



# Oroua Downs School

## Charter 2015-2017

***“Challenging students to be successful  
community and global citizens.”***

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## Mission

At Oroua Downs School all students will strive to:

- recognise and pursue their talents
- be reflective and valuable contributors to the community
- have strengths in Literacy and Numeracy
- be active, inquiring learners
- have an awareness and appreciation of their local environment.

## Vision

Challenging students to be successful community and global citizens.

## Motto

To be developed.

## Our Virtues (Values)

Students at Oroua Downs School aspire to the values as described in the New Zealand Curriculum which are represented through our school virtues. We believe the school virtues represent our beliefs about what is important or desirable in our school and community members. Our virtues are demonstrated through the ways in which our students, parents and staff think and act.

- Creativity
- Excellence
- Teamwork
- Respect



## Our School Community

Oroua Downs School is a well-established country school which has delivered primary education to Year 0 – 8 students for over 100 years. The school is situated on SH 1, 42 kilometers west of Palmerston North and 12 kilometres north of Foxton. The locality of the school ensures a diversity of students and families from Himatangi Beach, lifestyle blocks, and farms. The majority of students travel to school by bus.

Today the school operates 4 classrooms with learning supported by up-to-date resources, a well-stocked library, two swimming pools, extensive playing fields, courts, and a large adventure playground. The extensive playing fields hosts the annual Lamb and Calf Day, presently called Pet Day, for which cups and ribbons have been awarded to participating students since 1938tbc.



The Community contributes an active part in supporting activities at the school. The Oroua Downs School trail bike ride fundraiser has been running for over 5 years and is the joint effort of the wider school community and the Foxton Rotary. This event is well-supported by many local farming families who have a long history of attachment to Oroua Downs school and the district.

Community is a central tenet in the Oroua Downs School history. It was the community who decided to open a school on 21 October 1903 with a roll of 23 pupils. It was the community who rallied together financially and practically in 1907 to obtain a new building on the present site when the roll grew to 53 and the building was over utilised catering for other social activities in the district (like dances, church services and meetings). The school was originally named Himatangi School, reflecting perhaps the view of some residents who wanted the new school built at Himatangi, but was changed to Oroua Downs School in 1910. Mr Francis C Raikes was the first principal and Raikes is the name of one of the school House teams (the other 2 houses being Hammond and Hartley).



The school has experienced building developments and a fluctuating roll over the years. Significant historical events include the fire in 1936 which destroyed the school building and much of the early history. A new school with 2 classrooms was built the following year. A swimming pool was first constructed in 1945 and a learner pool added in 1970. The modifications and continued operation of two school pools is a testimony to a dedicated



school and community who had the forethought to create and maintain it over the decades.

In 2012 with the assistance of the Environmental Arts Trust, Creative New Zealand, and the Ceramic Studio, students researched the history of the area and collected stories that could be told in pictures painted on tiles. Long-time residents talked to the children about their memories of Oroua Downs. This work of art and history is located on the Western wall of the former school dental clinic.

*For further insight into the School and Oroua Downs History we recommend *The Downs - History of Oroua Downs & district for the School Centenary 1903-2003* by Beth Hunt ISBN 0-473-09602-1.*



## Our Beliefs About Teaching And Learning

The core purpose of Oroua Downs School is to ensure that every student can attain the highest possible standard in their learning. As a community we have identified the underpinning beliefs that guide and support the vision we have for our learners and for them to demonstrate our virtues of excellence, creativity, teamwork and respect in everything they do.

### Our Learners

#### Excellence

To be the very best that we can be.

We want our students to:

- be self motivated and drive their own learning
- dream big
- set goals and critically reflect on their learning
- have high expectations for themselves and their learning
- be resilient and persevere
- be excited and look forward to learning
- articulate what they are learning and why.

#### Creativity

Seek out, use and create knowledge. Our goal is for students to:

- generate new ideas and solve problems
- be curious, ask questions and seek answers
- use their learning in new situations
- have the confidence to take risks and try new things
- think outside the box and use their imagination
- be confident in the arts.

#### Teamwork

Learning together creates opportunities for success. We want our students to:

- support each other in achieving their goals
- shape their learning through sharing and interacting with others
- be effective collaborators and communicators
- listen to and cooperate with students and adults
- be actively involved and contribute to school and learning
- be able to reason and negotiate with others.

#### Respect

Respect and care for people and the environment. We expect our students to:

- make positive choices
- be friendly, honest and trustworthy
- take responsibility for themselves and their actions
- include others in all areas of school and learning
- treat everyone equally
- acknowledge and celebrate our diversity and culture
- demonstrate fair play and sportsmanship.

### Inspiring

Our teachers are inspirational and passionate role models.

They:

- are passionate about their role as teachers
- are motivating and inspiring, providing the spark to engage students in learning
- are friendly and approachable
- build strong meaningful relationships with students and parents
- are committed to recognising, encouraging and building on student strengths
- are caring and compassionate
- are learners themselves who are open to continuous improvement and change
- have high expectations of all students
- consider the learning needs of each student as a priority
- work as a team.

### Real Life

Learning is shaped around real life contexts. Learning will:

- be practical and link to problem based situations
- include active and hands on opportunities
- go beyond the classroom
- prepare students for the real world.

### Learning

Learners will achieve success through a variety of experiences. These will:

- allow all students to be successful
- be meaningful, interesting, engaging and challenging
- build on interests, passions, questions and wonderings of the students
- develop life skills, teamwork, commitment, dedication and resilience
- allow students to explore new opportunities and environments
- develop creativity and expression in the arts
- involve students in making decisions about their learning.

### Environment

Learners will have access to a variety of tools and environments to support and extend their learning. They will:

- self select appropriate tools to help them learn
- use digital technologies to enhance and support learning
- learn within a variety of environments and spaces catering for their diversity.

### Partnerships

We are a community of connected learners. We believe that:

- learning is a partnership between home, school and the community
- students can learn with and from different people and at different times and places
- students are connected in a global world.



