

# Matakana School

School Number 1364

## CHARTER

(including)

Strategic Plan 2018 – 2020

Annual Plan 2018



***Taking Students Beyond Expectations!***

# Matakana School Context

- Our modern, semi-rural school is situated in large grounds in a popular country village setting which contributes to the peaceful learning environment of the school. We are currently classified as a Zoned, U5 Decile 9 School with a grading roll of 368 students. The school has a long history and celebrated its sesquicentennial (150 years) in 2012. We believe our students need to be actively engaged in individual, shared and cooperative learning experiences that are enjoyable and challenging. We deliver a school curriculum which is rich, real, relevant and respectful.
- Matakana School aims to develop the whole child, intellectually, socially, emotionally, creatively and physically in a caring learning environment that prepares students to succeed in today's world. Our vision statement, 'Taking students beyond expectations!' is founded on this. Our students personal development programmes focus on 'Matakana Magic' where being mature, articulate, goal driven, inquiring and caring is of primary importance.
- A focus on explicit teaching in Literacy and Numeracy is complemented with Integrated Studies. There is also an emphasis on strong outdoor, sporting and creative arts activities, including school choirs and Kapa Haka. We foster a commitment to action and service in our community and are as committed to our community as they are to us. Parents, staff and students proudly work together to create a great nurturing school in an aesthetically pleasing environment. A fully integrated Montessori Unit exists on site. Our school also has a fully equipped special needs facility called The Castle.
- Our community is a constantly changing one and rapid growth has been experienced both in the community and the school. Most of our children have experienced a formal pre-school education setting and are generally well equipped for school being confident and articulate. In general our parent body are community-minded professionals who are highly articulate, well-educated and informed. Parents are proactive and demonstrate a keenness to be involved in their children's education and are highly supportive of the school.

# MATAKANA SCHOOL

## School Vision, Mission, Motivation

# MATAKANA SCHOOL

### VISION

Taking students beyond expectations!

### MISSION

Creating Confident, Connected,  
Actively Involved, Lifelong Learners

### MOTIVATION 'Matakana Magic'

**M**ature  
**A**rticulate  
**G**oal Driven  
**I**nquiring  
**C**aring

## Values

# MATAKANA MAGIC

### Mature

- **Risk-takers:** equally confident to explore new ideas, roles and strategies
- **Well balanced:** able to link physical, mental and life skills

### Articulate

- **Communicators:** confident and competent to communicate in many ways
- **Open-minded:** ready to explore a range of views and alternatives
- **Thinkers:** skilled in using thinking strategies to create better solutions

### Goal Driven

- **Lifelong learners:** with an active love and celebration of learning
- **Personal drive:** focused on continuous improvement

### Inquiring

- **Inquirers:** using all the skills needed to find out what they need to know
- **Knowledgeable:** with a good basic general knowledge
- **Reflective:** with the ability to reflect wisely and consider all alternatives

### Caring

- **Community-minded:** with commitment to action and service in the community
- **Principled:** with integrity, honesty and a sense of fairness and justice
- **Respectful:** to oneself, others and the environment

## Strategic Goals

1. Every child attending Matakana School will have equitable opportunities to make progress towards reaching the National Standards in literacy and numeracy.
2. The principal and teachers will respond quickly and effectively to the learning needs of children who are not achieving. Formative assessment practices will be an integral part of all classroom programmes to improve the quality of curriculum delivery and accelerate student learning outcomes across the school.
3. The principal and teachers will continue to work with parents to further enhance their understanding of their child's literacy and numeracy needs.
4. The school will report to parents about their child's progress and achievement against national or age appropriate norms.
5. The school will work to accelerate and raise levels of achievement of Māori and Pasifika students in literacy and numeracy.
6. The principal and teachers will give effect to the New Zealand Curriculum through the Integrated Matakana School Curriculum and 'Teaching as Inquiry' Pedagogy.
7. The school will embrace the opportunities that blended e-learning presents to transcend the boundaries of the classroom using ICTs and thinking skills.

**Charter Undertaking:**

This Charter was ratified by the BOT on 26 February 2018 and submitted to the Ministry of Education on 28 February 2018.



**Chairperson, Board of Trustees**

**Date: 26 February 2018**

**Obligations to the Ministry of Education**

The school acknowledges its obligations to the Government and the Ministry of Education under legislation and guidelines that include the National Education Goals, National Administration Guidelines and Educational Priorities.

**Our Cultural Diversity**

The School curriculum will encourage students to understand and respect different cultures that make up the New Zealand Society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. It will acknowledge the place of Pacific Island societies in New Zealand society, and New Zealand's relationships with the peoples of Asia, Europe and the South Pacific. The school recognises the national education priorities and is committed to equitable learning opportunities. The school is committed to responding to cultural diversity and to improving the learning outcomes for all students.

**The Unique Position of Māori Culture**

The School curriculum will recognise and value the unique position of Māori in New Zealand society and the vision of Māori students enjoying and achieving education success as Maori. All students will have the opportunity to acquire some knowledge of Maori language and culture. The school curriculum will acknowledge the importance to all New Zealanders of both Maori and Pakeha values, traditions and histories.

