



Charter

2019



Jordan Te Aho (Y13), designed the school logo. His design combines the taniwha 'Murupara' which featured in both the Murupara School Logo and the Rangitahi College logo. Both Taniwha are clasping hands and are depicted in a 'hongi' which symbolises the coming together of the two schools to form Murupara Area School in 2013.

MISSION STATEMENT

***Students achieving success through celebration of their Identity,
Language, and Culture.***

MURUPARA

In 2015 our new building, which flows down the site like a river, was blessed and opened. It was named Murupara after one of the Ngāti Manawa taniwha, a pet eel that inhabited the cave below the Kiorenui foot bridge on the Rangitaiki River. In 2016 the remaining technology wings and the community gym opened. These buildings are stunningly beautiful and support innovative teaching and learning. The open learning environment of Murupara is divided into three learning hubs; Nīoreore, Kārangaranga, and Rangipō. These names were given by our kaumatua and kuia and were chosen because of their connection to the tuna.

Nīoreore is the Year 1 – 4 learning hub. They are the elvers, juvenile eels that possess tremendous climbing ability and can move vertically up high waterfalls and travel long distances to find a suitable home. They continue to migrate upstream until they settle in a suitable pool to grow. We liken the climbing abilities of the elvers to the determination of our junior students to climb to the highest level in learning. Nīoreore's whakataukī reflects this:

***Ka pakeke te haere kaua e hemo
When things are difficult, don't give up***

Kārangaranga is our Year 5 – 8 learning hub. This is the initial meeting place of the adult tuna before they gather at Rangipō, usually in February, March or April. Kārangaranga is below Moewhare marae, where once stood the dwelling place of our eponymous ancestor, Tangiharuru. It is also the burial ground of our sixth Paramount Chief, Rākau. According to Rangi Anderson, holes were dug out in the cliff side where people would hide from the enemy.

Rangipō is our senior learning hub for Year 9 – 13 students. Rangipō is a sacred site where the Ngātamawāhine stream meets the Rangitāiki. This is where the eels would congregate before they departed for the Tongan trench to spawn. Rituals were performed by our Ngāti Manawa pakeke with tangi and karakia to farewell the tuna who would never again return. Aue! Taukiri e!

VISION



KIA Ū TE MANAWANUI O NGĀ ĀKONGA KI NGĀ
TAUMATA TIKETIKE O NGĀ WHETU

WITH PERSEVERANCE OUR CHILDREN WILL REACH TO THE STARS



Murupara Area School will be at the heart of our community.

We believe in whanaungatanga (relationships), kotahitanga (unity), and akō (reciprocity of learning). Every voice is valued, and enhanced by a reciprocal culture of respect, warm relationships, and trust.

When our tamariki leave Murupara Area School, after thirteen years of quality education, they will be high-achieving, self-directed learners and able to work collaboratively with purpose. They will be able to articulate their skills, abilities, and learning; and confidently share these with others. They will be prepared for wherever their future pathway lies. Our tamariki will be confident, resilient rangatira who have a strong sense of identity that is founded on Ngāti Manawatanga.

Our uara (values) encourage our students to be respectful, honest, polite, hard-working young people who value themselves, their whanau, the community, and the environment. Students, teachers and whanau always demonstrate integrity and are accountable for their own actions.

Murupara Area School will work in partnership with whanau, Marae, and Iwi to ensure our tamariki achieve educational success. Our teachers and staff will support our tamariki to access the best of educational opportunities and to successfully navigate their learning journey.

VALUES

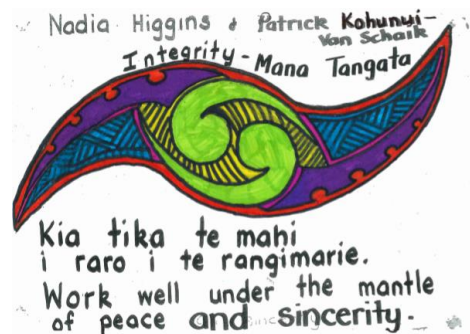
Integrity – Mana tangata Respect – Mana Aroha

Ira (life principles) are the values that permeate through all aspects of our school's daily life. No matter where we are within the school, our daily interactions with one another, and with our environment, exemplify the values of ira.