***Challenging students to be successful community and global citizens.***



## Māori Achievement Statement

At Oroua Downs School we acknowledge New Zealand's cultural diversity and in doing so recognise the unique position of Māori as tangata whenua. The school strives to provide opportunities that support its students' in Te Reo and Tikanga Māori.

Oroua Downs School has high expectations for all students and their educational progress and achievement. Achievement of Māori students is reported regularly to the Board and we will continue to ensure that Māori can enjoy educational success as Māori.

A range of opportunities are currently provided:

- Ongoing school wide Te Reo programme for all students
- School singing programme enriched with waiata
- Ka Hikitia and Tātaiako cultural competencies regularly discussed in staff meetings.

Oroua Downs School Board of Trustees is actively looking at ways to increase knowledge, understanding and use of Te Reo and Tikanga Māori for students, staff and the school community. It seeks to:

- Undertake a scoping exercise to gather student and whānau voice and expectations
- Engage with the Māori community as part of its ongoing review and curriculum development
- Acknowledge that the Māori community are key stakeholders in the school
- Actively engage and involve whānau through school and community events
- Utilise internal and external expertise for guidance and teaching in te ao Māori
- Develop a Māori Student Achievement Strategy
- Develop curriculum contexts for learning focusing on Tikanga Māori e.g. Mātāriki, harakeke
- Engage in professional learning and development opportunities to deepen staff and Board understanding of all things Māori, including Ka Hikitia, Tātaiako and Te Tiriti o Waitangi.

## Special Needs Achievement Statement

The Oroua Downs School Board of Trustees believe every child has the right to learn and to reach their potential. We aim to improve learning outcomes for all students including students with special education needs.

Effective partnerships between the Boards of Trustees, school personnel, specialists and particularly parents, caregivers, families and whānau will provide a strong platform for meeting the special education needs of all students enrolled at Oroua Downs School.

As a Board and school we see our role is to:

- Acknowledge and promote opportunities for parent, caregiver, family and whānau involvement in the development, review and implementation of all learning programmes and strategies related to their child
- Promote the elements, and short and long-term benefits, of building and maintaining successful partnerships
- Encourage open consultation and communication with and between staff, specialists, parents and caregivers and families, whānau, agencies and the community
- Create an environment where everyone listens to and respects others' point-of-view
- Ask questions and seek information from other schools and outside expertise to find answers.

The Oroua Downs School Board of Trustees supports students with special needs in a number of ways including:

- Using external expertise such as Resource Teacher of Literacy, Resource Teacher of Learning and Behaviour, Children and Family Mental Health, Alcohol and Drug Service, Social Worker in Schools, and the Ministry of Education Special Education services.
- Supporting and developing early literacy through Reading Recovery programme.
- Employing teacher aides to work alongside identified students in close collaboration with external expertise and classroom teacher.
- Withdrawing students to work with teacher aides in special programmes such as the Rainbow Reading, Early Words and Fast Fingers.
- Trialing a number of ways to support and engage learners with special needs including technology and specific software/apps for learning.
- Working with parents and caregivers and families, whānau and agencies in developing Individual Education Plans for high needs students.
- Identification of students through analysis of formal and informal data reflected in teacher inquiry, target groups and appraisal goals.
- Regular monitoring, reporting and long term reviews of achievement data and learning, teaching and support programmes.
- Provision of a management unit for SENCo responsibilities.

The Oroua Downs School Board of Trustees is always seeking improvement to ensure the success of all learners. The Board and staff acknowledge that they can always get better at identifying and supporting the needs of any students with special educational needs. We seek to:

- Improve internal systems for tracking and recording interventions and outcomes for special needs students (including gifted and talented students).
- Provide professional learning opportunities for staff to target areas of student need.
- Proactively engage external expertise to support and guide learning and teaching programmes.
- Ensure that communication between staff, specialists, parents and caregivers and families, whānau, agencies and the community the school is open and transparent.
- Develop systems to identify gifted and talented students.
- Provide opportunities to support and further develop gifted and talented students.
- Ensure that learning programmes extend students to reach their learning potential.
- Develop early intervention programmes for students who are at risk of not achieving.



## Strategic Direction 2015-2017

NAG 2 states that each BOT with the principal and teaching staff are required to develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development. The Oroua Downs School strategic goals outline the priorities for the school as it moves forward over the next 3-5 years. They are based on the following underlying principles. They:

- Set the direction for Oroua Downs School as it looks ahead proactively
- Clarify the values, shared vision, and guiding philosophy
- Manage change to the best advantage of the school
- Manage future risks
- Give direction yet are flexible to enable response to changed circumstances

## Goal 1: To focus on quality teaching and learning.

### Rationale

The core purpose of Oroua Downs School is to ensure that every student can attain the highest possible standard in their learning. Evidence tells us that students learn best when teachers:

- create a supportive learning environment;
- encourage reflective thought and action;
- enhance the relevance of new learning;
- facilitate shared learning;
- make connections to prior learning and experience;
- provide sufficient opportunities to learn;
- inquire into the teaching–learning relationship (The New Zealand Curriculum, p. 34).

### Possible Actions

- Set annual achievement targets and develop action plans to address identified needs in reading, writing and mathematics.
- Prioritise learning and resourcing in literacy and numeracy.
- Utilise student voice and choice as valuable approaches to engage and motivate our learners.
- Personalise and differentiate learning for students to meet their individual needs.
- Provide a safe learning environment for all students.
- Facilitate learning across all curriculum areas enhanced by the authentic use of elearning tools.
- Incorporate aspects of Tikanga Māori into all curriculum areas.
- Initiate support programmes to enhance learning opportunities for all students.
- Maintain effective learning partnerships with families and whānau.
- Employ and retain a high quality teaching and support staff.
- Provide ongoing targeted professional learning opportunities for all staff.
- Ensure teachers are actively reflecting on their practice through a planned and deliberate teaching as inquiry programme.
- Strong alignment between the charter, annual plan and achievement targets and the teacher performance appraisal process.
- Prioritise finances and resources to support student learning.
- Undertake regular review to guide future decision making.

