



Charter

2023





Jordan Te Aho, designed the school logo when he was in Year 13. 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.

VISION



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.

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 Kiorenu 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 – 6 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 7 – 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. From 2023 Nīoreore and Karangranga will combine to form a Year one to Eight learning hub.

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! Taukuri e!

Ngā uara o te kura

Ngā uara o te kura, the values of our school, lie at the heart of the school.

Whānaungatanga – To belong and make connections from ourselves, to others and to the environment.

Concepts of importance are whakapapa, roles and responsibilities, tuakana teina, and communication.

Manaakitanga – To show kindness to oneself, others and to the environment.

Concepts of importance are hospitality, empathy, and respect.

Akoranga – To become lifelong learners about ourselves, the wider community and Te Ao.

Concepts of importance are goal setting, resilience, and self-directed learning.

Kotahitanga – Working together

Concepts of importance are ownership, collaboration, and problem solving.

Kotahi te Whakaaro, Kotahi te hikoi
One vision same goal.

Tiakitanga – Guardianship

Concepts of importance, caring for ourselves, caring for our environment, sustainability, and healthy communities.

Whakapono – our beliefs. To believe in one's self and the mana of others.

Concepts of importance are confidence, perseverance, and holding a growth mindset

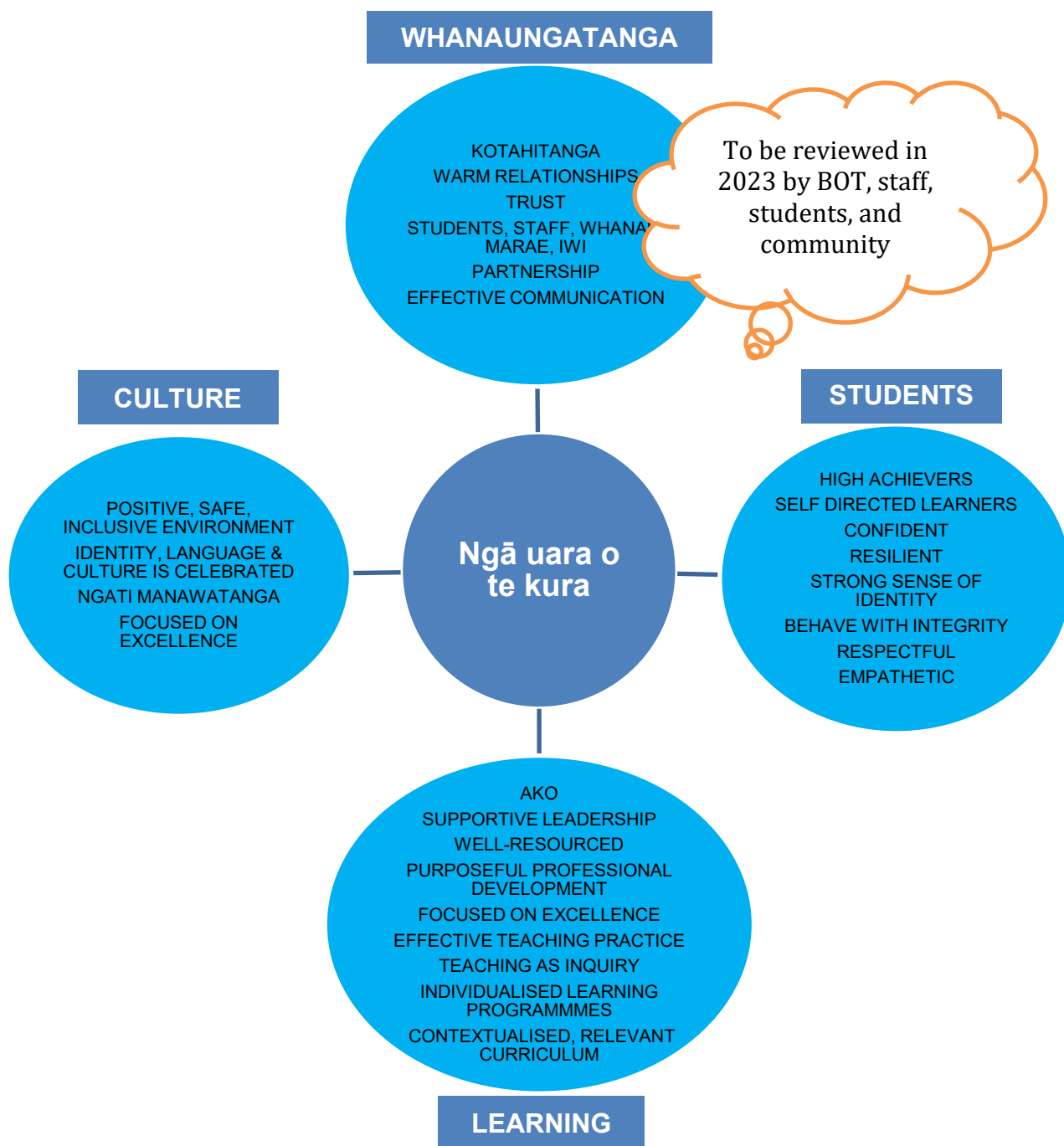
Te whakapono te tū maia ki tōu ake kaha ki te angitu
Be confident, believe in yourself and you will achieve success

