

# **TUA MARINA SCHOOL CHARTER 2018**

**School Number: 3050**

**Date: February 2018**

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# Tua Marina School Vision

Tua Marina School develops resilient, lifelong learners who *strive for peak performance (me whakapau kaha)* in their community and beyond.

<p align="center"><b>Resilient</b></p> <p align="center">Have an "I can do it" attitude</p>	<p align="center"><b>Life-Long Learners</b></p> <p align="center">Seek and use new knowledge and skills anywhere/anytime</p>	<p align="center"><b>Community and Beyond</b></p> <p align="center">Make a positive difference to the world around us</p>
<p>We will ...</p> <ul style="list-style-type: none"> <li>• Believe in ourselves</li> <li>• Give things a go</li> <li>• Stay positive and happy</li> <li>• Problem-solve to work out a solution</li> <li>• Bounce back if things are not going right</li> <li>• Change to suit the situation (adaptable)</li> <li>• Keep on trying and not give up (persevere/persist)</li> <li>• Join in activities (participate)</li> <li>• Look for the good side of things (optimistic)</li> <li>• See the funny side and laugh at things</li> <li>• Be realistic with our goal setting</li> <li>• Develop skills to cope with change</li> <li>• Be confident and brave - have an 'I can do it' attitude</li> </ul>	<p>We will ...</p> <ul style="list-style-type: none"> <li>• Be willing to learn</li> <li>• Reflect on our learning</li> <li>• Be actively involved and make decisions about our learning (agency)</li> <li>• Set suitable goals to work towards</li> <li>• Be proud of our achievements</li> <li>• Have good self-management skills (flexible timetables and learning styles)</li> <li>• Use inquiry learning skills</li> <li>• Work by ourselves (independent)</li> <li>• Be responsible for our own leaning pathways (personalised learning)</li> <li>• Communicate well (student voice)</li> <li>• Use our thinking skills</li> <li>• Know our strengths and weaknesses</li> <li>• Make informed decisions</li> <li>• Think about the future</li> <li>• Use e-learning across all areas when appropriate</li> <li>• Find ways to make learning fun</li> </ul>	<p>We will ...</p> <ul style="list-style-type: none"> <li>• Contribute to the well-being of the community, the wider community, and the world</li> <li>• Do the right thing at the right time for the right reason</li> <li>• Follow our school rules</li> <li>• Look after ourselves</li> <li>• Look after our environment</li> <li>• Relate well with others</li> <li>• Show values in our everyday lives - respect, kindness, responsibility, and honesty.</li> <li>• Value our uniqueness and differences</li> <li>• Be good team/group members/collaborators</li> <li>• Contribute to an interdependent (what we do affects others) learning community</li> <li>• Involve our families in our learning</li> <li>• Practice our learning as we interact in the real world</li> <li>• Use the wider community to help with our learning</li> <li>• Value the bicultural nature of Aotearoa New Zealand, and value other cultures</li> </ul>

# Tua Marina School Values



## ***Honesty***

### **Matatika**

Telling the truth.  
Being Honest.

## ***Kindness***

### **Manaaki**

Willingness to help others, understand someone's feelings and show kindness.

## ***Respect***

### **Whakaute**

Having regard for yourself and others.  
Caring for yourself and others.

## ***Responsibility***

### **Takohanga**

Willingness to be answerable, trustworthy and accountable for your own actions and behaviour.

## TUA MARINA SCHOOL PROFILE

Every child matters at Tua Marina School and we value the rich experiences and background that each family brings. The well-being of each child is vitally important to us and staff show high levels of care for each individual. At Tua Marina School, we are proud that every new arrival to our community is warmly welcomed, well-supported and settles quickly with their new friends. Our values of respect, kindness, honesty and responsibility guide all members of the school community in helping to create a happy school where everyone succeeds.

We expect the very best *for* every child and the best *from* every child and this is captured in our school vision motto -Me Whakapau Kaha - Striving for Peak Performance. Further detail of our vision is on page 3 of our charter.

Although our teachers and support staff are constantly looking for ways to improve learning and the curriculum for our children, we place an emphasis on the 'basics' of reading, writing and maths. Digital learning opportunities are developed effectively by all staff and the ratio of computers/devices is 1:1.

We value whanau partnership in every child's education - families are the experts in their child's learning and development and we invest significant time in communicating with parents. We have an open-door policy and parents are encouraged to take an active part in their child's education. The school has a committed Board of Trustees, who will occasionally seek parents' views on aspects of school improvement. The PTA is a successful group of school supporters, who enjoy sociable evenings and raise significant funds through the annual Christmas Fair, rodeo, disco etc. All families are welcome to join the PTA.