**Te Reo and Tikanga Māori**

The school integrates aspects of Te Reo and Tikanga Māori into teaching and learning programmes making use of staff and community expertise. The school will develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students. The school will also strengthen capability and accountability for Māori education and language outcomes across all stakeholders. The school does not provide specific instruction in te reo and tikanga, however, parents may be directed to local schools providing bi-lingual education.

**Charter Consultation**

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a three-year period. Reports from reviews and student achievement will form the basis for deciding priorities for school development and improvement.

## MATAKANA SCHOOL STRATEGIC PLAN 2018 TO 2020

### 1. Every child attending Matakana School will have equitable opportunities to make progress towards reaching the National Standards in literacy and numeracy.

2018	2019	2020
Refer annual action plan	<p>Reporting will cover the whole curriculum and the requirements for the new 'progress-based' approach for reporting data, will be used.</p> <p>Introduction of PaCT.</p> <p>Continue to target students - data from target students in literacy and numeracy will be measured and analysed each term. Kāhui Ako (Community of Learning) targets will be added and tracked.</p> <p>Target PD with additional resources (people and/or financial) to support effective teaching.</p>	<p>PaCT used to record student progress and achievement. Progress and Achievement data will be reported to the BOT and trends analysed.</p> <p>Ongoing targeting of students – based on the analysis of Kāhui Ako and School data as reported to the BOT.</p> <p>Continue targeted Kāhui Ako and School specific PD to support effective teaching, additional resources (people and/or financial).</p>

### 2. The principal and teachers will respond quickly and effectively to the learning needs of children who are not achieving.

#### Formative assessment practices will be an integral part of all classroom programmes to improve the quality of curriculum delivery and accelerate student learning outcomes across the school.

2018	2019	2020
Refer annual action plan	<p>Use of OTJ sheets (possibly in conjunction with the new PaCT analysis and graphing tool) if implemented across the Kāhui Ako.</p> <p>Refining the use of eTap to record all data electronically for ease of access by teachers to ensure learning needs are identified promptly in students who are not achieving.</p> <p>Continue to Focus on priority students to ensure early identification and tracking of students needing acceleration to ensure equitable outcomes.</p>	<p>Analysis of PACT data.</p> <p>Review OTJ sheets in line with Kāhui Ako needs and PaCT.</p> <p>Continued use of eTap by teachers to ensure learning needs are identified in students who are not achieving and students themselves are able to track their own progress over time.</p> <p>Review of student self assessment practices.</p> <p>Review of formative assessment practices.</p> <p>Review of acceleration practices.</p>

**3. The principal and teachers will continue to work with parents to further enhance their understanding of their child's literacy and numeracy needs.**

<b>2018</b>	<b>2019</b>	<b>2020</b>
Refer annual action plan	Continue to embed the PR!ME Maths programme from Year 2 – 6. Continue refining and embedding of PPPs in combination of use with 1-to-1 mobile devices (Chrome Books) and implementation of the Hapara Teacher Dashboard Parent Portal to inform parents of student learning.	Review the effectiveness of the Hapara Teacher Dashboard Parent Portal to inform parents of student progress and learning via Mobile devices (Chrome Books). Review the implementation of the PR!ME Maths programme from Year 2 – 6 and the impact it is having on student achievement.

**4. The school will report to parents about their child's progress and achievement against national and age appropriate norms.**

<b>2018</b>	<b>2019</b>	<b>2020</b>
Refer Annual action Plan	E-Tap database used to synchronise OTJ data for student reports (most likely in conjunction with the new PaCT analysis and graphing tool if implemented across the Kāhui Ako) to further enhance reporting to parents. Kāhui Ako (CoL) collaboration on sharing data analysis across the schools.	Kāhui Ako (CoL) collaboration on data analysis across the schools. Full implementation of PaCT analysis and graphing tool to further enhance reporting to parents in the Kāhui Ako (CoL).

**5. The school will work to accelerate and raise levels of achievement of Māori and Pasifika students in literacy and numeracy.**

2018	2019	2020
Refer annual action plan	<p>Kāhui Ako (CoL) collaboration and use of PaCT analysis of data to identify children at risk in order to:</p> <ul style="list-style-type: none"> <li>▪ Target students specific learning needs</li> <li>▪ Provide acceleration programmes to address the specific learning needs of priority students</li> <li>▪ Raise levels of achievement</li> </ul> <p>Maori/Pasifika annual Consultation Hui will be used to consult/inform the Māori community as originally promoted through the Mahurangi LCN and now Kāhui Ako, to integrate elements of students' identity, language and culture into the curriculum teaching and learning. Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students. Continue targeted PD to support effective teaching, additional resources (people and/or financial).</p>	<p>Full use of PACT analysis of data and graphing within the Kāhui Ako (CoL). Kāhui Ako agreement to identify children at risk in order to:</p> <ul style="list-style-type: none"> <li>▪ Target the specific learning needs of students</li> <li>▪ Provide acceleration programmes to address priority studentss specific learning needs</li> <li>▪ Raise levels of achievement</li> <li>▪ Annual Māori/Pasifika Consultation Hui will continue to be used to consult/inform the Maori community on specific learning needs</li> <li>▪ Retain high expectations of students to succeed in education as Māori</li> </ul> <p>Continue to develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students.</p>

