



Charter

Strategic and Annual Plan for Moanataiari School

2019 - 2021

Principals' endorsement:	David Brock:
Board of Trustees' endorsement:	Siobhan Flanigan:
Submission date to Ministry of Education:	4.3.2019

Moanataiari School 2019-21 strategic intentions

Mission statement	Learning and growing together – “Kia tupu ngatahi ai e tātou”	
Vision	Our aim is to be a community of “learners, thinkers and achievers”. Within our school community we expect children, whānau and staff to learn individually and collectively.	
Values	<p>We believe:</p> <ol style="list-style-type: none"> 1. that teaching and learning (ako) is the fundamental purpose of our school and that with ako (teaching and learning) is an assumed moral purpose that we are here to make a difference in the lives of our students. 2. in ‘doing our best’ (Tino pai rawa). 3. in persevering (manawaroa). 4. in practising whakaute (respect). 5. in caring (manaakitanga). <p>Underpinning our values is a belief in whakawhanaungatanga.</p>	
Principles	Moanataiari school recognises the place of the principles in the NZC (2007). Additionally it recognises the explicit learningⁱ, leadershipⁱⁱ and invitational practice principles.	
	Learning guidelines	Leadership guidelines
	<ol style="list-style-type: none"> 1. Focus on the centrality of learning 2. Create conditions favourable to learning 3. Create dialogue around leadership for learning 4. Share leadership 5. Hold a shared sense of accountability 	<ol style="list-style-type: none"> 1. Promote and participate in teacher learning and development 2. Plan, coordinate and evaluate teaching and the curriculum 3. Establish goals and expectations 4. Resource strategically 5. Ensure an orderly and supportive environment
Māori dimensions and cultural diversity	<p>Invitational practice This means that as a school we will continually focus on:</p> <ol style="list-style-type: none"> 1. People. Quality relationships are essential. 2. Places. The school must be an attractive environment to work in. 3. Policies (stated and unstated). These guide respectful relationships within a learning community. 4. Programmes. These may be broad in nature but must make a difference to learners. 5. Processes. How we do these things is as important as the things themselves i.e. demonstrating caring, civility and democracy but with clear boundaries. <ul style="list-style-type: none"> • As a requirement under Section 61 of the education Act 1989: The board will ensure all reasonable steps are taken to provide instruction in tikanga Māori and Te Reo Māori for full time students whose parents ask for it. • Our school strives to be culturally responsive. 	

Baseline data School context										
Year 1-3 Expectations										
Extending students' learning in Mathematics (Break down by year groups)		2018 (numbers)				2018 (%)				Target 2019
		Above	At	Below	Well below	Above	At	Below	Well below	Accelerate the achievement of 18 students who are achieving below or well below expectation in mathematics.
	All	3	47	22	6	45%	60%	28%	8%	
	Male	3	24	7	5	8%	62%	18%	13%	
	Female	0	23	15	1	0%	59%	38%	3%	
	Māori	0	12	9	5	0%	46%	35%	19%	
	Māori Male	0	4	2	4	0%	40%	20%	40%	
	Māori Female	0	8	7	1	0%	50%	44%	6%	
	Asian	3	11	2	1	18%	65%	12%	16%	
	NZE	0	20	9	0	0%	69%	31%	0%	
Pasifika	0	2	1	0	0%	67%	33%	0%		
Year 4-6 Expectations										
All	11	48	14	1	15%	65%	19%	1%	Accelerate the achievement of 17 students who are achieving below or well below expectation in mathematics.	
Male	6	16	10	0	19%	50%	31%	0%		
Female	5	32	4	12	12%	76%	10%	2%		
Māori	3	15	7	0	12%	60%	28%	0%		
Māori Male	1	3	5	0	11%	33%	56%	0%		
Māori Female	2	12	2	0	12%	75%	12%	0%		
Asian	2	4	2	0	25%	50%	25%	0%		
NZE	6	27	5	0	16%	71%	13%	0%		
Pasifika	0	1	0	0	0%	100%	0%	0%		
Year 7-8 Expectations										
All	7	10	13	13	16%	23%	30%	30%	Accelerate the achievement of 21 students who are achieving below or well below expectation in mathematics.	
Male	2	9	4	5	10%	45%	20%	25%		
Female	5	1	9	8	22%	4%	39%	35%		
Māori	3	3	5	8	16%	16%	26%	42%		
Māori Male	0	3	2	2	0%	43%	29%	29%		
Māori Female	3	0	3	6	25%	0%	25%	50%		
Asian	0	1	0	0	25%	25%	0%	50%		
NZE	3	4	7	3	18%	24%	41%	18%		
Pasifika	0	1	0	0	0%	100%	0%	0%		