## Goal 2: To develop a local school curriculum that reflects our school and community.

### Rationale

Curriculum design and review is a continuous, cyclic process. It involves making decisions about how to give effect to the national curriculum in ways that best address the particular needs, interests, and circumstances of the school's students and community. It requires a clear understanding of the intentions of the New Zealand Curriculum and of the values and expectations of the community. Above all, it clarifies priorities for student learning, the ways in which those priorities will be addressed, and how student progress and the quality of teaching and learning will be assessed. Curriculum change should build on existing good practice and aim to maximise the use of local resources and opportunities (The New Zealand Curriculum, p. 27).

### Possible Actions

- In consultation with the school community and students, develop our shared beliefs about teaching and learning and the aspirational values (our virtues) for students.
- Critically review, with the school community and students, our current practice and identify strengths and weaknesses.
- Investigate future focused curriculum design and best practices in teaching and learning.
- Unpack our priority learning areas (reading, writing and maths) and identify shared beliefs and expectations for teaching and learning.
- Prioritise the place of elearning and Tikanga Māori throughout our curriculum design.
- Engage the use of external expertise to support the development of our local curriculum.

## Goal 3: To establish partnerships with our Māori students and whānau.

### Rationale

Strong engagement and contribution from students and those who are best placed to support them – parents and whānau, hapū, iwi, Māori organisations, communities and businesses – have a strong influence on students' success. Māori students' learning is strengthened when education professionals include a role for parents and whānau, hapū, iwi, and Māori organisations and communities in curriculum, teaching and learning (Ka Hikitia Accelerating Success 2013-2017 p. 23)

### Possible Actions

- Maintain current practices with tikanga Māori including waiata and Te Reo lessons for all students.
- Appoint lead teacher and provide management unit.
- Establish school signage that reflects our bicultural society.
- Continue to develop teacher confidence with Tātaiako and Ka Hikitia and maintain the development that has begun.
- Develop schedule for classes and groups to visit local marae.
- Ensure whānau are involved in three way learning conferences based around student goals and achievement.
- Investigate the use of cultural programmes as a tool for developing partnerships with whānau.
- Use case studies of successful school-whānau engagement to guide future actions.
- Ensure that there are opportunities for deliberate whānau consultation within the charter and curriculum redevelopment process.

## Goal 4: To govern the school effectively.

### Rationale

The Board of Trustees accepts the responsibility to ensure the school runs well for the benefit of the students' education. To accomplish this, the Oroua Downs School Board need to ensure that the correct and adequate resources are available to the staff to enable them to teach the students to the very best of their ability. These resources include current learning materials and equipment, relevant staff development, well maintained property and sound management processes guided by the school strategy and vision (adapted from NZSTA Trustee Handbook, p. 6).

### Possible Actions

- Implementation of all National Education Goals and National Administrative Guidelines through learning and teaching programmes, school administration and strategy.
- Develop schedules for ongoing reporting, self-review, monitoring, community consultation and curriculum reporting.
- Monitoring of student achievement in relation to the National Standards with an emphasis on Māori and students with special learning needs.
- Developing programmes to target identified learning needs.
- Implement systems for managing and monitoring finances.
- 10 year property plan reviewed, updated and actioned
- Regular health and safety checks
- Ongoing provision of quality resources for teaching, learning and administration

## 2015 Annual Plan: Strategic Section

NAG 2 states that each BOT with the principal and teaching staff are required to develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development. The Oroua Downs School strategic goals outline the priorities for the school as it moves forward over the next 3-5 years. They are based on the following underlying principles. They:

- Set the direction for Oroua Downs School as it looks ahead proactively
- Clarify the values, shared vision, and guiding philosophy
- Manage change to the best advantage of the school
- Manage future risks
- Give direction yet are flexible to enable response to changed circumstances

### Goal 1: To focus on quality teaching and learning.

Planned Actions	Timing	Responsibility	Resourcing
Collecting, analysing and reviewing achievement data.			
<ul style="list-style-type: none"> <li>• Governance level monitoring and review of achievement</li> <li>• Staff meetings to review achievement and learning programmes</li> <li>• School level data collection</li> <li>• Support programme data collection</li> <li>• Deliberately capturing student voice</li> </ul>	As per Self-Review, Monitoring, Reporting & Consultation Schedule Ongoing  As per school assessment schedule.  As per Self-Review, Monitoring, Reporting & Consultation Schedule Termly	Board, principal  Principal  Principal, teachers, teacher aides, SENCO  SENCo, teacher aides  Principal. student focus groups	No cost  No cost  NZCER Online Marking subscription @ \$400 STAR 2 reading assessment @ \$360 No cost  No cost
Ensure teachers are actively reflecting on their practice through a planned and deliberate teaching as inquiry programme.			
<ul style="list-style-type: none"> <li>• Collect student voice related to TAI focus.</li> <li>• Provide release opportunities to pursue PLO</li> <li>• Purchase resources or professional texts related to TAI focus</li> <li>• Scheduled TAI PLG meetings</li> </ul>	Term 1 and 4  2 days each/year  Ongoing  Three times a term	Classroom teachers  Classroom teachers  Principal & classroom teachers  Principal & classroom teachers	4 days teacher release @ \$300/day = \$1200  8 days teacher release @ \$300/day = \$2400  \$150/teacher x 5 = \$600  No cost
Provide ongoing targeted learning opportunities for staff, students and parents.			
<ul style="list-style-type: none"> <li>• Ministry PFS: Year 1 ALiM</li> <li>• Ministry PFS: Year 2 ALL</li> <li>• Reading Together</li> <li>• Staff meetings</li> </ul>	Terms 3 and 4  Terms 1 and 2  Term 2  Ongoing	Lead teacher, teachers, principal, external facilitator  Lead teacher, teachers, principal, external facilitator  Lead teacher, principal  Principal, teachers	Teacher release: 3 days + 15 weeks @ 0.15 FTE (MOE funded \$7100) Travel & Accommodation: (MOE funded) Teacher release: 3 days + 15 weeks @ 0.15 FTE (MOE funded \$7100) Travel & Accommodation: (MOE funded) Teacher release & catering etc: (MOE funded \$1300)  No cost

