



Charter

Strategic and Annual Plan for Moanataiari School

2023 - 2025

Principals' endorsement:	David Brock
Board of Trustees' approval:	21.11.2022
Submission date to Ministry of Education:	23.11.2022

Moanataiari School 2022-24 strategic intentions

Mission statement	Learning and growing together.
Vision	We aim to be a community of “learners and doers”.
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). 6. in acting as guardians, i.e. caring for our environment (kaitiakitanga) <p>Underpinning our values is a belief in whakawhanaungatanga.</p>
Principles	Moanataiari school recognises the place of the principles in the NZC (2007)

Strategic goal one Promoting a culture of well-being and learning.	Improvement action plan for school culture				
What¹	Who²	When³	Resourcing⁴	Indicators of progress⁵	Internal⁶ evaluation
<p>Provide a safe learning environment.</p> <ol style="list-style-type: none"> 1. Practice the maintenance of quality relationships through speech and actions. 2. Processes within the school are robust, clear, fair and caring. 3. The school environment is beautiful and functionally enhanced for learning. <ol style="list-style-type: none"> a. Development of the school considers environmental sustainability and green technologies. b. Introduce student kaitiaki of the school environment. c. Communicate our values, local history and mission statement pictorially 4. Place learning for students within a context of values; relationships, partnerships and community. 5. Take relevant action in response to verbal and physical assault. 6. Monitor the well-being of staff and continue practices such as: a mid-term break in term 3, influenza injections, making vitamins available, preparedness for pandemic responses. 	<p>Board of Trustees (BOT), principal, staff and students.</p> <p>BOT, principal, staff and students</p>	<p>Ongoing</p>	<p>Occasionally MOE, Grants</p>	<p>Healthy relationships exist within the board, staff and school.</p> <p>The school environment is tidy and a process of incremental improvement and beautification is maintained.</p>	<p>Discussions with BOT and staff.</p> <p>Report to the board.</p>

¹ *What do we have to learn? What will we do?*

² *Who is responsible?*

³ *When will this be done?*

⁴ *How much money and time is needed? Who will help us?*

⁵ *What will we see that has changed in learner/teacher/leader behaviours? When?*

⁶ *How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes. (The basis for collective teacher efficacy based on high expectations and informed through the ongoing monitoring and evidence of impact (Hattie).*

Strategic goal one Promoting a culture of well-being and learning.	Improvement action plan for school culture				
What	Who	When	Resourcing	Indicators of progress	Internal evaluation
<p>Student engagement.</p> <ol style="list-style-type: none"> 1. Assess (and monitor) the well-being of students using formal assessment and informal dialogue. 2. Engage students in their learning by creating a learning environment that fosters enjoyment, enrichment and authenticity. 3. Minimise disruption to learning in the classroom. 4. Improve health and well-being engagement opportunities that underpin effective learning e.g. access to health and social services 5. Promote attendance 6. Review our health and well-being plan. <p>Promote healthy living and lifestyle through school initiatives, e.g. Gardening for Life.</p>	Principal, staff and students	When	Principal, SENCO, RTLB, LSC, Learning Support MOE, time release	<ol style="list-style-type: none"> 1. Feedback from the students is positive. 2. The culture within classrooms and wider school community is emotionally safe for student learning. 	<p>Pastoral care. Junior well-being survey. NZCER survey.</p> <p>Report to the BOT.</p>

Strategic goal two

The school gives effect to Te Tiriti o Waitangi, by—

- i. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- ii. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- iii. achieving equitable outcomes for Māori students.

Te Tiriti o te Waitangi

As a requirement under Section 127 of the Education and Training Act 2020

What	Who	When	Resourcing	Indicators of progress	Internal evaluation
<ol style="list-style-type: none"> 1. Staff participate in ongoing professional development with Te Reo Māori and develop tikanga capability within the school. 2. Staff review (with support) their pepeha. 3. Staff development with Aotearoa New Zealand history 4. Provide opportunities for engagement with whānau and establish a Māori focus group. 5. Maintain ongoing relationships with kaumatua and kuia and formally invite participation after the death of our current kaumatua. 6. Maintain cultural practices associated with tikanga 7. Enhance our repertoire of waiata that students are able to use for events of cultural significance. 8. Develop Aotearoa New Zealand history further which will include renaming classroom after local rivers and streams. 	Principal, teaching staff	Ongoing	Drops Rawinia Mclean	1. Increasing knowledge of Te Reo, tikanga and NZ history.	Report to the board.

