algebra problems at the expected curriculum levels.
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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 2019 data: Year 2 children - 16/63 children are reading below or well below Purple

End of 2019 data: Year 5 children - 20/62 children are reading below or well below 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

When	What (<i>Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices</i>)	Who	Indicators of Progress (<i>What will we see?</i>)
<p>By December 2020</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"> • Review assessment data (Running Records, formal and informal classroom observations) to determine the particular learning needs of the target students • Target students to have their individual needs identified and specific programmes (class or withdrawal) put in 	<p>Literary Team</p> <p>Literary Team</p>	<ul style="list-style-type: none"> • Specific learning goals established • Accelerated progress due to specific monitoring/ action plan • IEPs created/reviewed each term, • IEPs used to focus learning/

	<p>place to address them. To be recorded in the tracking of target students forms.</p> <ul style="list-style-type: none"> • 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. • Planning to reflect the needs of these children. Target children are to have instructional reading daily. • Monthly monitoring meetings to discuss the progress of target students • Provide regular opportunities for the target children to read to, and read with an adult to ensure reading mileage • Provide a range of reading material that will engage the reader in meaningful contexts and will expose them to reading across the curriculum • Develop a range of comprehension strategies to ensure these students are reading for meaning • Liaise with families to encourage and promote reading in the home, give out holiday reading packs, advice and resources to support learning at home • Ngati Whakaue Programme for Year 3 target children • Reading Recovery for Y2 and Y3 target children • Access outside agencies: RTLit/ RTLB/ ICS where deemed necessary and helpful • Literacy team to run staff meetings to upskill teachers on specific target children and groups • Running records completed on all target children at least once a term 	<p>Classroom Teacher</p> <p>Classroom Teacher Literary Team</p> <p>Classroom Teacher Classroom Teacher</p> <p>Classroom Teacher Classroom Teacher Senco Senco Senco</p> <p>Literacy Team</p>	<p>teaching</p> <ul style="list-style-type: none"> • Moving on tracking sheet • Moving on tracking sheet • Practise of reading strategies • Practise of reading strategies <ul style="list-style-type: none"> • Practise of reading strategies • More mileage and buy in from parents • Targeted help • Targeted help • Targeted help <ul style="list-style-type: none"> • Better class programmes • Teachers specifically monitoring target children and accelerating them
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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 to provide withdrawal programs and TA's in Junior school classes to support
- 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 support for 4 children (with several on waiting list)

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

Baseline Data:

End of 2019 Data: Year five children 29/62 are writing well below or below their expected 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

When	What (<i>Consider goal clarity and communication: strategic resourcing, PLD, routines that need changing, assessment practices</i>)	Who	Indicators of Progress (<i>What will we see?</i>)
<p>By December 2020</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"> • 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. • 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. • They are to have instructional writing daily. • Monthly monitoring meetings to discuss the progress of target students • Moderation between classes to ensure consistency schoolwide 	<p>Classroom Teacher</p> <p>Classroom Teacher</p> <p>Literacy Team</p> <p>Classroom Teacher</p> <p>Classroom Teacher</p>	<ul style="list-style-type: none"> • Specific learning goals established • Accelerated progress due to specific monitoring/ action plan • Accelerated progress • Accelerated progress • Increase in correct spelling • Increase in confidence and engagement • Shared goals with whanau • Targeted support • Targeted support

	<ul style="list-style-type: none"> • Provide regular opportunities for the target children to write on a range of contexts that are meaningful and relevant to their world • Spelling lists for children • Provide regular experiences for the children to write about • 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 • Access outside agencies: RTLit/ RTL/ ICS where deemed necessary and helpful • Ngati Whakaue targeted at Year 4 children • Literacy team to run staff meetings to upskill teachers on specific target children and groups 	<p>Classroom Teacher Classroom Teacher</p> <p>Senco</p> <p>Senco Literacy Team</p>	<ul style="list-style-type: none"> • Teachers specifically monitoring target children and accelerating
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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 to provide withdrawal program and TA support in junior classes
- ICS hours for 4 children (several on wait list)