<ul style="list-style-type: none"> <li>Teacher Only Day</li> <li>SENCo days</li> <li>Continued use of external expertise and agencies to support students with high learning needs</li> </ul>	Term 2  Term 1, 2, 3 Ongoing	Principal, teachers, teacher aides SENCo Principal, SENCo, RT Lit, RTLB, Speech Language Therapy	\$1000  3 half days @ \$150 = \$450 No cost
<b>Behaviour Management</b>			
<ul style="list-style-type: none"> <li>Implementation of Cool Schools Peer Mediation programme</li> <li>Investigate Big Brother and similar mentoring programmes</li> </ul>	Term 1 focus, ongoing  Ongoing	All staff  All staff	\$250  \$250
<b>eLearning</b>			
<ul style="list-style-type: none"> <li>Purchase key software packages for laptops and apps for iPads</li> <li>Maintain leases for current eLearning tools</li> <li>Replace server</li> </ul>	Ongoing  Ongoing Term 1	Principal  Principal, BOT Principal, BOT	\$1000  TELA: \$810 Server: \$1500 \$1500
<b>Initiate support programmes to enhance learning opportunities for all students.</b>			
<ul style="list-style-type: none"> <li>Teacher Aides</li> </ul>	Ongoing	SENCo, principal	Teacher aides x 3 @ \$37000
<b>Sport &amp; Cultural Opportunities</b>			
<ul style="list-style-type: none"> <li>Maintain involvement in Kere Kere and Te Kawau cluster opportunities.</li> <li>Maintain internal house sport and cultural competitions.</li> <li>Utilise external opportunities for sport competition and development</li> </ul>	Ongoing  Ongoing Ongoing	Te Kawau Cluster Kere Kere Cluster MPA events House Leaders Class teachers  External agencies	Te Kawau subs @ \$200  \$500  Kiwi Cricket: \$450
<b>Leadership Development: Provide opportunities for school student leaders to develop and demonstrate leadership qualities.</b>			
<ul style="list-style-type: none"> <li>Head Boy/Girl, House Leaders</li> <li>National Young Leaders Day</li> <li>Project X</li> <li>School Badge</li> </ul>	Ongoing  Ongoing Ongoing Ongoing	Senior classroom teacher, Principal Senior classroom teacher, Principal Senior classroom teacher, Principal Senior classroom teacher, Principal	\$250 \$250 \$250 \$250
<b>Investigate and review strategies to enhance teaching and learning.</b>			
<ul style="list-style-type: none"> <li>The value of technology at Manawatu College and investigate the possibility of completing this internally.</li> <li>MLE/Flexible learning/team teaching</li> <li>Implement our developing curriculum design through carefully planned learning experiences</li> </ul>	Ongoing  Ongoing Ongoing	Principal  Principal, teachers Principal, teachers	No cost  No cost No cost

**Goal 2: To develop a local school curriculum that reflects our school and community.**

Planned Actions	Timing	Responsibility	Resourcing
In consultation with the school community, confirm our shared beliefs about teaching and learning, the aspirational virtues for students, strengths and weaknesses.	As per Self-Review, Monitoring, Reporting & Consultation Schedule	Principal, Board, focus groups	Catering: \$100
In consultation with our students, seek deliberate feedback on the direction of our school curriculum.	As per Self-Review, Monitoring, Reporting & Consultation Schedule	Principal	No cost
Involvement in MOE NZC PLD with external facilitator.	Throughout 2015	Principal, teachers, external facilitation	8 days teacher release @ \$300/day = \$2400
Continue to investigate future focused learning and curriculum design and best practices in teaching and learning.	Ongoing	Principal, teachers	No cost Professional readings
Explore the links between our curriculum design and learning theory.	Ongoing	Principal, teachers	No cost
Prioritise the place of te ao Māori throughout our curriculum design.	Ongoing	Principal, teachers	No cost
Prioritise the place of elearning throughout our curriculum design	Ongoing	Principal, teachers	No cost
Develop a model of delivery for the curriculum to guide implementation.	Ongoing	Principal, teachers, external facilitation	No cost
Implement our developing curriculum design through carefully planned learning experiences	Ongoing	Principal, teachers	No cost
Deliberately seek feedback from students, teachers and parents of learning design and outcomes.	Termly	Principal	No cost

### Goal 3: To establish partnerships with our Māori students and whānau.

Planned Actions	Timing	Responsibility	Resourcing
Appoint a school leader for te ao Māori.	Ongoing	Principal	Unit \$4000 p/a (no actual cost)
Undertake a scoping exercise with Māori students and parents/whānau.	Term 1, ongoing	School leader, Principal	2 days teacher release @ \$300/day = \$600 Catering = \$200
Develop an action plan for te ao Māori at Oroua Downs School.	Term 2	School leader, Principal	No cost
Continue to develop teacher understanding and confidence with Tātaiako and Ka Hikitia.	Ongoing	School leader, Principal	No cost
Maintain current practices with tikanga Māori.			
<ul style="list-style-type: none"> <li>Waiata</li> <li>Te Reo lessons for all students.</li> </ul>	Ongoing Ongoing	Timu Timu, principal	Curriculum budget \$200 No cost for teacher (principal will release)
Continue to provide opportunities for whānau to be involved in their tamariki's learning.			
<ul style="list-style-type: none"> <li>Three way learning</li> </ul>	As per school assessment and	Principal, teachers	No cost

conferences based around student goals and achievement.	reporting schedule.		
<ul style="list-style-type: none"> <li>Assemblies</li> <li>Reading Together programme</li> <li>TBC confirmed actions from scoping exercise</li> <li>Ensure that there are opportunities for deliberate whānau consultation within the curriculum/charter redevelopment process.</li> </ul>	Termly Ongoing	Principal School leader, Principal	No cost MOE funded
	Ongoing	School leader, Principal	MOE funded
	As per scoping above. As per Self-Review, Monitoring, Reporting & Consultation Schedule	Principal, Māori leader, Board, focus groups	Catering: \$100