Each value has a related whakatauki:

Mana Tangata

Kia tika te mahi i raro i te Rangimarie
Work well under the mantle of peace and sincerity



Mana

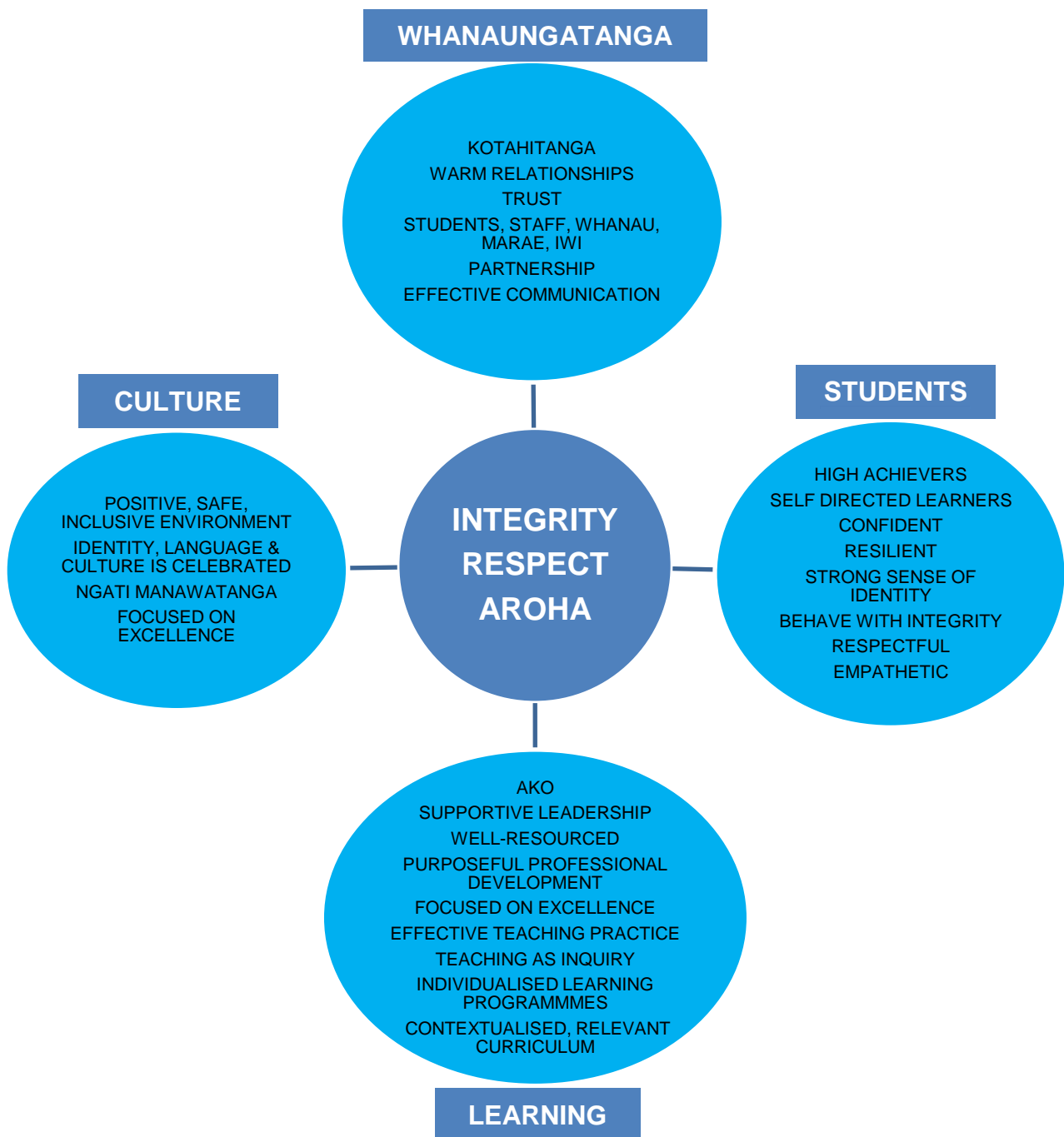
Tuku atu te mana,
Tuku mai te mana
If you give respect, you will get respect

Aroha

Ko te aroha te tino ahuatanga i a tatou katoa
Love is the greatest attribute that we possess



The diagram on the following page shows how the values lie at the centre of our school. The learning is underpinned by whakapono, our beliefs and tūmanako, our goals.