Tūmanako - our goals.

Concepts of importance are integrity, and shared learning goals.

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

The diagram on the following page shows how the values lie at the centre of our school and guide our relationships, our school culture, our learners and our teaching and learning. This is under review in 2022.



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 engage 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

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.

Strategic Goals	Strategic Aims
1. Develop quality teaching and learning programmes delivering a localised 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 (AfL) and developing teacher capability. • Provide appropriate professional development that is informed by educational research and utilises both internal and external expertise. • Support teachers, teacher aides, and support staff to collaborate effectively and understand our collective responsibility for improving the educational achievement of our ākonga. • Ongoing review and development of curriculum opportunities to ensure that the curriculum is localised, individualised, and meets the needs of our diverse ākonga so that they positively engage with their learning and are prepared for their future pathway.
2. Improved student attendance.	<ul style="list-style-type: none"> • Engage with ākonga, teachers, whānau, community, and iwi to improve student attendance. • Ensure the cultural and sporting opportunities are diverse and meet the needs of the community.
3. Quality Teaching and Learning programmes will engage students to ensure students achieve to their potential	<ul style="list-style-type: none"> • Build a learning culture within the school underpinned by ngā uara o te kura. • Manage classrooms to promote learning whilst caring for Māori learners as Māori, through te ara whakamana. • 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. • Effectively utilise the Learning Support Coordinators & SENCO to provide learning support to all of those learners that need it. • Work to maintain and grow the links with external agencies in the area so our students can access the services they need, when they need them.

EXPECTED OUTCOMES

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

2022	2023	2024
Continued focus on leadership inquiry will result in ongoing improvement in student-centred leadership practice.	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.	
Continued focus on AFL through the use of the professional growth cycle, led by the SLT, will result in ongoing improvement in teaching practice.	<p>To develop and embed systems and processes which promote assessment for learning</p> <ul style="list-style-type: none"> * A school-wide learning progressions framework will be developed for reading, writing and mathematics (Yr1-10) in line with the EA matrix. It should be informed by current best practise and expectations for Yr 11-13 * Current assessment practises will be modified to better utilise learning progressions in line with the EA matrix. * Teacher planning will utilise learning progressions to identify the learning needs of individual groups in line with the EA matrix. * Students are able to articulate their learning needs in line with the EA matrix. * Leaders will investigate other SMS that utilise a standards based approach to assessment e.g.. Hero, PAcT, Spotlight (eTap) in line with the EA matrix. * Robust tracking and monitoring systems will be in place. * Principal reports to the board, annual statements of variance will be reviewed to reflect the 	<p>To develop and embed systems and processes which promote assessment for learning</p> <ul style="list-style-type: none"> * A school-wide learning progressions framework will be developed for reading, writing and mathematics (Yr1-10) in line with the EA matrix. It should be informed by current best practise and expectations for Yr 11-13 * Current assessment practises will be modified to better utilise learning progressions in line with the EA matrix. * Teacher planning will utilise learning progressions to identify the learning needs of individual groups in line with the EA matrix. * Students are able to articulate their learning needs in line with the EA matrix. * Leaders will investigate other SMS that utilise a standards based approach to assessment e.g.. Hero, PAcT, Spotlight (eTap) in line with the EA matrix. * Robust tracking and monitoring systems will be in place. * Principal reports to the board, annual statements of variance will be reviewed to reflect the