Tua Marina School is a semi-rural, full-primary school, located approximately 10 kilometres from Blenheim, heading towards Picton on State Highway 1 and has a lovely rural aspect. The school operates an enrolment zone. The boundaries for families living in the zone are: north of the Wairau River; west to the Waikakaho stream then up to the top of the mountain and an imaginary line to the coast; halfway between Tua Marina and Picton; east to Rarangi; and south along the main road to the Wairau Bridge. A few out of zone children are accepted each year depending on places available.

We are very fortunate to have extensive outdoor learning and play areas with a hard court area, an all-weather sports surface, three adventure playgrounds, native gardens, a large sports field, and a swimming pool. The school was established in 1871. The buildings consist of six classrooms, a hall with library attached, an administration area, a staffroom, a teacher resource room, and several other offices/breakout areas. The buildings are set in pleasant surroundings with large trees bordering a generous playing field, and a native forest area.

We are a U3, Decile 9 school with a roll that ranges from 125-145 students, six teachers, and a Principal. Approximately 20% of the students identify with Māori being their first or second ethnicity, and the remainder are mostly of NZ/European descent. Traditionally Tua Marina was a dairy farming area. However the blocks of land have been subdivided and the farming has become more diverse, with a move into viticulture. There has been a growing trend towards lifestyle blocks in Rarangi and many parents commute to Blenheim to work.

Students leave at the end of Year 8 and in general attend Marlborough Boys' College, Marlborough Girls' College, or Queen Charlotte College. Tua Marina School is part of the Piritahi- Blenheim Community of Schools who work collaboratively for the benefit of all learners in the wider Blenheim area. We also belong to the Wairau Cluster group which consists of six small schools situated geographically close to each other. The children meet once a term for sporting activities as well as extension activities.

## RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Tua Marina School, as appropriate to its community, has developed and will continue to review policies, procedures, and practices that reflect New Zealand's cultural diversity and the unique position of Māori.

Tua Marina School actively develops culturally responsive practices. All cultures within our school (18% Māori; 79% NZ European; 0% Pasifika; 2% Other European; 1% Asian) are valued, accepted, and celebrated through encouragement of an inclusive school culture and values. Staff members ensure that students from all cultures are treated with respect and dignity, and constantly work towards maximising the potential of each student.

In recognising the unique position of Māori, Tua Marina School takes all reasonable steps to provide instruction in Tikanga Māori (Māori culture and protocol) and Te Reo Māori (Māori language) appropriate to the student's needs.

Practices include:

- Consulting with the community when appropriate
- Providing professional development for staff if required
- Exploring the use of the local iwi (Ngati Rarua, Rangitane, Ngati Toa) in delivery of programmes
- Identifying with local and regional history
- Liaising with our kaumatua
- Observing and reflecting on national days such as Waitangi Day and ANZAC Day
- Implementing the use of Te Reo Māori when planning and delivering the curriculum
- Ensuring all children have regular instruction in Te Reo Māori
- Having visits to the local Marae and a school hangi every 3- 4 years
- Continuing with the kapa haka group and employing a specialist teacher
- Implementing the Tua Marina School Māori Achievement and Consultation Strategic Plan
- Adhering to Kahikitia and Tātaiako guidelines

If a parent requests a higher level of Tikanga and/or Te Reo than is at present evident in our school, the staff and family will explore possibilities which could include one or more of the following;

- Dual enrolment with Correspondence School
- Provide further opportunities within the child's classroom using;
  - Extra resources
  - Digital/online programmes and information
- Other negotiated actions.
- Using local Resource People i.e. Māori Adviser

## STRATEGIC PLAN STATEMENT

At Tua Marina School we aspire to Ko te Tamaiti te Pūtake o te kaupapa, The Child – the Heart of the Matter. Tua Marina School strives to be an effective school and uses ERO's Evaluation Indicators to promote improvement. The indicators are:

1. Stewardship
2. Leadership of conditions for equity and excellence
3. Educationally powerful connections and relationships
4. Responsive curriculum, effective teaching and opportunity to learn
5. Professional capability and collective capacity
6. Evaluation, inquiry and knowledge building for improvement and innovation

Tua Marina School aligns it's strategic goals and annual plans to the Evaluation Indicators on a needs basis.