Whakapono – Belief

*Te whakapono te tū maia ki tōu ake
kaha ki te angitu*

*Be confident, believe in yourself and you
will achieve success*

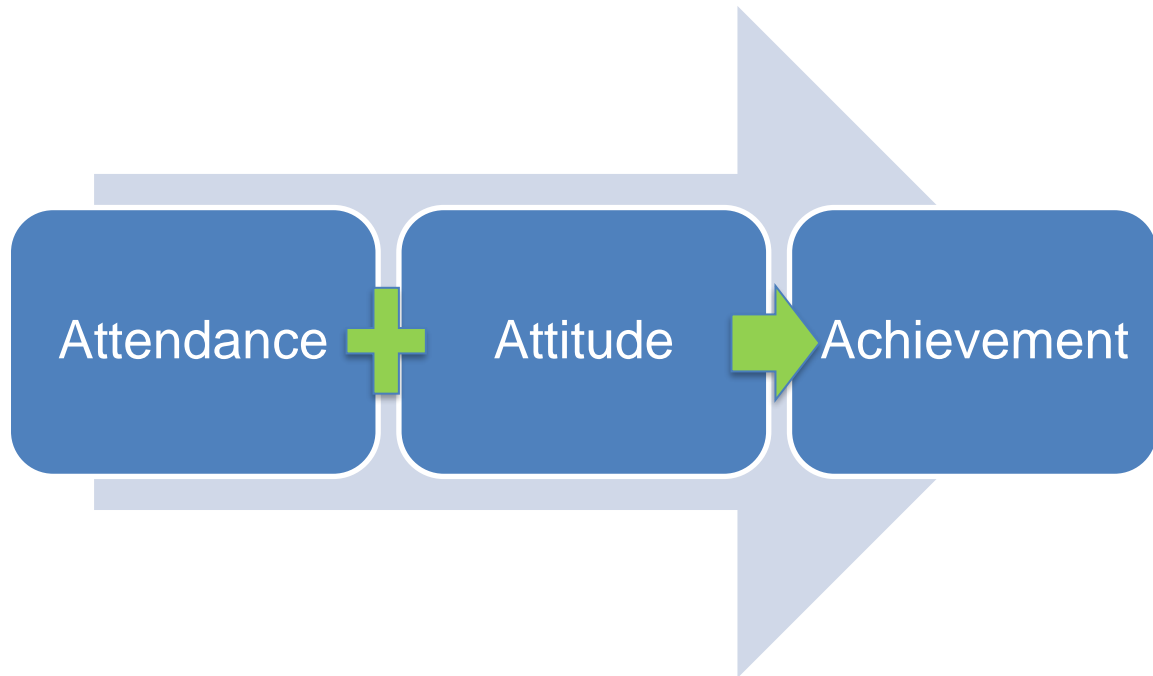
Tūmanako – Goals

*Te tūmanako ka tutuki pai o whāinga
Aspire to achieve your goals*

THE TRIPLE A'S

Every day counts! When students are at school every day and bring a great attitude, they achieve their best. Triple A students are recognised, and their successes celebrated.

The school is focused on;



TE AO MĀORI

Murupara Area School is situated in the heart of the Ngāti Manawa rohe. Ninety nine percent of our students are Māori, the majority of whom are either Ngāti Manawa or Ngai Tuhoe. Our student's whakapapa to the four marae in our town; Moewhare, Painoaiho, Rangitahi, Tipapa and to Harehare in Kaingaroa. The school is supported by local kaumatua and kuia in our whakaruruhau, who are consulted regularly regarding tikanga and kawa. Whilst embracing iwitanga, Ngāti Manawatanga lies at the heart of the school. We are supported by Te Runanga o Ngāti Manawa. We collaborate with Te Kura Kaupapa Motuhake o Tawhiuau, the local kura a iwi. Te Reo Māori is learnt by all students at Murupara Area School. We celebrate identity, language, and culture.