**6. The principal and teachers will give effect to the New Zealand Curriculum through the Integrate Matakana School Curriculum and 'Teaching as Inquiry' Pedagogy.**

2018	2019	2020
Refer annual action plan	<p>Continuous improvement of School Curriculum – focus on curriculum being Real, Rich, Relevant and Respectful.</p> <p>Continue embedding Kāhui Ako (CoL) <i>Spirals of Inquiry</i> shared agreement.</p> <p>Kāhui Ako across-school and in-school teaching expertise used to enhance the quality of school leadership and teaching, and raise the professional status of teaching.</p> <p>Electronic national and international classroom collaboration via Skype etc. using ultra-fast broadband to enrich the School Curriculum.</p> <p>Teachers will regularly use the Media Room facilities in the Information Centre.</p> <p>Focus on global curriculum content.</p>	<p>Continue the firm focus on Global curriculum content. Review the Integrated Themes accordingly and make changes to the curriculum delivery plan ensuring continuous improvement. Continue electronic national and international classroom teaching via Skype etc. to enrich the School Curriculum and continue targeted PD to support effective teaching and additional resources.</p> <p>Continuous improvement of School Curriculum – focus on curriculum being Real, Rich, Relevant and Respectful.</p> <p>Kāhui Ako within-school and across-school teaching expertise used to enhance the quality of school leadership and teaching, and raise the professional status of teaching.</p>

**7. The school will embrace the opportunities that blended e-learning presents to transcend the boundaries of the classroom using ICTs and thinking skills.**

2018	2019	2020
Refer annual action plan	<p>Regular live internet based learning and teaching opportunities using 1-to-1 mobile devices (Chrome Books) on ultra-fast broadband using Hapara Teacher Dashboard.</p> <p>Focus on Robotics as key learning tool for the.</p> <p>Possible Sister School involvement and connections with Robotics.</p>	<p>Review learning and teaching opportunities using 1-to-1 mobile devices (Chrome Books) on ultra-fast broadband using the Hapara Teacher Dashboard and the Parent Portal.</p> <p>Regular Robotics Classes implemented as part of the new Digital Technologies Curriculum.</p> <p>Continue targeted PD to support effective teaching additional resources (people and/or financial).</p>



## 2018 ANNUAL ACTION PLAN DEVELOPED FROM OUR STRATEGIC PLAN

### 1. Every child attending Matakana School will have equitable opportunity to make progress towards reaching the National Standards in literacy and numeracy.

Specific Strategies for 2018 incl. budget	Who	Expected Result
To continue to gather and analyse achievement data in literacy and numeracy as per National Standards requirements. Identify trends and patterns from 2013 – 2017 National Standards data. Kāhui Ako - collaboration with National Standards data sharing and analysis.	Teachers SMT SENCO/AP/DP Kahui Ako WSL/ASL Principal	Following analysis of data: <ul style="list-style-type: none"> <li>▪ Planning and teaching programmes will be tailored to meet the specific learning needs of students</li> <li>▪ 'Need' trends and patterns across the school will be identified</li> <li>▪ Kāhui Ako (KA) - 'Need' trends and patterns across the KA will be identified</li> <li>▪ Specific PD for staff in order to continue to accelerate and lift achievement according to the trends identified in the analysis of data.</li> </ul>
To gather and analyse achievement data in literacy and numeracy for at risk students across the school and Kāhui Ako.	Teachers SMT SENCO/AP/DP Kahui Ako WSL/ASL Principal	At risk students identified: <ul style="list-style-type: none"> <li>▪ Programmes put in place across the school (and KA) in order to accelerate raising levels of achievement.</li> <li>▪ Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students.</li> <li>▪ Specific programmes for at risk children, will be monitored on a regular basis</li> <li>▪ Students monitored on a regular basis, by teachers and Senior Management.</li> </ul>
To report to the BOT on student achievement across the school and Kāhui Ako.	Kahui Ako WSLs SENCO/AP/DP Principal	Progress and Achievement Data (School and KA) will be presented to the BOT. Results will be differentiated; <ul style="list-style-type: none"> <li>▪ All children- Year Level / Gender / Maori / Pasifika / Special Needs.</li> </ul>
Progress Data from target students in literacy and numeracy will be measured twice yearly. Progress and Achievement Data will be reported to the BOT.	SMT Principal	Data will be gathered from targeted students and measured twice yearly to monitor progress and achievement. This will be reported to the BOT as part of the mid-year and end-of-year assessment reports. Kāhui Ako data will be reported to the BOT when made available.