Whole school Expectations										
Extending students' learning in Mathematics (Whole school)	2018 (numbers)				2018 (%)				Target 2019	
	Above	At	Below	Well below	Above	At	Below	Well below	Accelerate the achievement of 56 students who are achieving below or well below expectation in mathematics.	
	All	21	105	49	20	11%	54%	25%		10%
	Male	11	49	21	10	12%	54%	23%		11%
	Female	10	56	28	10	10%	54%	27%		10%
	Māori	6	30	21	13	9%	43%	30%		19%
	Māori Male	1	10	9	6	4%	38%	35%		23%
	Māori Female	5	20	12	7	11%	45%	27%		16%
	Asian	6	16	4	3	21%	55%	14%		10%
	NZE	9	51	21	3	11%	61%	25%		4%
Pasifika	0	4	1	0	0%	80%	20%	0%		
Year 1-7	17	100	43	13	10%	58%	25%	8%		
<p>The base line is being set as of 2018 as we make subtle changes to the way we are measuring OTJ's after the removal of National standards and as a school practising cohort entry. Not included in this data are:</p> <ol style="list-style-type: none"> 1. Ongoing Resource Scheme (ORS) funded and (In-class Support) ICS students. 2. Students' first entering school in term 3 or 4 as a New Entrant (NE). 3. Students who have not had a full year at Moanataiari School. <p>We are defining acceleration as more than a year's progress in a year.</p>										

Baseline data | School context

Student Engagement

Attendance Analysis - Year Level Summary

From: 30/01/2018 To: 19/11/2018

Year	Female	Male	Total Students	1/2 Days Absent	1/2 Days Present	Attendance Rate	Lates	Unexplained (? ,I)
Year 1	24	22	46	1348	10909	89%	274	325
Year 2	14	13	27	977	7599	88.6%	277	270
Year 3	15	13	28	999	8008	88.9%	503	236
Year 4	16	7	23	836	6930	89.2%	99	335
Year 5	10	14	24	465	7187	93.9%	29	67
Year 6	17	15	32	808	9600	92.2%	131	243
Year 7	14	8	22	625	6693	91.5%	109	197
Year 8	10	13	23	580	6883	92.2%	136	240
Total	120	105	225	6638	63809	90.6%	1558	1913

NZCER Health and Well-being survey used in 2018. Will be used in 2020 or 21 as required.

School Organisation and Structures

The school is in the process of implementing a line of sight process system with regard to data that has been recommended by the Education Review Office and adapted by the school.

Line of sight framework

Target (BOT –strategic plan) – **Numbers**



Leaders (Monitoring and moderation photo board, assessment framework) – **Names**



Teacher (Teaching as inquiry, PLD and pedagogical change strategies) – **Needs**



Whānau (Teaching as inquiry, engagement with school and child)



Students (student voice, recognising the next steps using progressions)