## Goal 4: To govern the school effectively.

Planned Actions	Timing	Responsibility	Resourcing
Implementation of all National Education Goals and National Administrative Guidelines.	Ongoing	Board, principal	As per budget/charter
Develop schedules for and undertake the ongoing reporting, self-review, monitoring, community consultation and achievement reporting.	As per Self-Review, Monitoring, Reporting & Consultation Schedule	Board, principal	No cost
Engage external financial accounting expertise from School Support Ltd	Ongoing	Principal, Office Manager, School Support Ltd	School Support: \$1800 p/a
Developing programmes to target identified learning needs.	Ongoing	Board, principal, SENCo	As per PLD and TAI costs
5YA and 10YPP implemented.	By June 30, 2014	Principal, Board, external Project Manager	No cost (\$2000 claimed back from Ministry)
Engagement of ProjectWorks 2008 as project managers	Ongoing	Principal, Board, external Project Manager, Contractors	As per 10YPP
Regular health and safety checks.	Ongoing	Principal, caretaker	No cost
Ongoing provision of quality resources for teaching, learning and administration.	As per Achievement Target annual plans.	As per Achievement Target annual plans.	As per Achievement Target annual plans.



## 2015 Annual Plan: Achievement Section

NAG 1 states that Oroua Downs School, on the basis of good quality assessment information, identifies students and groups of students:

- who are not achieving;
- who are at risk of not achieving;
- who have special needs (including gifted and talented students); and
- aspects of the curriculum which require particular attention.

Oroua Downs School will develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified.

The Board of Trustees, after analysis of the 2014 assessment data, has identified areas of need and has set the following achievement targets for 2015:

1. Improve student achievement in writing
2. Improve student achievement in reading
3. Improve student achievement in mathematics

These targets form the basis of the annual plan and relate directly to Strategic Goal 1: To focus on quality teaching and learning.

### Target 1: Improve Student Achievement In Writing

#### Rationale

- The process of becoming literate is intensely complex. The literacy learner has to develop a knowledge base, a repertoire of strategies, and awareness of how to put their knowledge and strategies together. Students acquire literacy through planned activities that give them rich experiences with texts and related language activities. A knowledge of how learners acquire literacy underpins the teaching practice of effective teachers and gives them well-founded confidence. (Effective Literacy Practice in and Writing Years 1-4, p. 8-9).

#### Possible Actions

- Robust data gathering, analysis and next steps for individuals and cohort groups (year levels, classes, gender, ethnicity)
- Setting of annual achievement goals in writing
- Regular reporting of achievement data and next steps to Board as part of the ongoing monitoring and review cycle
- Regular moderated analysis of student learning for school wide consistency of overall teacher judgment
- Ongoing review of classroom writing programmes
- Development of up-to-date school curriculum documentation for writing
- Integration of elearning pedagogies throughout the teaching and learning of writing
- Targeted purchasing of resources aligned to goals and student need
- Targeted use of teacher aides to support enhanced learning in writing

#### Success Indicators

We will know when we have achieved this when we:

1. Increase the total number of students achieving at or above the National Standard for Writing by the end of 2015.

2. Ensure all students make progress towards being at or above the National Standard for Writing by the end of 2015.
3. Show improved achievement in Writing for the following cohort groups identified in the 2014 end-of-year achievement data:
  - Boys achieving below or well below the National Standard as of December 2014.

TARGET FOR RAISING STUDENT ACHIEVEMENT IN WRITING									
Links to Oroua Downs School Strategic Goals:					Goal 1: To focus on quality teaching and learning.				
Supporting beliefs from our Charter that we aim for in our teaching and learning:									
<ul style="list-style-type: none"><li>Our teachers are inspirational and passionate role models.</li><li>We are a community of connected learners.</li><li>Learning is shaped around real life contexts.</li><li>Learners will achieve success through a variety of experiences.</li><li>Learners will have access to a variety of tools and environments to support and extend their learning.</li></ul>									
2015 Annual Achievement Targets:									
<ul style="list-style-type: none"><li>To increase the number of students achieving at or above the National Standard for Writing by the end of 2015.</li><li>To ensure all students make progress towards being at or above the National Standard for Writing by the end of 2015.</li><li>To target the following cohort groups as identified in the 2014 end-of-year achievement data:<ul style="list-style-type: none"><li>All boys achieving below or well below the National Standard as of December 2014.</li></ul></li></ul>									
Baseline Data:									
Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	6	7.8%	28	36.4%	34	44.2%	9	11.7%	77
Maori	5	22.7%	7	31.8%	9	40.9%	1	4.5%	22
Pasifika			1	50%	1	50%			2
Asian			1	100%					1
NZ European/Pakeha/Other European	1	1.9%	19	36.5%	24	46.2%	8	15.4%	52
Male	5	13.5%	18	48.6%	14	37.8%		0%	37
Female	1	2.5%	10	25%	20	50%	9	22.5%	40
Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	1	7.7%	3	23.1%	8	61.5%	1	7.7%	13
After 2 years at school	1	9.1%	2	18.2%	5	45.5%	3	27.3%	11
After 3 years at school			3	42.9%	3	42.9%	1	14.3%	7
End of year 4	1	8.3%	6	50%	5	41.7%			12
End of year 5	2	20%	2	20%	5	50%	1	10%	10
End of year 6	1	9.1%	5	45.5%	2	18.2%	3	27.3%	11
End of year 7			3	42.9%	4	57.1%			7
End of year 8			4	66.7%	2	33.3%			6
Planned Actions		Timing		Responsibility			Resourcing		
Collect and analyse school wide data in writing.		As per school assessment and reporting schedule.		Principal, teachers			No cost		
Reporting to BOT of achievement in writing.		As per Self-Review, Monitoring, Reporting & Consultation Schedule		Principal, teachers, BOT			No cost		
Continued staff meetings focused on the analysis of data, delivery of effective teaching and learning programmes.		Ongoing		Principal, teachers			No cost		
Writing ‘Learning Walks’ observations to monitor writing programmes in practice.		Term 2 and 4		Principal			No cost		
Maintain high level of teacher aide support and programmes in literacy.		Ongoing		Principal, SENCo, teacher aides			Teacher aides x 3 @ \$36876		
Collect student voice to capture student perspectives and attitudes to the learning and teaching of writing.									
<ul style="list-style-type: none"><li>As part of school inquiry</li><li>As part of TAI</li><li>As part of performance appraisal/walkthroughs</li></ul>		ongoing Terms 1 and 4 Terms 2 and 4		Teachers, Principal Teachers Principal			As per TAI costs As per TAI costs No cost		