**2. The Principal and Teachers will respond quickly and effectively to the learning needs of children who are not achieving.**

**Formative assessment practices will be an integral part of all classroom programmes to improve the quality of curriculum delivery and accelerate student learning outcomes across the school.**

<b>Specific Strategies for 2018 incl. budget</b>	<b>Who</b>	<b>Expected Result</b>
Teacher's job descriptions (Appraisal Connector) will include specific formative assessment goals – targeting the priority groups as mentioned in the 2018 School Progress and Achievement Targets. Teaching as inquiry for excellence (Spirals of Inquiry) Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students.	SMT/Principal	Teachers will reflect regularly on their teaching inquiries in their appraisal journals. Teachers will meet formative assessment goals to accelerate raising student achievement as outlined in job descriptions. Teachers will have high expectations for all Māori students.
Assessment grids used for accurate overall teacher judgements (OTJs). Results entered on SMS (E-Tap) for student reports.	Teachers/SMT	The summative assessment grids for accurate overall teacher judgements (OTJs) will be used for accurate progress and assessment reporting to parents. The assessment schedule for 2019 will be updated in Term 4, 2018.
Formative assessment will be evident in classroom practice.	Teachers/SMT	Students will articulate their own success criteria in “child speak” in response to the question “What are you learning?” This will also form part of the teacher appraisal process (Student Voice).
Formative assessment will inform planning and teaching programmes to ensure learning needs are being met.	Teachers	Learning intentions will be evident in all planning. Learning intentions will be shared with students in written and oral form. Evidence of feedback/ feed forward in children's books. Goal Cards used in all year levels.
Reading Recovery, Lexia and MathsWhizz will be implemented with the addition of 'Quick 60' and 'Rev it Up' Early Words, and Targeted Writing programmes when required.	Teachers, SENCO, Principal, DP	Tracking of all students achieving below the National Standard. Moderate Needs Identification and Support Register in use. Māori Tracking Register in use. Pasifika Tracking Register in use. Priority Learners Matrix in use. DATA shared with Kāhui Ako schools.

### 3. The principal and teachers will continue to work with parents to further enhance their understanding of their child's literacy and numeracy needs

Specific Strategies for 2018 incl. budget	Who	Expected Result
Continue operating the <i>Two Team</i> School Organisation in 2018.	Principal SMT	The School will continue to operate in two Teams – Junior Team (Years 1-3) and Senior Team (Years 4-6) allowing for better communication and collaboration amongst Senior Management, Teaching Staff and Parents. The Montessori Unit teachers will operate in these teams.
Continue to strengthen home/school partnerships in literacy and numeracy – Matakana Magic Home-Learning Challenge.	Lead Teacher Teachers	The Matakana Magic Home-Learning Challenge will be implemented in Term 1. Parents and Students will be encouraged to take on the extra challenge. A special School Assembly will be held at the end of the year to celebrate the success of students who have completed all aspects of the challenge and medals awarded.
Support all stakeholders to have high expectations for all Māori students and develop and use a range of networks to share and grow knowledge and evidence of what works to support excellent education.	SMT/Teachers	Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students. All Māori students are engaged in quality teaching and learning experiences.
Entry Interviews and Transition to School.	DP	All students are assessed by the DP for oral language and basic literacy and numeracy skills within 1 month of starting school. A meeting is held with parents to discuss the results and set the first learning goals. Parents are also advised on how they are able to assist their child to achieve and maximise learning success.
Written Reports to parents Term 2 (Mid-Year) and Term 4 (End-of-year Report).	Teachers Principal	Reports – will be generated from the Student Management System (e-Tap). Reports contain specific information regarding literacy and numeracy levels. Reports clearly indicate to parents how their child is progressing in relation to National Standards.
Parent Interviews & Goal Reviews will be held in Term 1, Week 4. Parent Interviews and Mid-Year Reports in Term 2 Week 9. Pupil Progress Presentations in Term 3, Week 6. End-of Year Reports will be issued in Term 4, Week 9.	Teachers Principal	At Parent Interviews & Goal Reviews the focus will be on the goals for future learning as carried over from the student end-of-year reports for 2017. Mid-year reports will be issued to parents at the Parent Interviews in Term 2 which focus on student progress and achievement data. At the Pupil Progress Presentations, students will share with their parents their learning journey so far and where to next using their goal cards. Students will also guide their parents through their class showing their work and talking about their learning journey.

**4. The school will report to parents about their child's progress and achievement against national and age appropriate norms.**

<b>Specific Strategies for 2018 incl. budget</b>	<b>Who</b>	<b>Expected Result</b>
Written reports will be used in 2017 which are generated using our Student Management System (e-Tap).	Principal SM Teachers Parents/ BOT	eTap format reports used in Term 2 & 4. Anniversary reports will be entered online within 2 weeks of the student's school attendance anniversary date (After 1, 2 & 3 years at school). Reporting timetable for 2019 updated in Term 4, 2018. Reports will be written in such a way that parents are able to clearly understand where their child's learning is at. Reports will indicate specific learning levels in relation to National Standards Reports will indicate student attendance/absence.
Reports to parents will reflect current achievement levels, against expected levels.	Principal Teachers SM	Assessment practice will be rigorous to ensure as far as possible that results are an accurate reflection of a child's progress. Cross-school collaboration in terms of moderation will be pursued as in 2017. Data on reports will be up to date. Format of written reports will make evident to parents their child's learning levels in relation to National Standards.
Parent Interviews & Goal Reviews will be held in Term 1, Week 4. Parent Interviews in Term 2 Week 9. Pupil Progress Presentations in Term 3, Week 6.	Principal Teachers SM	Dates will be set for Parent Interviews and Goal Reviews, Parent Interviews and Mid-Year Reports as well as PPPs in the relevant term. Parents will be encouraged to attend – 100% attendance expected.
Written reports will be given to parents in Terms 2 and 4. Anniversary reports will recorded online within 2 weeks of the student's attendance anniversary date.	Principal Teachers SM	Written reports will be completed by class teachers. Senior Management and the Principal will oversee the writing of reports.