Review of strategic plan and consultation

To be conducted early 2019

Strategic section

Strategic Goals	Core strategies for achieving goals 2018 - 2021	
Student engagement	<ul style="list-style-type: none"> • Provide a safe learning environment. 	<ol style="list-style-type: none"> 1. Place learning for students within a context of values; relationships, partnerships and community. 2. Engage students in their learning by creating a learning environment that fosters enjoyment and enrichment. 3. Maintain a culture of clear expectations connected with school values and positive behaviour and initiate this prior to school entry. (This includes signage development). 4. Develop student agency through the personal application of school wide values e.g. Taiari potential. 5. Explicit teaching of programmes promoting safety e.g. KOS, St Johns, Kaihautu, Res(Kids)
	<ul style="list-style-type: none"> • Raise rates of student attendance. 	<ol style="list-style-type: none"> 6. Actively monitor attendance 7. Improve communication with home on the issue 8. Engage more strategically with Public Health Nurses and truancy services.
Students' learning	<ul style="list-style-type: none"> • Raise math levels of achievement. 	<ol style="list-style-type: none"> 1. Quality teaching: relationships, assessment, pedagogy and curriculum knowledge. 2. Collective teacher efficacy based on high expectations and informed through the ongoing monitoring and evidence of impact (Hattie). 3. Strategic allocation of resources e.g. Budgeted teacher aide support and programmes. 4. Constructive and learning focused parental engagement. 5. Learning development of staff
	<ul style="list-style-type: none"> • Promote healthy living and lifestyle • Establish models of learning and explicit thinking that integrate with current technologies and 'Digital technology' • Extend Te Reo Māori capability within the school. 	<ol style="list-style-type: none"> 6. Authentic pedagogical contexts: <ol style="list-style-type: none"> a. outdoor and adventure education, sports and fitness activities b. 'Garden to Plate'- gardening, science, environmental education and nutrition c. Technology integration - Robotics, STEM, Bring only this device (Y7 and 8), Google applications for education d. Contextually situated, structured, Te Reo Māori conversations through effective pedagogies and methodologies e.g. IPPITS (Input, practice, production/output, interaction, task) and IRDPX (input, recognition, discrimination, production, extension)
School Organisation and Structures	<p>Enhance the quality of communication, data management and decision making.</p>	<ol style="list-style-type: none"> 1. Re-align internal systems of planning, assessment, evaluation and reporting mechanisms through the school 2. Integrate systems with version two of the SMS (Assembly). 3. Re-write the school's local curriculum based on prior consultation

Personnel	Improve teacher practice and quality teaching.	<ol style="list-style-type: none"> 1. Effective use of assessment and the analysis of student data 2. Investigate and implement evidence informed teaching and learning programmes that reflect current educational practice and research <ol style="list-style-type: none"> a. at an individual level (teacher inquiry) b. at a team level c. at a school wide level d. and within a wider Thames' schools context¹ 3. Clear goal setting for individual students and for groups of students. 4. Develop coherent (common) understandings related to: assessment, pedagogy and curriculum throughout the school. 5. Enhance teacher collaboration and communication within the school and with other schools.
	Improve the health and well-being conditions for staff at school.	<ol style="list-style-type: none"> 1. Take a zero tolerance approach to verbal and physical assault on staff. 2. Trial a mid-term break in term 3 2019. 3. Modify the written reports so that they are less time consuming. 4. Needs based, budgeted teacher release.

Strategic section

Property	Develop the school's infrastructure in the context of innovative learning environments.	<ol style="list-style-type: none"> 1. Upgrade the school's roofing. 2. Upgrade the electrical systems within the school. 3. Complete refurbishments and modern learning upgrades to blocks B and F. 4. Paint the pool. 5. Install solar panels. 6. Enhance the learning environment - to create a beautiful and functional school. <ol style="list-style-type: none"> a. Communicate our values and mission statement pictorially
Finance	Manage the school's finances in accordance with budget and identified needs.	<ol style="list-style-type: none"> 1. Operate within the school's budget 2. Pro-actively manage staff well being 3. Raise additional funds through external sources

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
Students’ Learning	<ul style="list-style-type: none"> Raise math levels of achievement. 	<ul style="list-style-type: none"> Accelerate the achievement of 56 students who are achieving below or well below expectation in mathematics. 	<ul style="list-style-type: none"> Students Staff Whanau Leadership BOT
	<ul style="list-style-type: none"> Extend Te Reo Māori capability within the school. 	<ul style="list-style-type: none"> Train two more junior teachers with Jeanne Gilbert. Students in the junior school take part in Te Reo task learning in three terms 	
	<ul style="list-style-type: none"> Establish models of learning and explicit thinking that integrate with current technologies and ‘Digital technology’ 	<ul style="list-style-type: none"> Revise Pirozzo thinking strategies. 	
	<ul style="list-style-type: none"> Promote healthy living and lifestyle 	<ul style="list-style-type: none"> Students from Year 1-8 have opportunity to take part in the ‘Garden to Plate’ programme. 	
Student Engagement	<ul style="list-style-type: none"> Provide a safe learning environment. 	<ul style="list-style-type: none"> Re-design transition processes prior to school entry. Develop student agency through implementing the ‘Taiari potential’ concept. 	<ul style="list-style-type: none"> Students Staff Whanau Leadership BOT
	<ul style="list-style-type: none"> Raise rates of student attendance. 	<ul style="list-style-type: none"> Increase attendance at school in Years 1-4 to 90% 	
School Organisation and Structures	<ul style="list-style-type: none"> Enhance the quality of communication, data management and decision making. 	<ul style="list-style-type: none"> Complete the action plan process agreed with ERO. 	<ul style="list-style-type: none"> Staff Leadership BOT