	<p>assessment for learning approach in line with the EA matrix.</p> <p>* Board targets will be amended to focus on accelerated progress for all in line with the EA matrix.</p> <p>* Systems will be revised and strengthened to provide consistency across the school in line with the EA matrix.</p> <p>* The system for academic mentoring of Year 11 – 13 students will be strengthened</p> <p>*Review and strengthen the Professional Growth Cycle to ensure alignment with the strategic goals</p>	<p>assessment for learning approach in line with the EA matrix.</p> <p>* Board targets will be amended to focus on accelerated progress for all in line with the EA matrix.</p> <p>* Systems will be revised and strengthened to provide consistency across the school in line with the EA matrix.</p> <p>* The system for academic mentoring of Year 11 – 13 students will be strengthened</p> <p>*Review and strengthen the Professional Growth Cycle to ensure alignment with the strategic goals</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>*A school-wide approach to the learning of Ngāti Manawa will be completed,</p> <ul style="list-style-type: none"> - sequential (<i>What does it look like at each Year level?</i>) - addressed across all curriculum areas <p>*To ensure that aspects of Ngāti Manawa continue to be celebrated through festivals and events</p>	<p>*A school-wide approach to the learning of Ngāti Manawa will be completed,</p> <ul style="list-style-type: none"> - sequential (<i>What does it look like at each Year level?</i>) - addressed across all curriculum areas <p>*To ensure that aspects of Ngāti Manawa continue to be celebrated through festivals and events</p>	
<p>Collaborative curriculum planning, supported by the effective use of digital technology will be introduced to improve student engagement.</p>	<p>Collaborative curriculum planning, supported by the effective use of digital technology will become embedded across the school and student engagement will continue to improve.</p>	<p>Collaborative curriculum planning will be the norm at Murupara Area School with the learner's needs at the centre of teaching and learning.</p>	
<p>Ongoing curriculum review will inform curriculum decisions.</p>			

Strategic goal 2: Improved student attendance.

2022	2023	2024
The attendance rate will increase at all levels.	Attendance rates will be at the national rate at all year levels.	
The number of students attending school regularly will increase.	Regular attendance rates will continue to increase.	The number of students attending school regularly will be at the national levels.
The cultural opportunities at MAS will be increased.	Ongoing communication of academic, cultural, and sporting achievement will mean that students, whānau, and the community value the opportunities available at Murupara Area School.	Murupara Area School will be the school of choice for students from Murupara and the wider district.
The sporting opportunities at MAS will be increased.		
An engagement plan will be developed by the Board to strengthen community involvement and interest in the school. This will result in improved whanau engagement in their child’s education.	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.	

Strategic goal 3: Improved student engagement will ensure all our students achieve their best.