**5. The school will work to accelerate and raise levels of achievement of Māori and Pasifika students in literacy and numeracy.**

<b>Specific Strategies for 2018 incl. budget</b>	<b>Who</b>	<b>Expected Result</b>
The Māori/Pasifika Consultation Hui will be held in Term 2	Principal/SMT	Support for all stakeholders to have high expectations for all Māori students. Develop and use a range of networks to share and grow knowledge and evidence of what works to support excellent education and Māori language outcomes.
To gather and analyse achievement data in literacy and numeracy.	Principal Senior Management	Progress and achievement data for these students will be analysed and all at risk students identified.
Support all stakeholders to have high expectations for all students. To gather and analyse achievement data in literacy and numeracy.	Principal SENCO/Senior Management/Teachers	Programmes put in place for identified at risk students in order to accelerate raising levels of achievement. Moderate Needs Identification and Support Register in use. Māori Tracking Register in use. Pasifika Tracking Register in use.
To report to the BOT on achievement of Maori and Pasifika students.	DP/Principal	BOT will be informed re Maori / Pasifika student achievement. Maori and Pasifika Consultation Hui will be used to inform the Maori and Pasifika community as originally promoted through the Mahurangi LCN and now the Kāhui Ako.
To implement the Ka Hikitia and Pasifika Education Plans (2013 – 2017)	Principal/DP/Senco/Teachers	Use strategies and ideas as suggested in these documents as well as those originally agreed/determined by the Mahurangi LCN member schools and the new KA to accelerate raising the achievement of our Maori and Pasifika students. Matakana School Priority Learners Matrix in use.
Commitment to and participation in all activities of the original Mahurangi Learning and Change Network (LCN) and now the Kāhui Ako.	Principal/SENCO	Continue to use joint strategies as determined by the original Mahurangi LCN member schools (and now the KA) to raise the achievement of our Māori and Pasifika students (Member Schools are: Matakana, Snells Beach, Warkworth Mahurangi College, Pakiri, Leigh, Kaipara, Horizon). SENCO continues to participate in the Youth Action Group (YAG) meetings.

**6. The principal and teachers will give effect to the New Zealand Curriculum through the Integrated Matakana School Curriculum and 'Teaching as Inquiry' Pedagogy**

<b>Specific Strategies for 2018 incl. budget</b>	<b>Who</b>	<b>Expected Result</b>
Implement reviewed Integrated Curriculum for 2018 <ul style="list-style-type: none"> <li>▪ Curriculum overview/Delivery plan incorporating thinking skills</li> <li>▪ Concept/Context planning</li> <li>▪ Matakana Magic golden thread</li> </ul>	Principal SM Teachers	Curriculum Review for 2018 is Integrated Studies. Review will be completed in Term 3 Staff meeting - Term 4 to reflect/review on Integrated Curriculum topics of 2018 – focus on Concept/Context and the Matakana Magic thread that keeps it all together – PMI Review of the Curriculum Delivery Plan for 2019 in Term 4, 2018.
School-wide Targets for 2018 – Writing and Mathematics as per the Kāhui Ako shared achievement challenges.	Principal SM Teachers	Raise student achievement: <b>1. School Wide Target 1</b> To raise achievement of students in Writing in Years 0-6. There will be an emphasis on lifting achievement of those students working 'Below' National Standard to 'At' National Standard and those working 'At' National Standard to 'Above' National Standard.  <b>2. School Wide Target 2</b> To raise achievement of students in Mathematics in Years 0-6. There will be an emphasis on lifting achievement of those students working 'Below' National Standard to 'At' National Standard and those working 'At' National Standard to 'Above' National Standard.  <b>These targets align with the current Mahurangi Kāhui Ako 'Aspirational Challenges'.</b> <b>More specific detail will be determined as a part of the Kāhui Ako co-construction and development process.</b>

'Teaching as Inquiry' Pedagogy using the Matakana School Kowhai Model	Principal SM Teachers	During Term 1 – 4 as the reviewed Integrated Curriculum for 2018 unfolds teachers will focus on: <ul style="list-style-type: none"> <li>• Creating a supportive learning environment</li> <li>• Encouraging reflective thought and action</li> <li>• Enhancing the relevance of new learning</li> <li>• Facilitating shared learning</li> <li>• Making connections to prior learning and experience</li> <li>• Providing sufficient opportunities to learn.</li> </ul>
Collaboration and Collaborative Teaching initiatives in 2018	Principal SM Teachers	Whole Staff Conference (Professional Development) presented on PR1ME Maths – January 2018. Collaborative agreements set up between teachers/teams – January 2018.
Staff Appraisal System 2018	Principal SM	Using 'Appraisal Connector' for Staff Appraisal based on Spirals of Inquiry and continuous reflection/improvement on teaching and learning practice.