Other 2019 Key Improvement Strategies to Achieve Strategic Vision

Property (summarised from property plan)	Short report	Finance	Short report
<ul style="list-style-type: none"> • Upgrade the school's roofing. • Upgrade the electrical systems within the school. • Complete refurbishments and modern learning upgrades to blocks B and F. 	<ul style="list-style-type: none"> • Staff • Leadership • BOT 	<ul style="list-style-type: none"> • Operate within the school's budget • Pro-actively manage staff well being • Raise additional funds through external sources 	<ul style="list-style-type: none"> • Staff • Leadership • BOT
Personnel	Short report	Community engagement	Short report
<p style="color: #00AEEF;">Improvement of teacher practice will occur through:</p> <ul style="list-style-type: none"> • Professional learning <ul style="list-style-type: none"> ○ Appraisal ○ Teaching as inquiry ○ External facilitation ○ Reading ○ Courses ○ Observation and practice protocols ○ Reflection/ learning conversations • Collaborative practice <ul style="list-style-type: none"> ○ Planning conversations ○ Ongoing moderation and recording of data associated with photo boards ○ Ongoing discussion of data connected to effective teaching strategies 	<ul style="list-style-type: none"> • Staff • Leadership • BOT 	<ul style="list-style-type: none"> • Promote organisational goals and activities using media, social media, school websites, newsletter school environment etc. • Connect with the community through structured activities e.g. Friday fun night, Community / Matariki breakfast, fundraising, whakatau, pre-school visits • Engage with families to enhance student learning e.g. Parent interviews, curriculum evenings, I.E.P meetings • Linking families to specialist services e.g. Counselling, CAPS etc. • Formation of special interest groups e.g. PTA, Whānau forum • Ongoing staff-community-board dialogue and consultation which deals with key issues 	<ul style="list-style-type: none"> • Staff • Whanau • Leadership • BOT

Improvement plan mathematics

School Strategic Learning Goal Raise math levels of achievement.		School Annual Learning Target <i>At the end of 2019 we expect to:</i> Accelerate the achievement of 56 students who are achieving below or well below expectation in mathematics.	
Baseline data and Target <i>At the end of 2018 we had 56 students in Year 1-7 who we have measured as being below or well below.</i> Assuming these students return to our school we are looking at accelerating 40% of this number which the Education Review Office would see as being a reasonable target. Of these 56 students, 27 students have attendance that is less than 90% which potentially is impacting their achievement in mathematics.			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Term one	<ul style="list-style-type: none"> • 2019 photo boards will be operating • arranged the relevant professional learning • begun revising assessment systems associated with mathematics e.g. JAM, Gloss • complete formal assessment protocols • establish the parameters for structured 'TAI' term 2 • introduce 'Bring only this device' (BOTD) in conjunction with 'Mathletics' • introduce the text Prime Maths through the school to create coherency of programme and vocabulary • noticing the impact of attendance on mathematics learning • purchased the relevant equipment • purchase relevant text for teacher inquiries • re-commenced 'Numicon' – targeting students well below and below. 	David, Pam, Laura, office admin, Rechelle, PHN, DTS, PLD provider	By the end of term one, leaders will: <ul style="list-style-type: none"> • have held structured learning conversations and moderation around the maths photo boards and recorded strategy use and actions to be taken • have communicated to relevant whānau expectations regarding attendance and discuss these matters with the PHN and truancy services
	<ul style="list-style-type: none"> • identified groups and focus students • be establishing their inquiries 	All class teachers.	By the end of term one, teachers will: <ul style="list-style-type: none"> • have a plan for their formal inquiry in term 2.

