

School Charter  
Strategic and Annual Plan for  
Oroua Downs School

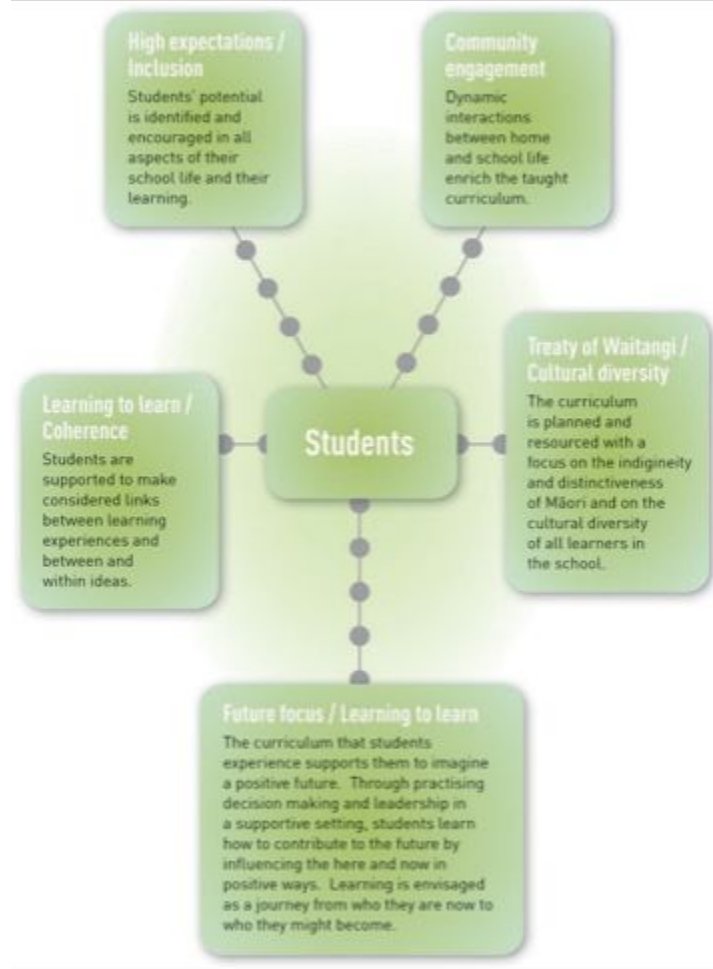
2019 - 2021

Principal's' endorsement:	Tanya Zander
Board of Trustees' endorsement:	Bryan Pedersen
Submission date to Ministry of Education:	28 February 2019

**Oroua Downs School 2019 - 21**  
**Introductory Section - Strategic Intentions**

<b>Mission Statement</b>	<b>Challenging students to be successful community citizens</b>
<b>Motto</b>	<i>Whāia te pae tāwhiti - pursue the distant horizon</i>
<b>Vision</b>	<p style="text-align: center;">At Oroua Downs School we aim for our students to be responsible, creative and active thinkers that have the skills to confidently succeed in, and adapt with, an ever changing world.</p> <p style="text-align: center;"><b>At Oroua Downs School all students will strive to:</b>  <i>recognise and pursue their talents</i>  <i>be reflective and valuable contributors to the community</i>  <i>have strengths in Literacy and Numeracy</i>  <i>be active, inquiring learners</i>  <i>have an awareness and appreciation of their local environment.</i></p>
<b>Values</b>	<p style="text-align: center;">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.</p> <p style="text-align: center;"><i>Mana - Respect</i>  <i>Auahuatanga - Creativity</i>  <i>Mahitahi - Teamwork</i>  <i>Kairangatira - Excellence</i></p>

**Principles**



**Māori Dimensions and Cultural Diversity**

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.