Visit schools of best practice to observe and discuss strategies and approaches of effective literacy teaching.	Term 2 TOD	Staff	As per PLD and TAI costs
Commitment to MOE PLD and student support programmes.			
• Year 2 ALL	Term 1 & 2	Principal, literacy lead teacher	As per PLD and TAI costs
Prioritise professional learning and resourcing in literacy.			
• Undertake Yolanda Soryl phonics training	Term 1	Nick, Timu & Nikki	\$500 fess 2 days release @ \$300/day = \$600
Internal moderation of writing samples against e-asTTle/National Standards for Writing	Term 2 & 4 and as required	Principal, classroom teachers	No cost
Investigate external/cluster moderation of writing.	Term 2	Te Kawau/Kere Kere cluster. Local ALL schools.	No cost
Continued use of external expertise and agencies to support students with high learning needs.	Ongoing	Principal, SENCo, RT Lit, RTLB, Speech Language Therapy	
Investigate a range of strategies/approaches to enhance the teaching and learning of writing, especially for our priority learners.			
<ul style="list-style-type: none"> <li>• Writing clubs/workshops</li> <li>• Whole school phonics cross grouping</li> <li>• Gender classes</li> <li>• Writing project groups</li> <li>• Increasing visibility of published writing</li> <li>• Use of technology e.g. a school TV</li> <li>• Team teaching/flexible learning spaces</li> </ul>	Ongoing	Teachers, principal	

## Target 2: Improve Student Achievement In Reading

### Rationale

- Learning to read and write is a complex, cumulative process. Students build on their existing expertise and use their developing knowledge and skills in different ways. There are skills, knowledge and attitudes that students must develop in order to read and write the texts that will enable them to engage with all learning areas of the curriculum (Reading and Writing Standards for years 1-8, p. 8-9).

### Actions

- Robust data gathering, analysis and next steps for individuals and cohort groups (year levels, classes, gender, ethnicity)
- Setting of annual achievement goals in reading
- Regular reporting of achievement data and next steps to Board as part of the ongoing monitoring and review cycle
- Regular moderated analysis of student learning for school wide consistency of overall teacher judgment
- Ongoing review of classroom reading programmes
- Teacher professional goals in reading integral to Performance Management plans
- Development of up-to-date school curriculum documentation for reading
- Integration of elearning pedagogies throughout the teaching and learning of reading
- Targeted purchasing of resources aligned to goals and student need
- Targeted use of teacher aide to support enhanced learning in reading

### Success Indicators

We will know when we have achieved this when we:

- Increase the total number of students achieving at or above the National Standard for Reading by the end of 2015.
- Ensure all students make progress towards being at or above the National Standard for Reading by the end of 2015.
- Show improved achievement in Reading for the following cohort groups identified in the 2014 end-of-year achievement data:
  - 7 Year 2s (5 boys & 2 girls)
  - 3 Year 3s (2 boys & 1 girl)

TARGET FOR RAISING STUDENT ACHIEVEMENT IN READING	
Links to Oroua Downs School Strategic Goals:	Goal 1: To focus on quality teaching and learning.
Supporting beliefs from our Charter that we aim for in our teaching and learning:	
<ul style="list-style-type: none"> <li>Our teachers are inspirational and passionate role models.</li> <li>We are a community of connected learners.</li> <li>Learning is shaped around real life contexts.</li> <li>Learners will achieve success through a variety of experiences.</li> <li>Learners will have access to a variety of tools and environments to support and extend their learning.</li> </ul>	
2015 Annual Achievement Targets:	
<ol style="list-style-type: none"> <li>To increase the total number of students achieving at or above the National Standard for Reading by the end of 2015.</li> <li>To ensure all students make progress towards being at or above the National Standard for Reading by the end of 2015.</li> <li>To target the following cohort groups as identified in the 2014 end-of-year achievement data:               <ul style="list-style-type: none"> <li>7 Year 2s (5 boys &amp; 2 girls)</li> <li>3 Year 3s (2 boys &amp; 1 girl)</li> </ul> </li> </ol>	
Baseline Data:	

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	5	6.5%	17	22.1%	21	27.3%	34	44.2%	77
Maori	4	18.2%	6	27.3%	8	36.4%	4	18.2%	22
Pasifika			1	50%			1	50%	2
Asian							1	100%	1
NZ European/Pakeha/Other European	1	1.9%	10	19.2%	13	25%	28	53.8%	52
Male	4	10.8%	9	24.3%	11	29.7%	13	35.1%	37
Female	1	2.5%	8	20%	10	25%	21	52.5%	40
Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	1	7.7%	7	53.8%	1	7.7%	4	30.8%	13
After 2 years at school	1	9.1%			4	36.4%	6	54.5%	11
After 3 years at school					3	42.9%	4	57.1%	7
End of year 4	1	8.3%	4	33.3%	4	33.3%	3	25%	12
End of year 5	2	20%	1	10%			7	70%	10
End of year 6			1	9.1%	4	36.4%	6	54.5%	11
End of year 7			1	14.3%	2	28.6%	4	57.1%	7
End of year 8			3	50%	3	50%			6
Planned Actions	Timing		Responsibility		Resourcing				
Collect and analyse school wide data in reading.	As per school assessment and reporting schedule.		Principal, teachers		PAT tests @ \$100 STAR test @ \$200 NZCER Online Marking Site @ \$300/pa				
Reporting to BOT of achievement in reading.	As per Self-Review, Monitoring, Reporting & Consultation Schedule		Principal, teachers, BOT		No cost				
Staff meetings focused on the analysis of data, delivery of effective teaching and learning programmes, unpacking National Standards Reading exemplars and moderation.	Ongoing		Principal, teachers		No cost				
Reading ‘Learning Walks’ observations to monitor reading programmes in practice.	Term 2 and 4		Principal		No cost				
Maintain high level of teacher aide support and programmes in literacy.	Ongoing		Principal, SENCo, teacher aides		Teacher aides x 3 @ \$36876				
Collect student voice to capture student perspectives and attitudes to the learning and teaching of reading.									
• As part of performance appraisal/walkthroughs	Terms 2 and 4		Principal		No cost				
Visit schools of best practice to observe and discuss strategies and approaches of effective literacy teaching.	Term 1 & 2		Staff		As per PLD and TAI costs				
Commitment to MOE PLD and student support programmes.									
• Year 2 ALL • Reading Together	Term 1 & 2 Term 2		Principal, teachers Lead teacher, principal		As per PLD costs Teacher release & catering etc: (MOE funded \$1300)				
Prioritise professional learning and resourcing in literacy.									
• Undertake Yolanda Soryl phonics training	Term 1		Nick, Timu & Nikki		\$500 fess 2 days release @ \$300/day = \$600				
• Targeted purchasing of reading texts <ul style="list-style-type: none"><li>Novels (Yrs 4-8)</li><li>Phonics resources</li><li>Gaps in junior</li></ul>	As required		Principal, teachers		Reading curriculum budget \$1800				