COMMITMENT TO SPECIAL NEEDS STUDENTS

Murupara Area School Board of Trustees is committed to the achievement of all special needs students. We will ensure that all special needs students have the correct levels of human, physical, and financial resourcing to ensure they are able to attend, engage, and achieve at their expected levels. We will liaise with whānau and outside agencies to achieve the best for our students. Teachers will undergo regular professional learning to increase their professional practice as they work to engage their students. The Special Education Needs Co-Ordinator (SENCO) in collaboration with our RTLB, has school-wide responsibility for the special needs register, for monitoring the achievement levels of all students on this register, and for reporting to the Parents and the Board of Trustees.



STRATEGIC INTENT

Murupara Area School will be the school of choice for students from Murupara and the wider district.

| Strategic Goals | Strategic Aims |
|--|---|
| 1. Develop quality teaching and learning programmes delivering a local ākonga-centred curriculum. | <ul style="list-style-type: none"> • Develop student-centred leadership practice across the school. • Support quality teaching practice through a focus on assessment for learning, developing teacher capability, and teaching as inquiry. • Support teachers, teacher aides, and support staff to collaborate effectively and understand our collective responsibility for improving the educational achievement of our ākonga. • Provide appropriate professional development that is informed by educational research and utilises both internal and external expertise. • Ongoing review and development of curriculum opportunities to ensure that the curriculum is localised, student-centred, and meets the needs of our diverse ākonga so that they positively engage with their learning. • Ensure learners are prepared for their future pathway, be that employment or tertiary education (workplace or trades-based training, Institute of Technology and polytechnic courses (ITPs), wananga, and university education). |
| 2. A focus on working with ākonga, teachers, whānau, iwi, and community to improve student attendance and engagement will result in increased student achievement. Attendance + Attitude → Achievement | <ul style="list-style-type: none"> • Build a learning culture within the school underpinned by ira - the values of integrity, respect and aroha and founded on whakapono and tumanako. • Utilise the concept of whanaungatanga to engage with ākonga, teachers, whānau, iwi, and community to improve student attendance and engagement. • Manage classrooms to promote learning whilst caring for Māori learners as Māori. • To hold high expectations of all our ākonga. • Develop the learning capability of our students so they become active, self-directed learners. • Improve student achievement across the school. |
| 3. Developing a school culture of 'excellence' . | <ul style="list-style-type: none"> • Student achievement across all areas of endeavour will be recognised and celebrated and students will have a sense of pride in themselves and of their school. • The educational opportunities offered at Murupara Area School will be valued by students, their whanau, the wider community, iwi, and other stakeholders. • It is the Board of Trustees expectation that by embracing the community and involving them in the life of the school, that over the longer term, Murupara Area School will become the school of choice based on the excellent quality of education offered and the improved student achievement that follows. |

EXPECTED OUTCOMES

Strategic goal 1: Develop quality teaching and learning programmes delivering a local ākonga-centred curriculum.

| 2019 | 2020 | 2021 |
|--|--|--|
| <p>Student-centred leadership practice of middle and senior leaders will be a focus supported by appropriate professional learning.</p> <p>Continue to develop teacher capability using assessment for learning (AfL) and the teacher capability matrix supported by facilitators from Evaluation Associates via the Pūtauaki ki Rangitaiki Kāhui Ako (CoL) AND the School's Senior Leadership team (SLT).</p> <p>There will be a greater focus on teachers using their curriculum knowledge to design and implement an integrated local curriculum that meets the needs of our diverse ākonga.</p> <p>Teachers will be ready to implement effective teaching of the Digital Curriculum in 2020 and readiness will be underpinned by Cloud migration, targeted ICT resourcing, and specific ICT professional learning.</p> <p>'Google Applications for Schools', Windows 365 and the Te Aka Toitū digital enablement programme, will provide a teaching and learning toolbox for teachers and students so there is effective collaborative planning across the school and 'anywhere, anytime, any pace' learning becomes the norm.</p> <p>Ongoing curriculum review will inform curriculum decisions.</p> | <p>Continued focus on leadership inquiry will result in ongoing improvement in student-centred leadership practice.</p> <p>Continued focus on A4L and a growing focus on teaching as inquiry, led by the SLT, will result in ongoing improvement in teaching practice.</p> <p>The local curriculum will be embedded.</p> <p>Ngatimanawatanga plan implemented.</p> <p>The digital curriculum will be implemented across the school.</p> <p>Integrated curriculum planning, supported by the effective use of technology will become embedded across the school and student engagement will continue to improve</p> | <p>Leadership will be shared, and all staff will understand our collective responsibility for improving the educational achievement of our ākonga and work together with a shared purpose.</p> <p>Quality teaching practice that is student-centred, discursive and co-constructed will be the norm.</p> <p>The digital curriculum will be embedded across the school.</p> <p>Integrated curriculum planning will be the norm at Murupara Area School with the learner's needs at the centre of teaching and learning.</p> |