	<p>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.</p> <p>A range of opportunities are currently provided:</p> <ul style="list-style-type: none"> <li>● Ongoing school wide Te Reo programme for all students</li> <li>● School singing programme enriched with waiata</li> <li>● A small but dedicated Kapa Haka group, with growing support from our community and experiences to celebrate Te Ao Maori.</li> <li>● Ka Hikitia and Tātaiako cultural competencies regularly discussed in staff meetings.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>● Engage with the Māori community as part of its ongoing review and curriculum development</li> <li>● Acknowledge that the Māori community are key stakeholders in the school</li> <li>● Actively engage and involve whānau through school and community events</li> <li>● Utilise internal and source external expertise for guidance and teaching in te ao Māori</li> <li>● Develop a Māori Student Achievement Strategy</li> <li>● Develop curriculum contexts for learning focusing on Tikanga Māori e.g. Mātāriki, harakeke</li> <li>● 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.</li> </ul>
	<p>Oroua Downs School Board of Trustees supports students with special needs in a number of ways including:</p> <ul style="list-style-type: none"> <li>● Using external expertise such as Resource Teacher of Literacy, Resource Teacher of Learning and Behaviour, Children and Family Mental Health, Social Worker in Schools, and the Ministry of Education Special Education services.</li> <li>● Supporting and developing early literacy through reading support programme.</li> <li>● Employing teacher aides to work alongside identified students in close collaboration with external expertise and classroom teacher.</li> <li>● Giving opportunities for students to work with teacher aides in special programmes to support the development of literacy and numeracy skills.</li> <li>● Trialing a number of ways to support and engage learners with special needs including technology and specific</li> </ul>

	<p>software/apps for learning.</p> <ul style="list-style-type: none"> <li>● Working with parents and caregivers and families, whānau and agencies in developing Individual Education Plans for high needs students.</li> <li>● Identification of students through analysis of formal and informal data reflected in teacher inquiry, target groups and appraisal goals.</li> <li>● Regular monitoring, reporting and long term reviews of achievement data and learning, teaching and support programmes.</li> <li>● Provision of a management unit for SENCo responsibilities.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>● Improve internal systems for tracking and recording interventions and outcomes for special needs students (including gifted and talented students).</li> <li>● Provide professional learning opportunities for staff to target areas of student need.</li> <li>● Proactively engage external expertise to support and guide learning and teaching programmes.</li> <li>● Ensure that communication between staff, specialists, parents and caregivers and families, whānau, agencies and the community the school is open and transparent.</li> <li>● Develop systems to identify gifted and talented students.</li> <li>● Provide opportunities to support and further develop gifted and talented students.</li> <li>● Ensure that learning programmes extend students to reach their learning potential.</li> <li>● Develop early intervention programmes for students who are at risk of not achieving.</li> </ul>

### Baseline Data or School Context

#### Students' Learning

At the end of 2018:

##### **In Reading**

- 64% of our students were reading at or above their expected age level.
- 36% of our students were working below or well below their expected level.

*There is a large number to year 1-3 students that are not succeeding in reading. There is a cohort of year 6/7 students that are not achieving in reading, it is evident that students entering our school part way through the year, in this age, has impacted on percentages.*

##### **In Writing**

- 54% of our students were working at or above their expected age level.
- 44% of our students were working below or well below their expected ge level in writing.

*There is a large number or year 1-3 students that are not succeeding in writing, similar students in comparison to reading. 50% of the students not achieving in writing, arrived at our school in 2018, the remaining 50% have had learning support .*

##### **In Mathematics**

- 86% of our students were working at or above their expected age level.
- 14% of our students were working below or well below their expected age level.

*Mathematics was a focus for development in 2018 and this has had a positive impact on student achievement.*

#### Student Engagement

Our students voice is valued at Oroua Downs.

We have a House system and student leaders that gather to hear voice and share successes of our students. Leaders communicate to our community via, newsletters and our learning journey platform SeeSaw. Student reflections are included when reporting to parents and we conduct student led conferences.

Student voice also contributes of learning experiences throughout the year. Student leaders help plan our behaviour celebration day, some cluster sports events and lunchtime activities, as well as leading assemblies.

Students in years 4-8 also participate in our Badge System. Students earn points, across five categories to earn one of three four levelled badges.