The Tua Marina School Board of Trustees operates a governance model that is strategic rather than operational. The Charter is Board led with an entrusting philosophy to the management to carry out the implementation through delegations to the Principal.

## Strategic Plan 2018-20

Vision Link	Evaluation Indicator Domain	Annual Goals 2018	Annual Goals 2019	Annual Goals 2020
<b>Resilience, Life-Long Learning, Community and Beyond</b>	1. Stewardship	<ul style="list-style-type: none"> <li>Continue community engagement initiatives</li> <li>Implement Hautu recommendations</li> <li>Staff well-being</li> <li>Culturally Responsive PLD- Treaty, Ka Hikitia, Poutama Pounamu</li> <li>Induction and support for new BOT members</li> </ul>	<ul style="list-style-type: none"> <li>Respond to and action self evaluation recommendations</li> <li>Monitor, evaluate and review Hautu actions</li> <li>Explore Bully Free NZ guidance</li> </ul>	<ul style="list-style-type: none"> <li>Review vision</li> </ul>
	2. Leadership of conditions for equity and excellence	<ul style="list-style-type: none"> <li>Ensure monitoring and evaluation processes are integral to all school practices</li> <li>Begin curriculum redevelopment- culturally responsive, inclusive, local, outdoor, student agentic, creative, using COL Local Curriculum Planning Tool</li> <li>Enhance learning environment- indoor and outdoor</li> <li>Agree quality learning and teaching criteria</li> <li>Embed appraisal processes- Sustain high performing staff team of professionals</li> </ul>	<ul style="list-style-type: none"> <li>Develop teacher capability to monitor, evaluate and review</li> <li>Gifted and talented</li> <li>Implement curriculum developments</li> </ul>	<ul style="list-style-type: none"> <li>Monitor, evaluate and refine curriculum developments</li> </ul>
	3. Educationally powerful connections and relationships	<ul style="list-style-type: none"> <li>Create a culturally responsive learning environment and community</li> <li>Review homework</li> <li>Enhance communication processes</li> </ul>	<ul style="list-style-type: none"> <li>Sustain strengths and consult community on areas to develop</li> </ul>	<ul style="list-style-type: none"> <li>Consult community on vision review</li> </ul>
	4. Responsive curriculum, effective teaching and opportunity to learn	<ul style="list-style-type: none"> <li>Enhance science learning and achievement</li> <li>Curriculum development (see Leadership)</li> <li>Sustain writing achievement through school-wide ALL</li> </ul>	<ul style="list-style-type: none"> <li>Review inclusive education</li> <li>Implement new curriculum</li> <li>Maths- revisit maths pedagogical developments</li> <li>Digital learning/elearning</li> <li>Oral language</li> <li>Sustain writing achievement through school-wide ALL</li> </ul>	<ul style="list-style-type: none"> <li>Revisit writing PLD</li> <li>Embed new curriculum</li> </ul>

		<ul style="list-style-type: none"> <li>• Sustain and enhance well-being practices</li> <li>• Review assessment processes to provide measures of progress</li> <li>• Explore and develop oral language pedagogy</li> <li>• Sustain positive well-being for all students</li> </ul>		
5. Professional capability and collective capacity	<ul style="list-style-type: none"> <li>• Review appraisal processes for all staff</li> <li>• Sustain positive culture</li> <li>• Support staff PLD- Ka hikitia, digital</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive, responsive professionals</li> </ul>		
6. Evaluation, inquiry and knowledge building for improvement and innovation	<ul style="list-style-type: none"> <li>• COL activities- PLD, cluster innovation, Teacher Led Innovation Fund, Spirals of Inquiry</li> <li>• Poutama pounamu</li> <li>• Integrate Spirals of Inquiry with appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• COL initiatives →</li> </ul>		

**All our Annual Goals aim to:**

Increase the achievement of students achieving at or above the National Standards in Literacy and Numeracy; Increase achievement for Māori & Pasifika students; Integrate e-learning effectively into teaching and learning practices; Continually develop teaching pedagogy through professional development; Raise the achievement of students with special learning needs, and support students with special abilities to broaden/extend their progress; Continually develop student health and wellbeing, and the school learning environment; Engage families and develop home/school relationships.