**7. The school will embrace the opportunities that blended e-learning presents to transcend the boundaries of the classroom using ICTs and thinking skills.**

<b>Specific Strategies for 2018 incl. budget</b>	<b>Who</b>	<b>Expected Result</b>
<p>Blended Learning &amp; the Information Centre For ICTs to be incorporated into classroom programmes:</p> <ul style="list-style-type: none"> <li>▪ PCs/Macs/Ipads/Ipods/Chromebooks</li> <li>▪ Swivels</li> <li>▪ Digital Cameras – Video &amp; Still</li> <li>▪ Visualisers</li> <li>▪ Soundfield Systems</li> </ul>	<p>Teachers ICT Team Principal</p>	<p>Blended e-learning will be encouraged in all learning practices. Teachers will be encouraged to use the media room facilities. Teachers will share learning with colleagues. Students actively using Chromebooks, Ipads and Ipods. Teachers using the Soundfield Systems to enhance student auditory processing and learning. Teachers encouraged to enrol for the MindLab PD.</p>
<p>To continue to develop the use of thinking skills in the classroom as per the Curriculum Delivery Plan.</p> <ul style="list-style-type: none"> <li>• Blooms Revised Taxonomy Model</li> <li>• Gardener’s Multiple Intelligences</li> <li>• SOLO Taxonomy</li> </ul>	<p>Teachers Principal</p>	<p>Professional Development opportunities will be available for staff. Teacher’s pedagogical knowledge will increase and impact on children’s learning (personal PD). Integration of thinking skills will be evident in classroom practice. Children will be able to articulate their knowledge of thinking skills. Teachers will reflect on their practise and collaborate/share with colleagues their ideas and thoughts.</p>
<p>Continued implementation of 2015 Future Focused Learning Initiative</p>	<p>Principal, ICT Team, Teachers</p>	<p>Blended learning and One-to-One devices (Chromebooks) fully integrated into the teaching and learning programme in Years 4-6.</p>
<p>Use of ICT’s and programmes will be evident in planning, programmes and teaching as observed by TeamLeaders</p>	<p>Lead Teachers Team Leaders Teachers Principal</p>	<p>Professional Development opportunities will be available for staff to effectively use Hapara Teacher Dashboard and Google Apps for Education (GAPE) to ensure the successful implementation of Chromebooks in Years 4-6</p>
<p>School Radio Station contributions to Student learning and wellbeing (MagicMix 97.6fm)</p>	<p>Teachers Principal</p>	<p>Staff PD and Student Radio Crew learning opportunities includes visits to commercial radio stations. Student programming broadcast on a daily basis.</p>
<p>Teachers will have access to more ICT hardware</p>	<p>Lead Teachers Principal</p>	<p>More Ipads, Ipods and Headphones will be provided through Grants or BOT funding.</p>
<p>Teachers will have access to more online resources</p>	<p>ICT Team</p>	<p>Teachers will actively follow various social media teacher sites, for teaching tips and suggested programmes/apps to assist in teaching and learning programmes. Teachers also encouraged to use the N4L (Network for Learning).</p>



# Progress and Achievement Targets for 2018

## **In Written Language and Mathematics (using Overall Teacher Judgement)**

### **School Wide Target 1**

To raise achievement of students in Writing in Years 0-6. There will be an emphasis on lifting achievement of those students working 'Below' National Standard to 'At' National Standard and those working 'At' National Standard to 'Above' National Standard.

### **School Wide Target 2**

To raise achievement of students in Mathematics in Years 0-6. There will be an emphasis on lifting achievement of those students working 'Below' National Standard to 'At' National Standard and those working 'At' National Standard to 'Above' National Standard.

**These targets align with the current Mahurangi Kāhui Ako 'Aspirational Challenges'.  
More specific detail will be determined as a part of the Kāhui Ako  
co-construction and development process.**

## 2018 'BUSINESS AS USUAL ANNUAL PLAN' FOR MATAKANA SCHOOL

NAG	FOCUS AREA	PLANNED STRATEGIES FOR THE YEAR
<b>CURRICULUM</b>		
<b>NAG 1</b> Curriculum ...with the principal and staff	Literacy	Refer annual action plan and School Writing Target Kāhui Ako PD expected to be available during the course of the year to dove-tail with Kāhui Ako shared writing targets
	Numeracy	Refer annual action plan and School Maths Target Implementation of the PRIME Maths programme – Years 2-6 with focused PD
	Other curriculum area initiatives	Curriculum Review for 2018 is Integrated Studies. Review will be completed in Term 3 Matakana Integrated Curriculum – Integrated Studies – Year 2 of a new Three Year Cycle Te Reo Tuatahi programme – Years 1-3 (funds approved by the BOT) starts Term1 2018. Science Days – every theme week.
	Inquiry learning	Start implementation of the new Digital Technologies Curriculum. Refer annual action plan.
	NZC Implementation	
	Integrated Curriculum	
	EOTC	Camps held for Year 4, 5 & 6 Students
	Assessment	<ul style="list-style-type: none"> <li>• OTJ Sheets, Goal Cards &amp; all Reports generated using the SMS (E-Tap)</li> <li>• NZCER PATs online</li> <li>• e-asTTle</li> </ul>
	School Achievement	Minimum for our School: 85% 'At' or 'Above' National Standard for Reading, Writing and Mathematics
	Students at risk	Refer strategic and annual action plan as well as the school's Priority Learners Matrix Moderate Needs Identification and Support Register in use Māori Tracking Register in use Pasifika Tracking Register in use
GATE, CWSN and ESOL programmes	As per SENCO and DP/AP. Our approach is inclusive and we provide a range of extension programmes as listed in our curriculum delivery plan and on our website	