	<p>Our students conduct 'Passion Project' learning, this allows them to follow their interests and involve members of the community. We have improved our localised curriculum to include opportunities to grow students confidence with House Challenges, Passion Projects, Play-Based Learning, Sporting and Cultural events within our Te Kawau Cluster and developing a garden area for sustainable practices that support our environment.</p> <p>Oroua Downs also engages in agencies to support the learning and wellbeing of our students that require that support.</p> <p>Our attendance is strong, averaging 95%.</p> <p>We monitor student attendance via our SMS eTap and contact parents/caregivers when querying absences and communicating concerns. We have also enlisted the services of the Truancy Officer when required.</p>
<p><b>School Organisation and Structures</b></p>	<p>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, Foxton and Foxton Beach communities, lifestyle blocks, and farms. The majority of students travel to school by bus.</p> <p>In 2019, we have five classrooms. We have a shared collaborative Junior Hub with students from Ne to year 3. We are running two parallel classes of year 4-6 and one senior class of year 7-8.</p> <p>Core learning areas are conducted in the morning blocks, the entire school learns these area at the same time to ensure that we best cater for the needs of our learners, being able to ability group students and if need be, work in different classrooms, utilising teacher skills and specific initiatives to focus on student achievement. Our Junior school are introducing 'The Code' into our literacy programme and follow a Play Based philosophy. We encourage our students to develop their Agency by knowing their strengths as learners and the areas that they need to focus on to make progress. We encourage children to follow their passions and interests when learning and students often collaborate and contribute to the design of their learning.</p>

	<p>We have two teacher aides that work within the classrooms and also providing 1-1 that addresses specific learning needs. Our teacher aides have been trained in many programmes to support can be catered for each learner needing extra Support. Oroua Downs also has a SenCo that communicates between home, school and agencies, while also providing additional programmes to be implemented by the Teacher Aides. Agencies that are accessed to support student achievement and wellbeing are Speech Language Therapy, RTLiT, SWiS, RTLB and MoE (Behavioural Services).</p> <p>Oroua Downs School is part of the Te Oro Karaka Tahi Kāhui Ako. Oroua Downs support the achievement challenges and have aligned these challenges to our strategic plan.</p> <p>The over arching achievement challenge is: <i>Our learners will develop a strong sense of well being, cultural identity and have equitable access to innovative, high quality teaching and learning.</i></p>
<p><b>Review of Charter and Consultation</b></p>	<p>This Charter will be reviewed at Board level in our first meeting February 2019. (Due to a change in leadership)</p> <p>Community consultation will be on going as part of our self review and throughout our PB4L SW journey.</p> <p>Review of progress against our goals are completed via BOT meeting as per BOT work plan.</p> <p>Reporting against strategic goals is monitored in Leadership Reports, twice termly at BOT meetings.</p> <p>Teachers will report twice a term on the progress of cohort groups, this is also linked to appraisal and TAI.</p>

## Strategic Section

<p><b>Strategic Goals:</b></p> <p>All children will be supported to achieve through the NZC and ODS local curriculum as evidenced by progress and achievement against NZ Curriculum levels.</p>	<p><b>Core Strategies for Achieving Goals</b></p> <p><b>2019</b></p>	<p><b>Core Strategies for Achieving Goals</b></p> <p><b>2019</b></p>	<p><b>Core Strategies for Achieving Goals</b></p> <p><b>2019</b></p>
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<p><b>Students' Learning</b></p>	<p>To support improvements of student achievement in Literacy within the Junior School</p>	<ul style="list-style-type: none"> <li>● Support implementation of Liz Kane literacy approach.</li> <li>● Allocate funding to support initiative</li> <li>● 1 MU allocated to lead teacher</li> <li>● Reporting of success and progress of student achievement to be conducted in second meeting of each term</li> <li>● TAI and appraisals linked to cohort groups</li> <li>● Review and plan for 2020.</li> </ul>	<ul style="list-style-type: none"> <li>● Implement action plan developed in 2019</li> <li>● Review effectiveness of the programme</li> <li>● Target students that are not achieving and support with a different approach.</li> <li>● Invest in resources to sustain the programme.</li> <li>● Training of new teachers as required.</li> <li>● Reporting of success and progress of student achievement to be conducted in second meeting of each term</li> <li>● TAI and appraisals linked to cohort groups</li> </ul>	<ul style="list-style-type: none"> <li>● Internal review of programme and decisions made as to extending programme to other areas of literacy.</li> <li>● Target students that are not achieving and support with a different approach.</li> <li>● Reporting of success and progress of student achievement to be conducted in second meeting of each term</li> <li>● TAI and appraisals linked to cohort groups</li> </ul>
	<p>To improve student achievement with year 6 boys in writing.</p>	<ul style="list-style-type: none"> <li>● PD opportunities to support boys writing</li> </ul>	<ul style="list-style-type: none"> <li>● Review effectiveness of <i>Seven Steps</i> Programme.</li> </ul>	<ul style="list-style-type: none"> <li>● Implement 2020 action plan to support literacy achievement</li> </ul>