Strategic goal 2: A focus on working with ākonga, whānau, iwi, and community to improve student attendance and engagement will result in increased student achievement.

| 2019 | 2020 | 2021 |
|---|---|---|
| <p>The attendance rate will increase and the number of students attending school regularly will increase.</p> <p>PB4L will be strengthened and Restorative Practices embedded across the school led by the Deputy Principal in charge.</p> <p>Ongoing focus will be placed on the acquisition of oral language in the early years.</p> <p>Teachers will understand and report on the progress of all Year 1 - 10 students against the curriculum progressions in all curriculum areas with greater detail.</p> <p>Flexible learning groups will ensure accelerated progress is seen in the priority areas of Reading, Writing and Mathematics</p> <p>NCEA achievement levels will continue to improve with a specific focus on maintaining achievement of NCEA literacy and numeracy at Level 1 and improving achievement at Level 2.</p> <p>The development of a greater number of achievement standard pathways at Level 2 and 3 will lead to increased achievement at Level 3 and in UE.</p> | <p>Regular attendance rates will continue to increase.</p> <p>The number of minor problem behaviours will decrease, and learning will increasingly be the focus in our learning hubs.</p> <p>The focus on oral language development in the early years will continue.</p> <p>Student progress in all curriculum areas will show acceleration.</p> <p>Early identification of students who are not making the expected progress will ensure that no students are left behind.</p> <p>More students will sit and pass achievement standards and the achievement rates for NCEA Level 3 and UE will continue to improve.</p> | <p>Students at Murupara Area School will value their learning and reflect a positive learning culture underpinned by ira, our values. This will be evident in the relationships within the school and between the school and the community. As a consequence, they will attend school regularly, engage with their learning and achieve their best.</p> |

Strategic goal 3: Developing a school culture of 'Excellence'

| 2019 | 2020 | 2021 |
|--|--|---|
| <p>The school's vision will be more evident across the school.</p> <p>Student achievement, academic, cultural, and sporting, will continue to be recognised and celebrated.</p> <p>The SLT and Board will focus on improving communication within the school and with whānau, Iwi, and community. They will develop a communication plan.</p> <p>An engagement plan will be developed to strengthen Community involvement and interest in the school. This will result in improved whanau engagement as evidenced by whanau involvement in their child's education and by a willingness to engage in the life of the school.</p> <p>Whānau and the community will have confidence in the educational outcomes for the students of Murupara Area School as they witness increased achievement across all year levels of the school.</p> | <p>The school's vision will be embedded and understood by ākonga, teachers, whānau, Iwi, and community.</p> <p>The engagement plan will see improved parent and wider community understanding of the school's place within the community. Community confidence in the educational opportunities provided at MAS will build as student's attendance, engagement and achievement continues to improve.</p> | <p>Murupara Area School will be the school of choice for students from Murupara and the wider district.</p> |

ANNUAL PLAN 2019

The annual plan sets our specific targets so we are focused and can make accelerated progress in these areas. Nothing in this annual plan negates our responsibility under the New Zealand Curriculum (NZC).

Strategic goal 1: Develop quality teaching and learning programmes delivering a local ākonga-centred curriculum.