Strategic learning goal three		Improvement action plan writing			
Raise writing levels of achievement.		Annual learning target At the end of 2023 we expect to: Accelerate the achievement of 35 students. These students will have had a full years instruction at Moanataiari.			
Baseline data and target: At the start of 2023 we had 82 students in Year 1-8 who we have measured as being below or well below.					
When	Who	What <i>do we have to learn? What will we do?</i>	Resourcing	Indicators of progress <i>What will we see changed?</i>	Internal evaluation
Term one	Leadership Board of Trustees	<p>Provide school support</p> <ol style="list-style-type: none"> 1. Create a supportive environment for staff and students to work in. 2. Ensure that funds are available to resource writing development through external facilitators, i.e. ‘Writer’s Toolbox’ (WTB). 3. Monitor the progress and development in writing. <p>Communicate and celebrate</p> <ol style="list-style-type: none"> 1. Communicate our acceleration success. 	<ul style="list-style-type: none"> • \$5,000 for WTB. • Release for coaching, i.e. Debbie and Pam • Relievers for workshops • Posters 	<p>By the end of term one the board will:</p> <ol style="list-style-type: none"> 1. Understand the writing needs of the school and overview of what is being done to address these needs. 2. Communicate with whānau (and wider stakeholders) about what is taking place for children within the school’s writing curriculum. 	Discuss writing with principal, literacy leader and staff representative.
	Leadership Principal - David	<p>Evaluate</p> <ol style="list-style-type: none"> 1. Gather and review baseline data from 2022 for 2023. 2. Identify groups requiring particular attention, i.e. class cohorts (e.g. Year six, gender, ESOL, Māori) 3. Schedule the collection of student voice for Terms 1, 2 and 3. Gather student voice in conjunction with Debbie. <p>Goals and staff expectations</p> <ol style="list-style-type: none"> 1. Embed the instructional process. <ol style="list-style-type: none"> a. Identify specific skills we want to see implemented from 2022 2. Expect daily writing practice throughout the school. <ol style="list-style-type: none"> a. Teams need to decide what this looks like and when this will happen. (Teachers need to be clear on the difference between ‘just writing’ and instructional writing. Instructional writing might not happen every day, ‘just writing’ will happen every day.) 3. Establish line of sight focus groups (possibly using Edge) 4. Set realistic targets 	<ul style="list-style-type: none"> • 1 Call back day all teachers prior to school start (x 10). • Scheduled PD with WTB –March, 22, 23, 3 April • Four staff meetings⁷. 	<p>By the end of term one the principal will:</p> <ol style="list-style-type: none"> 1. Meet with the staff to establish supportive conditions for the teaching of writing. 2. Write a report to the board (in conjunction with the literacy leader) with respect to the previous actions. 3. Submit the strategic plan to the Ministry of Education. 4. Rewrite documentation for staff and board to align with the school’s strategic plan. 5. Reach a consensus with staff and board on the next steps forward. 	Analyse data and information provided by the staff, reviewing what is working.

⁷ Schedule staff/team meetings to share conversations (20 min max.). Workshop review at the next staff meeting after coaching including giving examples of student work.

	<p>5. Outline an observation schedule and learning conversation schedule with Debbie for the year.</p> <p>6. Teachers reflect on their teaching of writing in weekly planning reflections: what did you do? Did it work? What will you do next?</p> <p>Provide a learning context for staff</p> <ol style="list-style-type: none"> 1. Create opportunities for professional dialogue around writing development. 2. Participate in professional learning with teaching colleagues to improve pedagogical knowledge. <p>Organise</p> <ol style="list-style-type: none"> 1. Set up E-AsTTle classes. <p>Communicate and celebrate</p> <ol style="list-style-type: none"> 1. Remind parents/caregivers that students need to be at school for learning unless the children are sick. 2. Students bring writing to the principal 			
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When	Who	What	Resourcing	Indicators of progress	Internal evaluation
Term one	<p><i>Leadership (Writing champion⁸)</i> Debbie</p>	<p>Organise</p> <ol style="list-style-type: none"> 1. Organising PD, modelling lessons for colleagues, supporting teachers, initiating collaborative planning, supporting use of writing progressions 2. Coordinate the collation of soft data through the school. 3. Ensure that E-AsTTle writing assessments are set up for the school. 4. Facilitate cross school moderation of writing in conjunction with WTB, the RTLit and another WTB school outside of Thames (if possible). 5. Ensure that OTJs⁹, Best Fit results are entered by teachers for writing to create hard base line data. Diagnostic results available. 6. Liaise with WTB and organise coaching sessions. 7. Informally, Debbie checks in with each teacher. Prioritise collaboration/discussion around writing at team meetings and staff meetings. <p>Communicate and celebrate</p> <ol style="list-style-type: none"> 1. Provide an information sheet for parents describing how to access WTB. 2. Explore real-time reporting in writing with WTB. 3. Feature student writers in the newsletter and display in other forums, e.g. Facebook. 4. Celebrate an example of student writing at each meeting that illustrates a skill being taught. Examine how it could be improved. 5. Each class contributes a piece of student writing in the newsletter 	<ul style="list-style-type: none"> ● The Resource teacher of literacy. ● School van 	<p>By the end of term one, the literacy leader will:</p> <ol style="list-style-type: none"> 1. Co-write a report with the principal on writing. 2. Lead cross school moderation with participation by the RTLit. 	<p>Liaise with the principal, staff and team leaders about progress in writing.</p>