		<ul style="list-style-type: none"> <li>● Investment in Online Writing Programme - <i>Seven Steps</i> to support new pedagogy in writing.</li> <li>● Action plans created for accelerating progress of all learners.</li> <li>● Moderation each term.</li> <li>● TAI focus linked to cohort group.</li> <li>● Collaborative planning for success in writing for boys.</li> <li>● Investment in research text to support classroom programmes.</li> <li>● Internal review of teaching practice, pedagogy and plan for 2020.</li> <li>● Consult with community about success in literacy.</li> </ul>	<ul style="list-style-type: none"> <li>● Adjust strategic plan to align with community feedback.</li> <li>● Invest in on-line PD to support the improvement of effective teaching.</li> <li>● Gather student voice with a focus on writing</li> <li>● Action plans created for accelerating progress of all learners.</li> <li>● TAI focus linked to cohort group.</li> <li>● Moderation each term.</li> <li>● Investigate moderation with other schools.</li> <li>● Internal review of student achievement and construct an action plan for 2020.</li> <li>● Investigate how digital tools such as robotics, coding etc can support</li> </ul>	<ul style="list-style-type: none"> <li>● Invest on digital tools that support literacy.</li> <li>● Review achievement data with a focus on boys literacy, compare for the last three years, look for trends in data and formulate plan to make success sustainable.</li> </ul>
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			literacy development.	
	To focus upon and support the achievement and progress of Maori Students	<p>Build strong relationships with our Maori Community.</p> <p>Consult with our Maori Whanau and community to gather input to assist with strategic planning.</p> <p>Initiate connections with local Iwi.</p> <p>Support initiatives that encourage Maori success as Maori.</p> <p>Build our knowledge of Kahikita and TeTaiako - seek professional learning.</p>	<p>Develop a whanau group that supports the learning journey of Maori students and the wider ODS community.</p> <p>Foster connections with local Iwi.</p> <p>Support initiatives that encourage Maori success as Maori.</p> <p>Self review of strategic direction that support Maori Education.</p>	Self Review of strategic direction that support Maori succeeding as Maori.
	To support the achievement and progress of students with extra learning needs.	<p>Ensure all practices are inclusive.</p> <p>Support the role of SenCo.</p>	<p>Ensure all practices are inclusive.</p> <p>Support the role of SenCo.</p>	<p>Ensure all practices are inclusive.</p> <p>Support the role of SenCo.</p>

		<p>Ensure reporting to BOT is timely and student focussed.</p> <p>Support the involvement of outside agencies and their initiatives.</p>	<p>Ensure reporting to BOT is timely and student focussed.</p> <p>Support the involvement of outside agencies and their initiatives.</p>	<p>Ensure reporting to BOT is timely and student focussed.</p> <p>Support the involvement of outside agencies and their initiatives.</p>
<b>Student Engagement</b>	<p>To ensure there is a restorative practice culture within the school, by supporting children making positive choices for their learning.</p>	<p>Support the introduction of PB4L and the development of Restorative Practice School Wide.</p> <p>Support teacher release as the initiative requires.</p>	<p>Review and Evaluate progress against Year 1 PB4L goals and the restorative Practice plan.</p>	<p>Review Year 2 of PB4L and Restorative Practice and evaluate progress.</p> <p>Promote PB4L philosophies and restorative practices through visible signage around the school environment.</p>
	<p>Support and encourage improvements in the behaviour choices of students and experience balanced wellbeing ethos.</p>	<p>Conduct student wellbeing survey through NZCER.</p> <p>Consult our community on behaviour expectations.</p> <p>Report findings and PB4L developments/journey with our community.</p>	<p>Promote PB4L philosophies.</p> <p>Encourage community involvement with PB4L developments.</p> <p>Encourage the development of community involvement</p>	