## **STRATEGIC GOALS**

### Stewardship

#### **Whanaungatanga**

- Sustain and continue to develop relational trust and culturally responsive relationships with the school community to ensure active participation in school life

### Leadership

#### **Kaiako- mana motuhake**

- Develop the adaptive expertise of teachers and support staff and create a high performing team of professionals
- Enhance internal and external learning spaces

### Educationally Powerful Connections

#### **Manaakitanga**

- Celebrate and value diversity and create a culturally responsive learning environment

### Responsive curriculum- effective teaching and opportunities to learn

#### **Kia arotahi nga hua akonga mana nui**

- Ensure every child experiences success- academic, cultural, creative, sporting, leadership
- Sustain achievement in reading and maths and raise achievement in writing
- Encourage inspired, engaged, motivated self-managing learners
- Support and develop well-being of all- Hauora

### Professional capability and collective capacity

#### **Ako**

- Support each member of staff to deliver excellent learning opportunities

### Evaluation, inquiry and knowledge building

#### **Ako**

- Collaborate with COL to optimise teacher performance

## **SUPPORTING DOCUMENTATION**

**The following documentation supports us in improving student achievement:**

- Charter
- School Policies and Procedures
- Board Policy Framework (Governance Manual)
- Board of Trustees Pack
- Board Action Plan (Annual Diary/Agenda)
- Teacher Handbook
- Curriculum Statements
- Assessment Programme
- Curriculum Overview
- Planning Guidelines
- Self Review
- Student and Programme Analysis
- Inclusive Education Register
- Consultation Log
- Community of Learning Piritahi Kahui Ako guiding documentation

**The following documentation supports us in developing good management practices and effective organisational systems:**

- Charter
- Policies
- Procedures/Guidelines
- Performance Management Programme
- Annual Budget
- Procedures for controlling/monitoring expenditure
- Ten Year Property Plan
- Board of Trustees Policy Handbook
- Board of Trustees Pack
- Board Action Plan (Annual Diary/Agenda)
- Meeting Minutes – B.O.T., Staff (Admin, Professional Learning)
- Self Review
- Consultation Log

**The following documentation supports us in fostering positive community partnerships:**

- Community Consultation Plan as part of self review process
- Parent Handbook
- Newsletters – School, Class, Community, and Board
- Reporting System
- Google Drive
- Class sites and Seesaw
- Website

## **ANNUAL STUDENT ACHIEVEMENT TARGETS**

### **Writing Action Plan 2018**

#### **AIM**

- To raise achievement in writing and increase rates of progress of priority learners

#### **TARGET**

- For the 20 identified priority learners to make accelerated progress

#### **SUCCESS CRITERIA**

- The 20 priority learners will make accelerated progress
- Other students will sustain or accelerate their achievement levels
- Professional Learning developments will become embedded
- Student motivation and engagement in writing will increase

#### **MONITORING**

- The implementation of this action plan will be monitored through Principal's report to BOT
- The principal will monitor the COL leader's implementation of this action plan each term

#### **EVALUATION**

- Analysis of student achievement and progress in terms 2, 3 and 4
- Measuring student motivation and engagement through scanning process and end of year data gathering

## **2018 STUDENT ACHIEVEMENT TARGET 1- WRITING**

**Strategic Goal: Raise achievement in writing**

**Data analysis:**

**In 2017 74% of students were achieving at or above the National Standard for writing.**

**Although the achievement gap between girls and boys has narrowed, there continues to be a difference between girls' and boys' achievement in writing- 7%.**

**Year 1,2 and 6 (2017) students have higher numbers of students who are not achieving at expected levels.**

**Almost 50% of students who joined the school in 2017, were not achieving at expected levels in writing.**

**Recent developments:**

**In 2017, two classes piloted the Accelerated Learning in Literacy programme, which had a significant positive impact on learners. Teachers have also engaged in Visible Learning PLD. Teachers used the Spiral of Inquiry process to support priority students in accelerating their learning. Teacher aides provided targeted support for priority learners.**