2022	2023	2024
Ngā uara o te kura will be embedded across the school	Ngā uara o te kura will be embedded across the school. Focused Staff/student professional development on guidelines and procedures needed to embed staff and student understanding and practice. The number of minor problem behaviours will decrease, and learning will increasingly be the focus in our learning hubs.	Students at Murupara Area School will value their learning and reflect a positive learning culture underpinned by ngā uara o te kura. This will be evident in the relationships within the school and between the school and the community.
Te ara whakamana will become embedded across the school.		
	Teacher knowledge and use of restorative practices will be developed supported by relevant PLD.	Restorative practices will become embedded across the school
Ongoing focus will be placed on the acquisition of oral language in the early years with the development of a specific oral language programme and learning through play in Years 1 – 3.	The focus on oral language development in the early years will continue. Years 4 – 6 will have a deliberate plan around a guided enquiry model.	A strong oral language programme will ensure that all students have the necessary oral language to achieve educational success by the end of their second year and develop their ability to manage their own learning.
Through AFL and deliberate use of the learning progressions, teachers will understand and report on the progress of all Year 1 - 10 students against the learning progression levels in all curriculum areas with greater detail and students will begin to manage their own learning.	Through AFL and deliberate use of the learning progressions, teachers will understand and report on the progress of all Year 1 - 10 students against the learning progression levels in all curriculum areas with greater detail and students will begin to manage their own learning. Students in Years 1 – 10 will understand and report on their own academic progress using the curriculum progressions.	Students to be self-directed learners who understand what they are learning and their next steps.
Flexible learning groups will ensure accelerated progress is seen in the priority areas of Reading, Writing and Mathematics.	60% of students in Years 1 – 10 will be at or above the expected curriculum level in reading, writing, and mathematics.	85% of students in Years 1 – 10 will be at or above the expected curriculum level in reading, writing, and mathematics.

NCEA achievement levels will improve with a specific focus on improving achievement of NCEA literacy and numeracy at Level 1 and improving the confidence of students to sit external exams.	Early identification of students who are not making the expected progress will ensure that no students are left behind.	
More students will sit and pass achievement standards and the achievement rates for NCEA Level 3 and UE will continue to improve.		
Effectively utilise the Learning Support Coordinators and Kāhui Ako resources to provide learning support to all of those learners that need it.	LSC's will be used effectively for the benefit of all learners at MAS.	
Links with health providers and external agencies in the area will be further developed.	<p>* Strengthen collaboration with external agencies to support student, whānau and Hāpori well-being.</p> <p>Mapping of health providers and external agencies to be completed.</p> <p>This will result in productive and focused links with health providers/ external agencies that our students will be able to access for support should the need arise</p>	

ANNUAL PLAN 2023

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 localised ākonga-centred curriculum.

Targets (what we want)	Actions (how we will do it)	Measure (how will we know we have accomplished it)
The Leaders of Learning (LoL) 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 and 4 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.	Complete a leadership professional growth cycle that is focused on Dimensions 1 or 3.	Each leader to assess their capability in the 5 Dimensions of the Leadership Dimension Matrix at the start of the year, mid term and end of term Feedback to take place at Pou Arahi meetings. There will be a positive shift in the leader's capability in these dimensions over the year.
The focus for developing teacher capability will continue to be on Dimension 3 (assessment literacy) and teachers will begin to work on Dimension 4 (promoting further learning) so that quality teacher feedback can be used by our learners understand their academic progress and can direct their own learning.	<p>LoL to observe teacher practice and lead the development of assessment for learning (AfL) capability across the school.</p> <p>Every teacher to set an individual professional growth cycle focus for the development of their own capability in Dimensions 3/4.</p> <p>The professional growth cycle will support staff to engage in reflective dialogue about their teaching practice and will be strongly linked to the teacher capability matrix. Their journal will provide evidence of professional growth cycle focuses around the school's targets and competency in all Standards for the Teaching Profession and the Code of Professional Responsibility.</p>	<p>Each teacher will have a professional growth cycle focused around AfL by March that they have discussed with their professional leader and recorded in their Interlead journal.</p> <p>Each teacher will have recorded their own self-assessment and had their professional leader assess their capability on the combined teacher and student capabilities matrix by the end of Term 1.</p> <p>Teachers and professional leaders will monitor shifts in teacher capability throughout the year, modifying their focus as appropriate.</p> <p>Teachers will improve their capability in Dimensions 3/4 by at least one stage over the year.</p>