		Encourage the development of community involvement within learning programmes. (Sports, cultural, academic, EOTC)	within learning programmes. Review behaviour choices and plan to action to encourage improvement.	
<b>Property</b>	All students are able to experience learning in a safe and engaging environment in order to achieve their goals as confident individuals.	<ul style="list-style-type: none"> <li>• Paint the exterior of the school</li> <li>• Develop a 10YPP</li> <li>• Evaluate digital hardware and software to support the Digital Technologies Hangarau Matahiko curriculum and formulate a plan to fill gaps</li> </ul>	Purchase digital tools and resources to support learning and teaching within the Digital Technologies Hangarau Matahiko curriculum.	<p>Internal evaluation/review of digital tools and resources - plan for digital sustainability</p> <p>Encourage connected digital learning through external learning experiences, eg Pro8, robotics events etc.</p>
<b>Finance</b>	A balanced budget will reflect the needs and strategic direction of our school.	<ul style="list-style-type: none"> <li>• Furnish an extra classroom with new desks and chairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement asset replacement plan where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal evaluation/review of digital tools and</li> </ul>

	<p>Areas that have been identified as a priority will be reflected in the budget.</p>	<ul style="list-style-type: none"> <li>● Invest in digital technologies that support learning.</li> <li>● Invest in CRT and PRT release as required.</li> <li>● Ensure CMC is allocated appropriately in the budget</li> <li>● Invest in 'topping up' staffing if roll drops which will impact on Ops Grants.</li> <li>● Have a dedicated board member responsible for the financial portfolio.</li> <li>● Invest in PD opportunities that support strategic focus</li> <li>● Develop an asset replacement plan for classroom furniture and digital tools.</li> <li>● Support fundraising initiatives and work closely with</li> </ul>	<ul style="list-style-type: none"> <li>● Invest in maintain the community pool, investigate how grants can support this.</li> <li>● Invest in CRT and PRT release as required.</li> <li>● Have a dedicated board member responsible for the financial portfolio.</li> <li>● Support fundraising initiatives and work closely with ODS Home &amp; School Committee.</li> </ul>	<p>resources - plan for digital sustainability</p> <ul style="list-style-type: none"> <li>● Invest in a playground upgrade/maintenance.</li> </ul>
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		ODS Home & School Committee.		
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## Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
<b>Students' Learning</b>	<p>All children will be supported to achieve through the NZC and ODS local curriculum as evidenced by progress and achievement against NZ Curriculum levels.</p> <p style="text-align: center;"><u>Specific Focus for 2019</u></p> <p>To increase student achievement in literacy.</p>	<p><b>Target:</b> <i>By the end of the 2019, 65% of this group (year 4-6 boys) will be achieving at or above their expected level.</i></p> <p><b>Target:</b> <i>By the end of 2019, 70% of our year 1-3 students will be achieving at or above their expected level, in reading primarily and also writing.</i></p>	

<b>Student Engagement</b>	To ensure there is a restorative practice culture within the school, by supporting children making positive choices for their learning.  PB4L	A culture of inclusive strategies throughout PB4L is evident and the school community develop a shared understanding of expectations for behaviour.  Wellbeing of staff, students and whanau are recognised and supported through inclusive initiatives and individual meeting of needs.	
	Support and encourage improvements in the behaviour choices of students and experience balanced wellbeing.	There will be 50% less 'reflections' and standowns within year groups 6-8	
<b>Property</b>	All students are able to experience learning in a safe and engaging environment in order to achieve their goals as confident individuals.	Our learning place will be well maintain and provide a safe and engaging environment that encourages success.	
<b>Finance</b>	A balanced budget will reflect the needs and strategic direction of our school. Areas that have been identified as a priority will be reflected in the budget.	Oroua Downs School will be in a sound financial situation, learning and improvement will be adequately supported.	