readers			
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## Target 3: Improve Student Achievement In Mathematics

### Rationale

- Current data about the numeracy of adults in the workforce gives cause for concern. Significant proportions of New Zealand students in the upper primary years do not currently meet the expectations. Unless this situation is addressed, many of these students will not achieve in mathematics at a level that is adequate to meet the demands of their adult lives (Mathematics Standards for years 1-8, p. 6).

### Actions

- Robust data gathering, analysis and next steps for individuals and cohort groups (year levels, classes, gender, ethnicity)
- Setting of annual achievement goals in mathematics
- Regular reporting of achievement data and next steps to Board as part of the ongoing monitoring and review cycle
- Regular moderated analysis of student learning for school wide consistency of overall teacher judgment
- Ongoing review of classroom maths programmes
- Teacher professional goals in mathematics integral to Performance Management plans
- Development of up-to-date school curriculum documentation for mathematics
- Integration of elearning pedagogies throughout the teaching and learning of mathematics
- Targeted purchasing of resources aligned to goals and student need
- Targeted use of teacher aide to support enhanced learning in mathematics

### Success Indicators

We will know when we have achieved this when we:

1. Increase the total number of students achieving at or above the National Standard for Mathematics by the end of 2015.
2. Ensure all students make progress towards being at or above the National Standard for Mathematics by the end of 2015.
3. Show improved achievement in Mathematics for cohort groups identified in the 2014 end-of-year achievement data:
  - o 5 Year 7 boys
  - o 5 Year 6 boys

TARGET FOR RAISING STUDENT ACHIEVEMENT IN MATHEMATICS	
Links to Oroua Downs School Strategic Goals:	Goal 1: To focus on quality teaching and learning.
<b>Supporting beliefs from our Charter that we aim for in our teaching and learning:</b> <ul style="list-style-type: none"> <li>• Our teachers are inspirational and passionate role models.</li> <li>• We are a community of connected learners.</li> <li>• Learning is shaped around real life contexts.</li> <li>• Learners will achieve success through a variety of experiences.</li> <li>• Learners will have access to a variety of tools and environments to support and extend their learning.</li> </ul>	
<b>2015 Annual Achievement Targets:</b> <ol style="list-style-type: none"> <li>1. To increase the number of students achieving at or above the National Standard for Mathematics by the end of 2015.</li> <li>2. To ensure all students make progress towards being at or above the National Standard for Mathematics by the end of 2015.</li> <li>3. To target the following cohort groups as identified in the 2014 end-of-year achievement data:               <ul style="list-style-type: none"> <li>o 5 Year 7 boys</li> <li>o 5 Year 6 boys</li> </ul> </li> </ol>	
<b>Baseline Data:</b>	



Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	2	2.6%	30	39%	34	44.2%	11	14.3%	77
Maori	2	9.1%	9	40.9%	10	45.5%	1	4.5%	22
Pasifika			1	50%	1	50%			2
Asian			1	100%					1
NZ European/Pakeha/Other European			19	36.5%	23	44.2%	10	19.2%	52
Male	2	5.4%	16	43.2%	15	40.5%	4	10.8%	37
Female			14	35%	19	47.5%	7	17.5%	40
Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			2	15.4%	8	61.5%	3	23.1%	13
After 2 years at school			2	18.2%	6	54.5%	3	27.3%	11
After 3 years at school			3	42.9%	3	42.9%	1	14.3%	7
End of year 4			5	41.7%	6	50%	1	8.3%	12
End of year 5	2	20%	3	30%	3	30%	2	20%	10
End of year 6			5	45.5%	5	45.5%	1	9.1%	11
End of year 7			4	57.1%	3	42.9%			7
End of year 8			6	100%					6
Planned Actions		Timing		Responsibility		Resourcing			
Collect and analyse school wide data in maths.		As per school assessment and reporting schedule.		Principal, teachers		PAT tests @ \$100 NZCER Online Marking Site @ \$300/pa			
Reporting to BOT of achievement in maths.		As per Self-Review, Monitoring, Reporting & Consultation Schedule		Principal, teachers, BOT		No cost			
Internal PLD in maths focusing on developing communities of mathematical inquiry.		Ongoing		Principal, teachers		As per PLD and TAI costs			
TAI focused on developing communities of mathematical inquiry.		Ongoing		Principal, teachers		As per PLD and TAI costs			
Maths ‘Learning Walks’ observations to monitor communities of mathematical inquiry.		Term 2 and 4		Principal		No cost			
Maintain high level of teacher aide support and programmes in maths.		Ongoing		Principal, SENCo, teacher aides		Teacher aides x 3 @ \$36876			
Collect student voice to capture student perspectives and attitudes to the learning and teaching of maths.									
• As part of TAI • As part of performance appraisal/walkthroughs		Terms 1 and 4 Terms 2 and 4		Teachers Principal		As per TAI costs No cost			
Visit schools of best practice to observe and discuss strategies and approaches of effective maths teaching.		TOD Ongoing as part of individual PLO		Staff		As per PLD and TAI costs			
Commitment to MOE PFS: Year 1 ALiM				Principal, Lead teacher, external facilitator		As per PLD and TAI costs			
Prioritise use of elearning tools to enhance the learning and teaching of reading.									
• Mathletics online subscription		Ongoing		Principal		\$1479 p/a - no actual cost (Home & School)			
Investigate a range of strategies/approaches to enhance the teaching and learning of maths, especially for our priority learners.									
• Basic facts ladders/races across whole school • Maths competitions/tickets/prizes/virtues • Experiences embedded in our developing curriculum beliefs • Engage the expertise of		Ongoing		Principal, teachers					