Regular, quality physical activity	Through our Sport Specialist (Sharon Hallet) - continue promoting physical activity including organised sport. Our own MMMM programme will allow students to have access to a variety of sports equipment/games at play breaks.
Consultation with Māori Community	Refer strategic and annual action plan – Māori /Pasifika Consultation Hui will be used to consult/inform the Māori community as promoted through the original Mahurangi LCN strategy and new KA strategy
Student Wellbeing for Success	Student Wellbeing for Success. Focus on improving those areas identified in the 2016 community Health & PE survey in relation to the draft indicators. Focus on ERO report February 2015 ‘Wellbeing for Children’s Success at Primary School
Teachers will have access to more online learning resources	Teachers will actively follow various social media teacher sites, for teaching tips and suggested programmes/apps to assist in teaching and learning programmes. Teachers also encouraged to use the N4L (Network for Learning).

### DOCUMENTATION AND REVIEW

<b>NAG 2</b> <b>Strategic Planning/Self Review</b> ...through the principal and staff	School review/Self review	Continious school review and self review. Improvement as per the 2018 BOT School Review and Work Plan as well as the Curriculum Review and Consultation Schedule in the 2018 School Curriculum Delivery Plan. Continue initiating and implementing the recommendations from the 2017 ERO review and note the findings in the ERO CoL report of late 2016 Curriculum Review for 2018 is Integrated Studies. Review will be completed in Term 3
	Policy and Procedure review	As per SchoolDocs Policy Review Cycle for 2018 (BOT Policy Sub-committee) As per 2018 BOT School Review and Work Plan

Strategic Plan review	Ongoing through 2018 as per 2018 BOT School Review and Work Plan
Develop Annual Plan	Charter/ Strategic and Annual Plans for 2017 to be presented to the Board in February 2017 for ratification.
Develop student progress and achievement targets	<p>Two specific targets in 2018:</p> <p><b>School Wide Target 1</b> To raise achievement of students in Writing in Years 0-6. There will be an emphasis on lifting achievement of those students working ‘Below’ National Standard to ‘At’ National Standard and those working ‘At’ National Standard to ‘Above’ National Standard.</p> <p><b>School Target 2</b> To raise achievement of students in Mathematics in Years 0-6. There will be an emphasis on lifting achievement of those students working ‘Below’ National Standard to ‘At’ National Standard and those working ‘At’ National Standard to ‘Above’ National Standard.</p> <p><b>These targets align with the current Mahurangi Kāhui Ako ‘Aspirational Challenges’.</b> <b>More specific detail will be determined as a part of the Kāhui Ako co-construction and development process.</b></p>
Curriculum learning area reviews	As per the Curriculum Review and Consultation Schedule: Review ‘Integrated Learning’ Integrated Learning – Year 2 of a new three year cycle Health and PE Survey Term 3
Reports to BOT (general)	Principal reports to BOT at each meeting referenced to the annual plans and targets as per the Matakana School 2018 BOT School Review and Work Plan

Reports to BOT – student achievement	Report to the Board as per the Matakana School 2018 BOT School Review and Work Plan including Montessori Unit
Reports to BOT re Māori and Pasifika achievement	Report to the Board re Māori and Pasifika student achievement in reading, writing, and numeracy - February 2018 and August 2018
Reporting to parents	See strategic and annual action plan Report to students and their parents on the student’s progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year. See Matakana School – Reporting to Parents on Student Progress and Achievement Cycle 2018
Reporting school-level data to Ministry of Education	Sent to the Secretary for Education at the same time as the updated school charter under NAG 7  Report the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, European/Pakeha, Asian, gender, and by Year level
ERO Review	Build on outstanding work as reported in the 2017 ERO review
Mahurangi Kāhui Ako	Working/structure and collaboration agreements in place and operational in 2018
Community Consultation	Māori/Pasifika Consultation/Information Hui (Term 2) and Community Consultation Survey (Term 3)