**Improvement Plan - Domain: Learning**

**Strategic Goal :** All children will be supported to achieve through the NZC and ODS local curriculum as evidenced by progress and achievement against NZ Curriculum levels.

**Annual Goal:**

To improve student achievement in Literacy..

**Annual Target :**

**Cohort:** Year 6 Boys - of this group 8/11 are achieving below their expected level.

**Target:** *By the end of the year, 65% of this group will be achieving at or above their expected level.*

**Cohort** - Year 1-3 Students

25/40 students in this age group are not succeeding in reading.

**Target:** *By the end of 2019, 70% of our year 1-3 students will be achieving at or above their expected level*

**Baseline data:** At the end of 2018 - SW 44% of our students are achieving below expectation. Of that 44% - 51% are Maori Students.

**Key Improvement Strategies**

When	What (examples)	Who	Indicators of Progress
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<p>Year 1-3 Reading</p> <p>All Year</p>	<ul style="list-style-type: none"> <li>● Focussed PD with Liz Kane, for Junior Hub teachers.</li> <li>● Investment of decodable text and words cards</li> <li>● 1 MU allocated for lead teacher</li> <li>● Sharing of pedagogy with all staff at Staff Meetings</li> <li>● Achievement and review of programme implementation reported to board in second meeting of each term.</li> <li>● Parents informed of new initiative and possible parent information evenings</li> <li>● TAI will have a literacy focus for teachers</li> <li>● SW writing moderation to take place each term</li> <li>● Action Plans and cohort achievement sharing/coaching as part of monitoring of students.</li> <li>● Strategies and supporting ideas to be promoted via social media and newsletters</li> <li>● Review and Plan for 2020</li> </ul> <p>Internal review - is it working for all students and how are we catering for those that it is not working for?</p>	<p>Teachers</p> <p>Lead Teacher</p> <p>Lead Teacher &amp; Principal</p> <p>Principal</p> <p>Teachers</p> <p>Principal</p> <p>Management and Staff</p>	<p>Teachers develop pedagogical knowledge and skills to implement programme successfully.</p> <p>Programme is supported with correct resources to ensure it is delivered effectively.</p> <p>ODS staff will develop culture of collaborative trust in sharing the learning journey of students.</p> <p>Student progress will be robustly monitored.</p> <p>TAI, Appraisal and Priority Learners will be linked and effectively monitored.</p> <p>Teaching will be focussed and targeted to the needs of the students.</p> <p>Internal reviews will ensure most effective teaching practices are actioned.</p> <p>Students need further support will be identified and referred to support agencies.</p>
<p>Year 6 Boys Writing</p>	<ul style="list-style-type: none"> <li>● PD opportunities to support boys writing</li> <li>● Investment in Online Writing Programme - <i>Seven Steps</i> to support new pedagogy in writing.</li> </ul>	<p>Principal</p> <p>BOT</p>	<p>Professional Learning will be targeted to the needs of the students and teachers.</p>

	<ul style="list-style-type: none"> <li>● Action plans created for accelerating progress of all learners.</li> <li>● TAI focus linked to cohort group.</li> <li>● Collaborative planning for success in writing for boys.</li> <li>● Investment in research text to support classroom programmes.</li> </ul>	<p>Teachers Management and Staff</p> <p>BOT</p>	<p>ODS will develop further resources for their teaching kete.</p> <p>TAI, Appraisal and Priority Learners will be linked and effectively monitored.</p> <p>There will be access to evidence based research to support effective teaching.</p>
<p><b>Monitoring:</b></p> <p>Weeks 5 &amp; 9, staff share in a collaborative PLG the progress of their target cohorts. Staff will use the <i>Learner Focussed Evaluation Process</i> to share progress and challenges. Staff will collaborate to plan next steps to support student achievement and progress.</p> <p>Teaching and Inquiry is directly linked to cohort group, ensuring focussed and specific teaching for the needs of the learners.</p> <p>This information will be shared with the BOY in the second meeting of each term.</p> <p>Action plans will be updated twice a term.</p> <p>Student Achievement Data will be reported to the BOT end of term 2 and end of term 4.</p>			
<p><b>Resourcing</b> Liz Kane resources and PD = \$6500, other PD opportunities =\$2800 (targeted specifically to Boys Writing - PD and resources) <b>\$9300</b></p>			

### Improvement Plan - Domain: Student Engagement

**Strategic Goal :** To ensure there is a restorative practice culture within the school, by supporting children making positive choices for their learning.