| Targets (what we want) | Actions (how we will do it) | Measure (how will we know we have accomplished it) |
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| The SLT will improve their capability in Dimension 1 of the Leadership Matrix, establishing goals and expectations and Dimension 3, ensuring quality teaching. They will be working at Stage 3 in these Dimensions by the end of the year so that our goals are understood by leaders, teachers, students, and community and our focus as a leadership team is on supporting teaching and learning. | Engage in leadership professional development with EA. Complete a leadership enquiry focused around Dimension 1 or Dimension 3. | Each leader to assess their capability in Dimensions 1 and 3 at the start of the year and to seek feedback on this capability from their appraiser by the end of Term 1. There will be a positive shift in the leader's capability in these two dimensions over the year. |
| Teacher capability in Dimensions 1 (learning focused relationships) and 2 (being clear about what is to be learnt) will continue to increase from Stage 2-3 to Stage 3-4. The focus on Dimension 3 (assessment literacy) will lead to an increase in teacher capability from Stage 2 to Stage 3 in this Dimension. | Continue professional learning for teachers with EA. SLT to observe teacher practice and begin to lead the development of assessment for learning (AfL) capability. Each teacher to set an individual target for the development of their own capability in Dimension 3. Appraisal will support staff to engage in reflective dialogue about their teaching practice and will be strongly linked to the teacher capability matrix. All staff will actively participate in the appraisal process and engage in reflective dialogue about their teaching practice. Staff will maintain a reflective journal with evidence of teacher inquiry around the school's targets and competency in all Standards for the Teaching Profession and the Code of Professional Responsibility. | Each teacher will have a goal/teacher enquiry around AfL by the end of Term 1 that they have discussed with their appraiser and recorded in their appraisal journal. Each teacher will have recorded their own self-assessment and had their appraiser assess their capability on the combined teacher and student capabilities matrix by the end of Term 1. Teachers and appraisers will monitor shifts in teacher capability mid-year and at the end of the year, modifying their goals / enquiry as appropriate. Teachers will improve their capability in Dimension 3 by at least one stage over the year. |

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| <p>All teachers will have planned how they will incorporate the digital technology curriculum into their teaching programme for 2020 by the end of 2019.</p> | <p>New ICT provider, PCMedia, appointed by start of year.</p> <p>Cloud migration completed by end of Term 1.</p> <p>Investigate changing SMS from Kamar to Edge.</p> <p>Purchase of new end user devices for Nīoreore by the end of Term 1.</p> <p>Digital technology professional development scheduled every fortnight so that teachers gain confidence in the use of digital technology in their own teaching. This will ensure that teachers have the necessary tools and capability to use ICT effectively in the MLE and that there is effective sharing of planning, strategies, and tools across the school.</p> <p>Staff will set a goal for improving their digital fluency as part of the appraisal process.</p> | <p>Appraisal observations will show increased use of digital technology by all teachers.</p> <p>Teachers self-assessment of their digital fluency will show increased capability over the year.</p> <p>2020 planning will show specific planning for teaching digital technology by every teacher by the end of the year.</p> <p>Responsive feedback for our ICT professional development programme will show an increase in the confidence and capability of our teachers with the digital curriculum and use of IT tools.</p> |
| <p>The Murupara Community will be connected to the school's N4L internet connection enabling 'anywhere, anytime, any pace' learning</p> | <p>Work closely with Te Aka Toitū, MoE, N4L, PCMedia and Wifi Connect to connect the community to the FREE 'Wifi for learning'.</p> <p>Promote the availability of the digital access with the community via the school newsletter, Facebook and community hui,</p> <p>Promote the digital procurement process for our students as above.</p> <p>Support staff to more effectively utilise GAFE and the Chromebooks and other devices that students have via the digital technology professional development above.</p> <p>Re survey the community with respect to their access to digital technology and use of this for student learning at the end of Term 3</p> | <p>The first 10 families will be using this connection by the end of Term 2.</p> <p>The survey will show there is increased digital access for our students at MAS within the community.</p> |

Strategic goal 2: A focus on working with ākonga, teachers, whānau, iwi, and community to improve student attendance and engagement will result in increased student achievement.

| Targets (what we want) | Actions (how we will do it) | Measure (how will we know we have accomplished it) |
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| <p>The half day attendance rate for students at MAS will average 90%.</p> | <p>The Principal will be directly responsible for attendance across the school and work closely with the Attendance Officer and teaching staff to monitor student attendance and refine our processes and systems so that we set up an expectation in our community that attendance matters.</p> <p>Become part of the MoE “Every Day Matters” initiative so we have access to quality data and best practice strategies informed by research.</p> <p>ALL STAFF are expected to make attendance monitoring a daily priority.</p> <p>Use the Kamar portal so that whānau can see their child’s attendance in real time.</p> <p>Effective strategies to improve attendance and behaviour incorporate a focus on attendance in conjunction with efforts to raise achievement. Triple A recognitions are an important part of this.</p> <p>Staff will message the importance of attendance and relate this to achievement so students and their whānau understand why regular attendance matters.</p> | <p>Regular attendance monitoring weekly, termly, and annually will show 90% half-day attendance rates.</p> |
| <p>60% of students at MAS will attend regularly</p> | <p>Fortnightly review of attendance statistics will identify students who are attending between 75 – 90%.</p> <p>Whanau teachers and learning advisors will work with the student, their whānau, and the Attendance Officer to develop a specific plan to support the student to attend.</p> | <p>Identified students will have a specific attendance plan.</p> |