## PERSONNEL

<b>NAG 3</b> Personnel/PD BOTs are required to...	Professional development programme	<p>Staff Conference – The Tuff Stuff – Sexual Behaviours and Disclosures/ Boys Literacy/writing/ Te Reo Tuatahi – all teachers – Te Reo Tuatahi Facilitator</p> <p>Robotics PD - all teachers – Jess Bertelsen and Claire Allen</p> <p>Robotics - Visit to Te Matauranga - BOT</p> <p>ICT PD for all teachers - ICT Team</p> <p>MANZ Conference – Montessori Teachers – July 2018</p> <p>Mathematics – Maths Team teachers – Primary Maths Association Conference – July 2018</p> <p>PRIME Maths PD – all teachers - Ellen Edwards and Sophie Kurmann &amp; Maths Team</p> <p>Energise Education Conference - Rolleston, Canterbury on 26th and 27th April. 8 x Teachers attending.</p> <p>Play in the Classroom - South Auckland on Monday 16 April. 4 x teachers attending</p> <p>The Learning Brain – Auckland 26 April – Principal/AP</p> <p>Google Chrome Books/Hapara Dashboard Roadshow – ICT Team</p> <p>Leadership Coaching Course (Auckland) August 2018 – 2 x Team Leaders to attend</p> <p>ACEL Conference (Melbourne) October – Principal/DP/SENCO</p> <p>ICT PD – Interface Expo (Auckland) May 2018 - ICT Team attending</p> <p>Kahui Ako (CoL) – several PD sessions in 2018 for Teachers/Principal and BOT</p> <p>Health and PE PD – Sport Specialist Sharon Hallet - throughout the year for all teachers</p>
	New staff and PRT induction	<p>New staff and PRT will be supported into the school by their Team Leaders and the DP/Principal. Team Leaders will be specifically responsible for the induction of new registered teachers. Designated Mentors will be responsible for the induction of beginning teachers.</p>
	Staff appraisal – teaching and non-teaching	<p>New Teacher Appraisal System – Appraisal Connector - inclusive of registered teacher criteria.</p> <p>Teacher appraisal goals to align with school strategic goals and Kahui Ako goals.</p> <p>Ensure all non teaching staff are appraised against job descriptions.</p>
	EEO programme	<p>To ensure that the principles of equal employment opportunities are reflected in school policies and practice.</p>
	Good employer practices	<p>As outlined in policies.</p>
	BOT training	<p>BOT members – Governance vs Management – Mac Stevenson</p> <p>BOT members – STA Board training available for BOT members</p>

## PROPERTY AND FINANCE

<b>NAG 4</b> Finance and Property BOTs are required to...	Prepare annual budget	Property allowed for in budget.
	Allocate funds to reflect Charter goals	Funds allocated through budget according to identified school needs eg. Field drainage maintenance, Signage maintenance, Concrete painting maintenance, Property Managers shed - asphalt maintenance, Pool Painting and maintenance
	Regular reviewing of financial situation with BOT	Monthly reports to the BOT by Property Sub-committee.
	Maintenance of school buildings and grounds	2 <sup>nd</sup> Year of implementation of the new 10YP and 5YA plan (Started on 01 July 2016) Manage BIP progress with Ministry of Education officials
	Develop property to reflect charter goals (5YA)	As per 5YA and innovative teaching/learning environments. Complete Room 16 & 17 toilet & roof upgrade and outside areas
	Planned major asset purchases	Various innovative teaching/learning environment furniture pieces in R1/2/3/5/7/9/10/13/16. 180 x Hapara Teacher Dashboard License renewals 12 x iPad minis 1 x Visualiser for R13 50 x Chromebooks (to replace old stock and meet the demand of roll growth) 1 x Chromebook charging station (36 slots)

## HEALTH AND SAFETY

<p><b>NAG 5</b> Health and Safety BOTs are required to...</p>	Provide a safe physical and emotional environment	Continue with current behaviour management strategies - school values system – Matakana Magic, Wheel of Choice. Ensure duty teachers are monitoring the playground using high visibility pink fluoro jackets or high visibility fluoro orange hats Student Incident Book in use for student support (2 x Student Support Teachers) SENCO continues to participate in the Youth Action Group (YAG) meetings.
	Anti-bullying initiatives	Wheel of Choice – embedding behaviour choices Values system – Matakana Magic Ethos embedded. Ongoing review. Cool School Peer Mediation programme in action
	‘Student Wellbeing for Success’	The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic and spiritual needs. Focus on deliberate action across all curriculum areas, pastoral care, strategic priorities and teaching practices. Focus on improving those areas identified in the 2016 community Health & PE survey in relation to the draft indicators.
	Community Health Consultation (every two years)	Focus on improving those areas identified to be of concern in the 2016 Community Health and PE Consultation Survey. New survey due Term 3 2018.
	‘Health and Safety at Work Act’	Health and Safety Audit completed in 2016 Ensure all policies and procedures are up to date as per SchoolDocs
	‘Vulnerable Children Act’	Implement all procedures as required by law to keep vulnerable children safe. All permanent workers to be vetted by July 2018.
	Food Act 2014	In force since 2016 – make sure we are compliant
	NAG 5 other (e.g. major accidents, hazards, evacuations)	Civil Defence – Confirmed Local Evacuation/Assembly Area



### LEGISLATION

<b>NAG 6</b> <b>Legislation</b> BOTs are expected to...	School Attendance	Attendance Report to BOT – March 2018
	Ensure that correct procedures are followed re:	Use of electronic registers using SMS (eTap) Stand downs and/or suspensions Management of truancy Enrolment scheme Teacher registration Staff salary increments. Police vetting of non-teaching staff and contractors Mandatory reporting to teachers council re competency and/or serious misconduct

### ANNUAL CHARTER UPDATE

<b>NAG 7</b> <b>Charter Update</b> BOTs are expected to...	Charter Update	Provide the Secretary for Education with a copy of the updated school charter before 1 March 2018. Principal to complete the Charter update to be presented to the BOT in February 2018.
--	----------------	---

### ANALYSIS OF VARIANCE

<b>NAG 8</b> <b>Analysis of Variance</b> BOTs are expected to...	Variance Analysis	To provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7. Principal to prepare the Analysis of Variance to be presented to the BOT in February 2018
--	-------------------	--