Dr Roberta Hunter directly			
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## 2015-2017 Self-Review, Monitoring, Reporting & Consultation Schedule

What you know about students' learning - engagement, progress and achievement in your school comes from your school's self-review processes. Your self review will always include information on how well Māori students are succeeding as Māori. As a result of information from your self review, you have designed a curriculum and teaching and learning programmes to address the educational priorities for your students in this context at this particular point in time. In this way your school's curriculum is unique. (ERO Framework for School Reviews, 2011).

Regular questioning and discussion will ensure the Board, school leaders and teachers are informed to make decisions and drive change.

- Are we doing what we have to do?
- Does this align to our strategic plan? Are we doing what we said we would do?
- What progress are we making? How well are we doing? What does our self review tell us? What does our evidence look like?
- Are there better ways of doing things? What can we learn from our experience?
- What else do we need to work on this year?

### Self-Review Schedule – Governance

2015	Monitor	Review	Student Achievement	Policy	Community Consultation
<b>Term 1 - 1</b>	Finance  Leadership Report	Budget & Charter Adoption  BOT Operation		Relationship Between the Chairperson and Principal	
<b>Term 1 - 2</b>	Finance  Leadership Report	Strategic Goals 1 & 2  Principal Job Description	SOY Achievement Data SENCo	Meeting Process  Trustee Remuneration and Expenses	
<b>Term 2 - 1</b>	Finance  Leadership Report	Strategic Goals 3 & 4		Principal Professional Expenses	School Camps
<b>Term 2 - 2</b>	Finance  Leadership Report	Professional Learning and Development	SENCo  Achievement in relation to National Standards  Annual Achievement Targets		Māori Whānau
<b>Term 3 - 1</b>	Finance  Leadership Report	Budget  Strategic Goals 1 & 2			Health

<b>Term 3 - 2</b>	Finance Leadership Report	BOT Operation Strategic Goals 3 & 4	SENCo		Charter
<b>Term 4 - 1</b>	Finance Leadership Report		Reading Recovery 6 Year Nets	Responsibilities of the Board Chair	Charter
<b>Term 4 - 2</b>	Finance Leadership Report	Professional Learning and Development  Draft Budget  Analysis of Variance (Charter)	Achievement in relation to National Standards  Annual Achievement Targets  SENCo		

<b>2016</b>	<b>Monitor</b>	<b>Review</b>	<b>Student Achievement</b>	<b>Policy</b>	<b>Community Consultation</b>
<b>Term 1 - 1</b>	Finance Leadership Report	Budget & Charter Adoption	SENCo	Trustee Code of Behaviour	
<b>Term 1 - 2</b>	Finance Leadership Report	Strategic Goals 1 & 2	SOY Achievement Data		
<b>Term 2 - 1</b>	Finance Leadership Report	Strategic Goals 3 & 4	SENCo	Principal Appraisal	
<b>Term 2 - 2</b>	Finance Leadership Report	Professional Learning and Development	Achievement in relation to National Standards  Annual Achievement Targets		
<b>Term 3 - 1</b>	Finance Leadership Report	Budget  Strategic Goals 1 & 2		Schedule of Delegations	
<b>Term 3 - 2</b>	Finance Leadership Report	BOT Operation Strategic Goals 3 & 4	SENCo		
<b>Term 4 - 1</b>	Finance Leadership Report		Reading Recovery 6 Year Nets	Reporting to the Board  Responsibilities of the Board Chair	
<b>Term 4 - 2</b>	Finance	Professional	Achievement in		

	Leadership Report	Learning and Development  Draft Budget  Analysis of Variance (Charter)	relation to National Standards  Annual Achievement Targets  SENCo		
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2017	Monitor	Review	Student Achievement	Policy	Community Consultation
<b>Term 1 - 1</b>	Finance  Leadership Report	Budget & Charter Adoption		Resolution of Issues  Responsibilities of the Principal	
<b>Term 1 - 2</b>	Finance  Leadership Report	Strategic Goals 1 & 2	SOY Achievement Data  SENCo	NAG 1  NAG 2  NAG 3	
<b>Term 2 - 1</b>	Finance  Leadership Report	Strategic Goals 3 & 4		NAG 4  NAG 5  NAG 6/7/8	
<b>Term 2 - 2</b>	Finance  Leadership Report	Professional Learning and Development	Achievement in relation to National Standards  Annual Achievement Targets		
<b>Term 3 - 1</b>	Finance  Leadership Report	Budget  Strategic Goals 1 & 2	SENCo	Board Roles and Responsibilities  Responsibilities of the Board Chair  Responsibilities of the Staff Trustee	
<b>Term 3 - 2</b>	Finance  Leadership Report	BOT Operation  Strategic Goals 3 & 4		Appointments  Conflict of Interests	
<b>Term 4 - 1</b>	Finance  Leadership Report		Reading Recovery  6 Year Nets		

<b>Term 4 - 2</b>	Finance  Leadership Report	Professional Learning and Development  Draft Budget  Analysis of Variance (Charter)	Achievement in relation to National Standards  Annual Achievement Targets  SENCo		
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