⁸ Writing Champions are available to support in class, check in on other staff, and scheduled time-slots e.g. during singing. Selected readings from modules/purple tutorial button prior to workshops.

⁹ Paying attention to: learning conversations, book work, class-room observations, WTB tasks (Y 4 to 8) previous end of year data, standardised testing, WTB diagnostic assessment

	<p><i>Leadership</i> Pam, Andrea</p>	<ol style="list-style-type: none"> 1. Gathering initial soft data from students, identifying student perspectives from feedback about how they perceive writing and how their teachers see their writing. 2. Prioritising and leading discussion around the teaching of writing during team meetings. 3. Discussion of identified groups and focus students within teams. This will include priority learners. 4. Provide the literacy leader and principal with the names of focus students in each room. 5. Provide the literacy leader and principal with classroom writing timetables. 6. Each class contributes a piece of student writing in the newsletter 	<ul style="list-style-type: none"> ● Team meeting discussions. Staff meetings. ● Administration support 	<p>By the end of term one, the team leaders will:</p> <ol style="list-style-type: none"> 1. Gather the necessary soft data. 2. Know the names of focus students within their teams. 3. Lead team conversations regarding writing and document these. 4. Contribute to the alignment of documentation within the school to support the writing strategic focus. 	<p>Discuss teacher development and student progress.</p>
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When	Who	What	Resourcing	Indicators of progress	Internal evaluation
Term one	<i>Class teachers</i>	<ol style="list-style-type: none"> 1. Plan for the daily teaching of writing. 2. Plan for the acceleration of students in writing and specific focus students, i.e. line of sight students. 3. Develop coherent (common) understandings related to writing in: teaching language, assessment, pedagogy and curriculum knowledge throughout the school. 4. Prioritise parental understanding of writing at term one interviews. 5. Writing skills are expected and visible when writing across the curriculum, e.g. deliberately plan for science writing. 6. Assess student performance in writing including the measurement of student motivation. 7. Teachers visit each other's classrooms. 	<ul style="list-style-type: none"> ● Access Chromebooks for Year four to eight writing 	<p>By the end of term one, teachers will:</p> <ol style="list-style-type: none"> 1. Explain WTB to parents. 2. Co-construct writing goals with students and discuss these with whānau. 	Take part in coaching and reflect on practice.
	All students	<ol style="list-style-type: none"> 1. Know what they need to learn in writing and be able to articulate it. 2. Students see the connection between writing at Writing time and writing across the curriculum. 3. Students transfer skills into writing across the curriculum. 	<ul style="list-style-type: none"> ● Access Chromebooks for Year four to eight 	<p>By the end of term one, learners will:</p> <ol style="list-style-type: none"> 1. Will be able to talk about their learning pathways. 	Discuss what they are learning and what is working.

When	Who	What	Resourcing	Indicators of progress	Internal evaluation
Term two		1. Teachers attend moderation April 24 (Call Back day). 2. Professional learning conversations, professional growth cycles and external facilitation. Undertake observation and reflection. Jun 13-16 (Learning conversation) 3. Y0-3: two writing samples pre/post. Analysis focuses on the skills the teacher has been teaching e.g. Simple Sentence and Output (moderate within syndicate). Create a rubric. Pam to model. 4. Use line of sight records to discuss progress of focus students. Moderate data for line of sight students. 5. Discuss progress of teaching practice and student achievement	<ul style="list-style-type: none"> ● The Resource teacher of literacy. ● Team meeting discussions. ● Access Chromebooks for Year four to eight ● Scheduled PD with WTB –June, 13, 14, 26 	<p style="background-color: #add8e6;">By the end of term two, students will:</p> <ol style="list-style-type: none"> 1. Begin to demonstrate acceleration in writing. 2. Have experienced success and engagement in writing. 	<p>Monitor teaching impact on focus students.</p> <p>Monitor the impact of attendance on writing learning</p> <p>Record of teacher learning conversations filed.</p>
	<p>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>Write action plan for terms three and four.</p>				