	<ul style="list-style-type: none"> • be familiar with formative assessment protocols • develop child friendly learning progressions for mathematics (with facilitation) • met with a facilitator to discuss their mathematical practice • telling whānau of their child's participation as a focus student • take part in the first cycle of mathematics moderation using the photo boards. 		<ul style="list-style-type: none"> • notify whānau of their child's participation as a focus student • have made and recorded an OTJ for each student in maths • have identified teaching strategies that are working or not working for students
	<ul style="list-style-type: none"> • know what they need to learn next in maths 	All students	<p>By the end of term one, learners will:</p> <ul style="list-style-type: none"> • articulate in a reporting setting their learning goals
Term two	<ul style="list-style-type: none"> • take part in relevant professional learning • read and implement material relevant to their inquiry • monitor the impact of attendance on mathematics learning • run Thursday meetings connected to the 'TAI' • organise two mathematics observations looking at feedback • Re-organise Numicon groups • Use the photo boards to moderate mathematics 	David, Pam, Kirsty, Laura, office admin, Rechelle, PHN, DTS, PLD provider	<p>By the end of term two, leaders will:</p> <ul style="list-style-type: none"> • have held structured learning conversations and moderation around the maths photo boards and recorded strategy use • continue monitoring attendance
	<ul style="list-style-type: none"> • monitor teaching impact on focus students • undertake observation and reflection • engage with whānau in mathematics using a variety of strategies • discuss progress of teaching practice and student achievement • take part in the second cycle of mathematics moderation using the photo boards. 	All class teachers.	<p>By the end of term two, teachers will:</p> <ul style="list-style-type: none"> • have made and recorded an OTJ for each student in maths • have identified teaching strategies that are working or not working for students • have completed a formal structured inquiry

	<ul style="list-style-type: none"> Students will be engaged in the process of learning mathematics connected with 'TAI' and whānau support. 	Focus students	<p>By the end of term two, learners will:</p> <ul style="list-style-type: none"> have increased their rate of learning in mathematics
Term three	<ul style="list-style-type: none"> take part in relevant professional learning organise teacher presentations in Mathematics monitor the impact of attendance on mathematics learning Re-organise Numicon groups Implemented a new report format Use the photo boards to moderate mathematics 	David, Pam, Kirsty, Laura, office admin, Rechelle, PHN, DTS, PLD provider	<p>By the end of term three, leaders will:</p> <ul style="list-style-type: none"> have held structured learning conversations and moderation around the maths photo boards and recorded strategy use continue monitoring attendance introduced a new report to parents
	<ul style="list-style-type: none"> present their 'TAI' learning in a formal presentation to their colleagues discuss progress of teaching practice and student achievement take part in the third cycle of mathematics moderation using the photo boards. 	All class teachers.	<p>By the end of term three, teachers will:</p> <ul style="list-style-type: none"> have made and recorded an OTJ for each student in maths have identified teaching strategies that are working or not working for students have presented the findings of their inquiry to their colleagues
	<ul style="list-style-type: none"> know what they need to learn next in maths 	All students	<p>By the end of term three, learners will:</p> <ul style="list-style-type: none"> articulate in a reporting setting their learning progress

Term four	<ul style="list-style-type: none"> • monitor the impact of attendance on mathematics learning • Re-organise Numicon groups • Use the photo boards to moderate mathematics • Assess the years progress and set targets for 2020 	David, Pam, Kirsty, Laura, office admin, Rechelle, PHN, DTS, PLD provider	By the end of term four, leaders will: <ul style="list-style-type: none"> • Evaluate the year's progress
	<ul style="list-style-type: none"> • discuss progress of teaching practice and student achievement • take part in the fourth cycle of mathematics moderation using the photo boards. 	All class teachers.	By the end of term four, teachers will: <ul style="list-style-type: none"> • have made and recorded an OTJ for each student in maths • have identified teaching strategies that are working or not working for students
	<ul style="list-style-type: none"> • student voice: identify what teaching strategies have been successful through the year 	All students	By the end of term four, learners will: <ul style="list-style-type: none"> • Have experienced success and engagement in mathematics.
<p>Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i></p> <p>Monitoring and moderation will take place each term through the discussion of the photo boards. There will be an ongoing review of successful and unsuccessful teaching strategies and programmes. The results of these processes will be reported to the board each term in terms of student acceleration against set targets.</p>			
<p>Resourcing <i>How much money and time is needed? Who will help us?</i></p> <p>Application for support has been made to the MOE for the schoolThe school will need to find funds for its equipment needs from other sources. Allocate \$12,000 for the purchase of basic maths equipment and the school wide text resource of 'Prime Maths' (Scholastic).</p>			

ⁱ MacBeath, J., & Dempster, N. (Eds.). (2009). *Connecting leadership and learning: Principles for practice*. London, New York: Routledge.

ⁱⁱ Robinson, Hohepa & Lloyd, (2009). *School leadership and student outcomes: Identifying what works and why. Best evidence synthesis iteration.* Wellington: Ministry of Education.