**Annual Goal:**

Support and encourage improvements in the behaviour choices of students and experience balanced wellbeing.

**Annual Target :**

There will be 50% less 'reflections' and standowns within year groups 6-8

**Baseline data:**

In 2018, staff noticed a huge increase in behaviour issues. This had many contributing factors. Mainly in the year 6-8 class.

- An increase of 11 children in terms  $\frac{3}{4}$  term. Three of those new enrolments had behaviour concerns, one referred to MoE, one a past MoE Client and another who (along with all of these students) had experienced trauma.
- Change in teacher and leadership roles within the school, did impact on the behaviour, as did dynamics in that room..
- Outside agencies used to support students, however the impact on the final term of 2018 was more consumed with behaviour management.
- 67% of all recorded 'reflections' (removal to complete a reflective time on behaviour choices) were from this cohort.
- Of that cohort 87% are male.

#### Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
All year	<ul style="list-style-type: none"> <li>● Develop understanding of PB4L</li> <li>● Data analysis of behaviour challenges</li> <li>● Identification of trends and focus areas of improvement</li> <li>● Consultation with staff, BOT and community</li> </ul>	PB4L Team, Principal, DP, BOT	<ul style="list-style-type: none"> <li>● Review and Data analysis of behaviour challenges.</li> <li>● ODs will identify areas in need of support and improvement.</li> <li>● All stakeholders will be informed of progress and development of initiatives.</li> </ul>

	<ul style="list-style-type: none"> <li>Gathering of student voice, identification of trends and perceptions</li> </ul>		<ul style="list-style-type: none"> <li>Student voice is a valued component of this development.</li> </ul>
Resourcing	A grant of \$10,000 attached to PB4L will be used to support teacher release, make PB4L initiative visible throughout the school and become part of supporting students to make positive choices for their behaviour.		

<b>Improvement Plan - Domain:</b>	
<b>Strategic Goal :</b> All students are able to experience learning in a safe and engaging environment in order to achieve their goals as confident individuals.	
<b>Annual Goal:</b>  Teachers and students have the knowledge and skills, have appropriate tools to for the implementation of the Digital Technologies Hangarau Matahiko Curriculum.	<b>Annual Target :</b>  Staff and students will assess their capability/ readiness to implement the Digital Technologies Hangarau Matahiko Curriculum.  Formulate a plan to support staff and students to prepare for DT&HM curriculum.  Seek support to evaluate infrastructure of our ICT and plan for strategic direction.

<b>Baseline data:</b>			
<b>Key Improvement Strategies</b>			
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term 1/2	<ul style="list-style-type: none"> <li>● Present the Digital Technologies Hangarau Matahiko Curriculum to staff.</li> <li>● Conduct self review as to skills, capability, knowledge and readiness to implement curriculum.</li> <li>● Seek and provide support of skills development.</li> <li>● Review hardware and software needs, create a plan to fill gaps</li> <li>● Seek PD opportunities to support the strategic direction of the school.</li> </ul>	Principal and Staff	<ul style="list-style-type: none"> <li>● Knowledge and capabilities of staff are recognised and supported.</li> <li>● PD opportunities are provided to support development of skills and knowledge.</li> <li>● Hardware support pedagogy.</li> <li>● Students can become teachers, sharing their own expertise in a leadership role.</li> <li>● Digital technologies will be sustainable.</li> <li>● Implementation of DT&amp;H will be planned for and supported by BOT</li> </ul>
Resourcing	\$3000, for initial stock take to assess capabilities of infrastructure, Applications for Centrally Funded PD to support teacher development, \$1500 - other PD opportunities.		