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| <p>The number of minor problem behaviours will decrease in 2019.</p> <p>The number of stand downs resulting from major problem behaviours will also decrease.</p> | <p>The focus on PB4L across the school will continue, led by the PB4L professional learning group (PLG) with representatives from each learning hub, support staff and TA's.</p> <p>Whole staff PLD on using open to learning conversations to support restorative practice in Term 1.</p> <p>Revisit the agreed behaviour expectations matrix to shift the view of expected behaviours from "what we don't want" to "what we do want to see".</p> <p>Provide teachers with specific strategies to use at the start of each period.</p> <p>Every teacher to use specific acts of teaching A specific behaviour focus each week with: Deliberately planned lessons on behaviour Facebook/Newsletter messaging on the focus Areas.</p> <p>Staff will consistently use the agreed PB4L processes.</p> <p>Further PLD for DP PB4L regarding Tier 2 and 3 interventions.</p> <p>Increase the Positive Recognitions for students who show our school values.</p> <p>Visuals (posters, matrix, expectations) developed and displayed around the school.</p> <p>Investigate Te Mana Tikitiki (aimed at Year 4-8 learners) and Te Ara Whakamana: Mana Enhancement programme to improve the PB4L programme at MAS.</p> <p>Develop and carry out an after 3-year school wide review of PB4L.</p> | <p>The PB4L PLG will meet twice per term.</p> <p>Termly analysis of problem behaviours across the school will be carried out by the DP in charge and reported to the Principal.</p> <p>Monthly analysis of stand downs and suspensions will be carried out by the Principal and presented to the Board.</p> <p>Kamar pastoral records will show that staff are using the agreed processes consistently.</p> <p>Tier 2 and 3 interventions will be planned.</p> <p>New visuals will be produced and evident around the school.</p> <p>3-year Review of PB4L will lead to positive changes in the programme in 2020.</p> |
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| <p>The number of Year 1 students with an oral language in Stanine 1 -3, as assessed by KLST, will be less than 10% by the end of their first year at school.</p> | <p>SENCO and the Year 1 and 2 teachers will ensure that all Year 0 & 1 students will have a KLST test 6 weeks after starting school and after a year at school. At-risk students (Stanines 1 – 3 in the pre-test) will be identified and placed in a target group. KLST data will also be collected for all Year 2 students.</p> <p>6-year net data will be collected and analysed by the Hub leader and DP. KLST and 6-year net data will be recorded in Kamar.</p> <p>Oral language acquisition will be accelerated using the action plan implemented in 2017 and with a focus on deliberate acts of teaching within a learning through play programme in Nīoreore.</p> <p>Close monitoring of the progress of the target group students will ensure their oral language acquisition is accelerated.</p> <p>Professional development will be sought in Term 1 for teachers not familiar with learning-through play, including for the new hub leader.</p> <p>RTLB and SENCO will support with planning for a robust learning through play programme in Nīoreore.</p> | <p>KLST pre and post test data will show an improvement in the oral language of the target group of students.</p> <p>KLST data for Year 2 students will show a decrease in the percentage of at-risk students in Stanines 1-3.</p> <p>6-year net data will show an increase in the average oral language capability of student at MAS compared with that seen in 2018.</p> |
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| <p>Flexible learning groups will support target students to make accelerated progress in Years 1 - 10 as evidenced by student progression against the NZC in the priority areas of reading, writing and mathematics.</p> <p>Consequently, 75% of Year 10 students will be working at Level 5 in the NZC for English/Te Reo and Mathematics.</p> | <p>The assessment schedule will be clearly defined, and all staff will complete assessments and record student progress in Kamar in the appropriate timeframes. This will be monitored by hub leaders.</p> <p>Overall teacher judgments (OTJ's) of curriculum levels will use an agreed variety of formative and summative assessment tools and will be consistent across the school as a result of a focus on effective moderation.</p> <p>Kamar mark books will be effectively used in Years 1 – 10 to ensure that formative and summative assessments and diagnostic testing is readily available to all teachers to use in planning their teaching programme for flexible learning groups based on student learning needs and for reporting to parents and caregivers.</p> <p>A shared language of learning will be developed and shared with the students so that they can access the learning progressions in 'kids speak' and begin to take responsibility for their own learning.</p> <p>Students and teachers will assess student capability against the AfL student capability matrix.</p> <p>There will be a focus on developing student capability in Dimension 3, assessment literacy</p> | <p>The assessment schedule will be adhered to and ALL students will have appropriate assessments completed so that teachers can effectively target the learning needs of every child in the school.</p> <p>OTJs will be made for all students in all curriculum areas twice each year. Note: this is after 6 months and one year for Year 1 – 3.</p> <p>All assessment data for students will be recorded in Kamar.</p> <p>Diagnostic testing and teacher OTJ's will show that the targets are met.</p> |
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| <p>NCEA targets:</p> <ul style="list-style-type: none"> i. 90% pass rate in Level 1 literacy in Year 11. ii. 90% pass rate in Level 1 numeracy in Year 11. iii. 85% of Year 12 students achieving NCEA Level 2. iv. 100% pass rate for Level 2 by the end of Year 13. v. 65% pass rate for Level 3 in Year 13. vi. 100% pass rate for UE for all students identifying University as part of their educational pathway. | <p>Academic progress reports will be utilised for Years 11 – 13 so that the academic progress of these students can be more regularly communicated to whanau.</p> <p>Internal assessment processes will be further improved with a focus on ensuring that curriculum planning in every subject area allows for achievement of internal credits in every term and that there is opportunity for early success in Term 1 for all Year 11-13 students.</p> <p>The senior academic mentor will continue to assist students with careers planning, academic monitoring, and academic mentoring so that students begin to take responsibility for their own academic progress. Learning advisory is a crucial way of supporting the academic progress of our senior students. Learning advisors will work with each student to help them to monitor their academic progress and set academic and career goals.</p> | <p>KAMAR mark books will be accurate and marks entered in a timely manner so that data is able to be shared by all teachers and used as a basis for regular reflection on the academic progress of our students.</p> <p>Effective academic monitoring will occur across the senior school via the senior mentor and learning advisors and will be evidenced by students setting clear career and academic goals and being able to; discuss their goals, describe accurately their academic progress, and demonstrate understanding of how their attendance affects their progress and results.</p> |
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Strategic goal 3: Developing a school culture of 'Excellence'