All teachers will show evidence of planning for and delivering an integrated local curriculum through a wide variety of contexts.	Integrated, localised curriculum will be evident in the teaching programmes of all teachers at Murupara Area School.	Shared planning will show evidence of localised curriculum and increased collaborative planning.
All teachers will include the effective use of ICT and deliberate teaching of the digital technology curriculum in their teaching programmes.	Staff will set a specific digital SMART goal for improving their digital fluency as part of their professional growth cycle.	<p>Planning will show deliberate, thoughtful use of ICT and the teaching of digital technology by every teacher by the end of the year.</p> <p>Professional growth cycle 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>

Strategic goal 2: Improved student achievement.

Targets (what we want)	Actions (how we will do it)	Measure (how will we know we have accomplished it)
The half day attendance rate for students at MAS will average 85%.	<p>The Deputy Principal (attendance) will be directly responsible for attendance across the school and work closely with the Attendance Officer and teaching staff to monitor student attendance.</p> <p>ALL STAFF are expected to make attendance monitoring a daily priority and message the importance of attendance so students and their whānau understand why regular attendance matters.</p> <p>The Kamar portal will be used so that whānau can see their child's attendance in real time.</p> <p>The attendance officer's role will be reviewed.</p> <p>Triple A recognitions will be reviewed and integrated with Te Ara Whakamana.</p>	<p>Regular attendance monitoring weekly, termly, and annually will show 85% half-day attendance rates.</p> <p>Metrics will show that increasing numbers of whānau are accessing the Kamar portal.</p> <p>Triple A review will be completed and regular recognitions are part of the daily life of the school.</p>
60% of students at MAS will attend regularly	<p>Fortnightly review of attendance statistics will identify students who are attending between 75 – 90%.</p> <p>A funding application will allow the employment of a mentor and community outreach person to support regular attendance.</p> <p>The mentor will work with individual students, their whānau, staff and groups of students and via programmes such as 'One note at a time' to re-engage students with school.</p>	<p>Identified students will have a specific attendance plan.</p> <p>MoE funding received.</p> <p>As a result of the mentor's work, regular attendance will improve to 60% as evidenced by the termly 'Attendance Matters' reports.</p>
Kapa Haka will be established.	A Kapa Haka group will be formed and will meet regularly and develop a bracket.	The kapa haka group will complete or perform at one event at least.

<p>Rugby and netball will be strengthened through targeting external competitions such as Aims Games and overseas tournaments.</p>	<p>Lunch time activities will be planned and delivered by the sports coordinator every lunchtime. The sports coordinator will inform the staff of the upcoming weeks activities by email every Friday.</p> <p>Teams will be entered rugby and netball competitions. The school may liaise with Reporoa College to ensure we have sufficient numbers to field a team.</p>	<p>Students will have a range of physical activities to participate in at lunchtimes.</p> <p>Increasing numbers of children will participate in these activities. Liaise with Reporoa College to ensure we have sufficient numbers</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>A community Connector will be employed.</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, 'Tauira Whakamura' student led conferences, 'Reading Together', school sports days, and events 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>An application will be made to the Lions Foundation for funding for flooring and tables for the community gym</p> <p>Approved community events will be held in the community gym / hall and school.</p>	<p>The number of parents and caregivers attending school events will increase.</p> <p>'Reading Together' will start in Term 2.</p> <p>Funding will be received for the gym flooring.</p> <p>Community events in the gym will increase.</p>

Strategic goal 3: Improved student engagement will ensure all our students achieve their best.