## 2019-2021 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

2019	Monitor	Review	Student Achievement	Policy	Community Consultation
<b>Term 1 - 1</b>	Finance Leadership Report	Budget & Charter Adoption		Career Education	Communication
<b>Term 1 - 2</b>	Finance Leadership Report	Strategic Goals 1 & 2	SOY Achievement Data SEnCo	Treaty of Waitangi	
<b>Term 2 - 1</b>	Finance Leadership Report	Strategic Goals 3 & 4		Maori Achievement	Te Reo/Tikanga
<b>Term 2 - 2</b>	Finance	Professional Learning and Development	Achievement in relation to NZC	Consultation with Maori	

	Leadership Report		Annual Achievement Targets		
<b>Term 3 - 1</b>	Finance Leadership Report	Budget Strategic Goals 1 & 2	SENCo	Equal Employment Opportunity	Health and Safety
<b>Term 3 - 2</b>	Finance Leadership Report	BOT Operation Strategic Goals 3 & 4		Recording of Illness and Injury	
<b>Term 4 - 1</b>	Finance Leadership Report			Attendance	Charter
<b>Term 4 - 2</b>	Finance Leadership Report	Professional Learning and Development Draft Budget Analysis of Variance (Charter)	Achievement in relation to NZC Annual Achievement Targets SENCo	Sensitive Expenditure	

2020	Monitor	Review	Student Achievement	Policy	Community Consultation
<b>Term 1 - 1</b>	Finance	Budget & Charter Adoption		Privacy	Future Focused Learning



	Leadership Report	BOT Operation			
<b>Term 1 - 2</b>	Finance Leadership Report	Strategic Goals 1 & 2 Principal Job Description	SOY Achievement Data SENCo	Sexual Harrasment	
<b>Term 2 - 1</b>	Finance Leadership Report	Strategic Goals 3 & 4		Cybersafety	The Arts
<b>Term 2 - 2</b>	Finance Leadership Report	Professional Learning and Development	SENCo  Achievement in relation to NZC  Annual Achievement Targets	Health and Safety	
<b>Term 3 - 1</b>	Finance Leadership Report	Budget  Strategic Goals 1 & 2		School Uniform	Community Involvement
<b>Term 3 - 2</b>	Finance Leadership Report	BOT Operation  Strategic Goals 3 & 4	SENCo	Pandemic	
<b>Term 4 - 1</b>	Finance Leadership Report		Achievement in relation to NZC  Annual Achievement Targets	Planning and Assessment (incl reporting to Parents)	Charter
<b>Term 4 - 2</b>	Finance	Professional Learning and Development		Copyright	

	Leadership Report	Draft Budget  Analysis of Variance (Charter)			
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2021	Monitor	Review	Student Achievement	Policy	Community Consultation
<b>Term 1 - 1</b>	Finance  Leadership Report	Budget & Charter Adoption	SEnCo	Professional Development	EOTC
<b>Term 1 - 2</b>	Finance  Leadership Report	Strategic Goals 1 & 2	SOY Achievement Data	Meeting Process	
<b>Term 2 - 1</b>	Finance  Leadership Report	Strategic Goals 3 & 4	SEnCo	Beginning Teacher Development and Support	Wellbeing
<b>Term 2 - 2</b>	Finance  Leadership Report	Professional Learning and Development	Achievement in relation to NZC  Annual Achievement Targets	International Fee Paying Students	
<b>Term 3 - 1</b>	Finance  Leadership Report	Budget  Strategic Goals 1 & 2		Sick Leave	PE/Health

<b>Term 3 - 2</b>	Finance Leadership Report	BOT Operation Strategic Goals 3 & 4	SEnCo	EOTC Camp	
<b>Term 4 - 1</b>	Finance Leadership Report		Achievement in relation to NZC Annual Achievement Targets	Fundraising	Charter
<b>Term 4 - 2</b>	Finance Leadership Report	Professional Learning and Development Draft Budget Analysis of Variance (Charter)		Child Protection	