| Targets (what we want) | Actions (how we will do it) | Measure (how will we know we have accomplished it) |
|---|---|---|
| <p>The SLT and Board will focus on improving communication within the school and with whānau, Iwi, and community. They will develop a communication plan.</p> | <p>Plain language reporting to parents will support whānau to understand the academic progress of their child across all areas of the New Zealand Curriculum (NZC).</p> <p>A communication plan will be developed by the SLT and Board by Week 4 of Term 2 that sets out effective communication strategies and areas for development.</p> | <p>Ongoing review of our reporting to parents will include feedback that shows that whānau understand the progress of their child against the NZC.</p> <p>The communication plan is completed and at least two whānau hui held.</p> |
| <p>An engagement plan will be developed to strengthen Community involvement and interest in the school.</p> <p>This will result in improved whānau engagement as evidenced by whānau involvement in their child's education and by a willingness to engage in the life of the school.</p> | <p>A community engagement plan will be developed with the Board by the end of Term 2.</p> <p>Events such as MAS Welcome, 'Meet the Teacher' evenings, 'Reading Together', school sports days, and Te Houhi sports will continue to encourage whānau to visit the school, play or take part in learning with their child, and get to know their child's teacher so that the school is seen as 'theirs'.</p> <p>The whānau support group will be further developed.</p> <p>Approved community events will be held in the community gym / hall and school.</p> | <p>The engagement plan is completed and reflects the specific needs of our community and ensures the achievement of our students is supported by both the school, the whānau, iwi, and the wider community.</p> <p>At least two whānau events are held each term.</p> <p>'Reading Together' will run in Term 2.</p> <p>The whānau support group will meet at least once per term.</p> <p>Community events will be held on the school site at least once per term.</p> |