Targets (what we want)	Actions (how we will do it)	Measure (how will we know we have accomplished it)
<p>Ngā uara o te kura will underpins all activities across the School.</p> <p>A Review of Nga uara o to Kura will be undertaken</p>	<p>Ngā uara o te kura will be embedded across the school. Lessons will be planned to deliberately teach the values.</p> <p>Focused Staff/student professional development on guidelines and procedures of Te Ara Whakamana needed to embed staff and student understanding and practice.</p> <p>The role of the learning advisor in promoting the school's values will be further developed.</p> <p>The Board and Staff will review the structural diagram of how the values underpin all activities in the School.</p>	<p>Ngā uara visible in all learning hubs.</p> <p>Lesson planning shows the delivery deliberate teaching of the values.</p> <p>Review completed.</p>
<p>Te ara whakamana will be further developed and the number of minor problem behaviours will decrease and student engagement increase.</p>	<p>Te ara whakamana visuals (posters, matrix, expectations) will be developed and displayed around the school.</p> <p>Staff will consistently use the agreed Te ara whakamana processes.</p>	<p>New visuals will be produced that reflect the new kaupapa around behavioural management and be evident around the school.</p> <p>Kamar pastoral records will show that staff are consistently using the agreed processes.</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>The number of Year 1 students with an oral language in Stanine 1 -3, as assessed by KLST, will be less than 30% 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 and monitored more intensively if required. KLST data will also be collected for all Year 2 students.</p> <p>The format of the KLST data analysis sheet will be set up in KAMAR so that staff can have greater access to this information when developing their Oral Language programme.</p> <p>We will continue to be part of the RTLB Teacher Oral Language Development (TOLD) programme and use the resources they can provide</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 an agreed action plan with a focus on deliberate acts of teaching within a learning through play programme in Years 1 – 3, Nīoreore.</p> <p>Professional development on learning through play will be sought for teachers in Nīoreore.</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>KLST data readily available to staff in KAMAR</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 2021.</p> <p>Agreed oral language action plan will be in place.</p> <p>Learning through play PLD will be accessed by Year 1 – 3 teachers and a robust Learning Through Play programme will be in place by the end of the year.</p>
<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>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</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>Consequently, 50% of students in Years 1 – 10 will be working at or above the expected curriculum level in reading, writing, and mathematics.</p>	<p>summative assessment tools and will be consistent across the school because 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.</p> <p>Teachers will use asTTle data more effectively.</p> <p>The use of PACT will be investigated.</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>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>asTTle reports will be used by all teachers to inform their planning.</p> <p>Diagnostic testing and teacher OTJ's will show that the targets are met.</p>
<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. <p>100% pass rate for UE for all students identifying University as part of their educational pathway.</p>	<p>Parents will be able to access achievement data via the parent portal.</p> <p>Tauira whakamura days will be held in Terms 2 – 4.</p> <p>Year 10 students will be offered the new literacy and numeracy standards when these become available.</p> <p>Year 12 students who did not gain Level 1 literacy and/or numeracy will be targeted in Term 1 to ensure this is completed.</p> <p>Academic progress reports will continue to be utilised for Years 11 – 13 so that the academic progress of these students can be more regularly communicated</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>The learning advisor's role will be reviewed and the guidelines updated. Delivery will be monitored by the hub leaders of Kārangaranga and Rangipō.</p> <p>Effective academic monitoring will occur across the senior school via the learning advisors and senior mentor 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</p>

	<p>to whānau. The learning advisor play a crucial role in this and is assisted by the academic mentor who works with students and delivers careers advice.</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>of how their attendance affects their progress and results.</p> <p>Tauira whakamura will engage whānau in their tauira's learning.</p> <p>Year 11 and 12 students who have poor literacy will be targeted in a literacy high impact option.</p>
Ensure our students can access the supports they need when they need it so they can learn.	<p>Continue with the multi-agency pastoral hui.</p> <p>Effectively utilise the new Learning Support Coordinators (LSCs).</p>	<p>Student referrals for support are timely and appropriate services are accessed when needed.</p> <p>LSCs effective in navigating services for our learners.</p>
Ensure we have quality data about our students so we can support their learning needs.	Engage with the Kāhui Ako and Te Rito to share data and utilise it for the benefit of all our students.	Early stage rollout of Te Rito is successful and staff are able to use this data for the benefit of our learners.