**Annual Target 2018: The 20 identified priority learners will make accelerated progress**

ACTION	WHO	WHEN	RESOURCES	INDICATORS	MONITORING
<p><b>Organisation of ALL:</b>            Start week 6 term 1, following 5 week scanning process            TA to be allocated to each class for half hour front load, followed by first half hour of writing . TAs in from week 1 to enable assessments and scanning.            Students will be selected by Monday 29 Jan. ALL require students to be Below or Well below, using 2017 data. More freedom with second cohort.            Must have four sessions per week, so Friday is catch up if a day is lost through EOTC or other event.            Buddies to support partner with format of teaching</p>	<p>Teachers Principal Teachers Teachers Teachers</p>	<p>Week 1 onwards Week 1 onwards 29 Jan Ongoing Fortnightly team meetings</p>	<p>Time \$660 TA time per week Time Time Time</p>	<p>Spirals evidence available Effective lessons Priority students identified and shared at PL Effective lessons Effective lessons</p>	<p>Lead and Principal Lead and Principal Share at PL Lead walk throughs Minutes</p>
<p><b>Expectations:</b>            Students need to be aware of their Pathway of Progress (teachers use Barb's or Sarah's model)</p>	<p>Teachers</p>	<p>Week 6 onwards</p>	<p>Time</p>	<p>POPs in place</p>	<p>Lead to monitor</p>
<p><b>Professional learning:</b>            Teachers will meet in pairs every odd week- BK-KW. SG-MB, CA-LT, to discuss:            ALL Actions and impact on priority learners.            Spiral of Inquiry            Appraisal recording            Outcomes of eac team meeting to be minuted in 2018 ALL folder</p> <p>Kate Birch to continue work with us and will work with pairs to identify support.</p> <p>ALL leaders to attend conference and work with ALL mentor</p>	<p>Teachers Principal liaison Lead teacher</p>	<p>Week 1 fortnightly Week 8/9 Term 1 then ongoing Week 6 (tbc)</p>	<p>Time \$300 CRT per term \$300 CRT per term</p>	<p>Team minutes Positive feedback Share with staff</p>	<p>Principal overview Feedback from teachers and Kate PL minutes</p>

Each teacher has a copy of Learning in the Fast Lane	Lead teacher	Week 1	\$200 PL budget	Teachers to action recommendations	Spirals evidence- new learning
<b>Scanning:</b> Barb to prepare draft questions as catalysts for discussion with families in week 3. Student voice to be gathered in first five weeks- questions and prompts in COS/COL folder on Teacherwrite	Lead  Teachers	Week 3  By end week 5 T1 and 3	Time  Time	Feedback from Parent Teacher Meetings Student responses actioned by teachers	Principal analysis of responses Spiral evidence- scanning
<b>Assessment:</b> Selected students in term 1 will have to have easttle (ALL requirement). Junior students will also require an Observation Survey. Teachers will also do a PACT baseline (persuasive, recount, narrative or report) and LLP- (use same samples of writing). Each to teacher to have 1 CRT day to complete by end week 5. Measuring progress is our priority- PACT will enable this.	Teachers	By end week 5 T1 and 3	\$1800 CRT time T1 and 2	PACT completed	Principal and Lead analyse PACT data
<b>Celebrations/ whanau engagement:</b> Do together with buddy class- format flexible. Involve Nick. First- week 10 or 11 Term 1- sharing successes Second- week 5 Term 2- parents attend an ALL session, followed by small celebration Final- week 10 Term 2- assembly and book presentation. Budget of \$100 per pair of classes per celebration = \$1800	Teachers	Week 10/11 Term 1 Week 5 Term 2  Week 10 Term 2 Week 5 Term 3 Week 10 Term 3 Week 5 Term 4	\$1800 curriculum budget	100% whanau involvement	Principal attendance at events. Feedback from parents
Whole school focus- poetry engravings- each class nominate 2 samples of poetry to be	Lead/ Principal	2 classes per term	\$100 curriculum budget	Positive impact on quality of writing	Poetry in place

engraved and mounted in school grounds.					
Writing celebrations: Align with COL and organize later	Leads	TBA	Time	Positive outcomes	Termly monitoring
Sharing successes via Seesaw, face to face etc.	Teachers	Ongoing	Time	Seesaw reports	Principal overview
<b>Monitoring:</b> Fortnightly meetings minuted. Periodic whole staff PL sessions. Monitoring of teachers' reflections etc- appraisal blogs Achievement data collated and analysed every 5 weeks. Action plan reviews with ALL leader, COL leader, Principal and ALL mentor. Termly reviews with COL ASLs Bi monthly report to BOT End of ALL report to MOE	Leads	Ongoing	\$1200 CRT- COL	Reports to BOT	Principal termly monitoring

# Well-Being Action Plan 2018

## AIM

- To raise achievement across the curriculum, through enhancing well-being
- To ensure every student has optimal well-being

## TARGET

- For the identified 'priority learners' to make positive gains in well-being outcomes, key competencies and achievement

## SUCCESS CRITERIA

- The priority learners will make positive gains in well-being outcomes
- The priority learners will make good progress in reading, writing and maths
- Other students will sustain or accelerate their achievement levels
- Zero incidences of violent, bullying or harassment behaviours
- The learning environment looks, feels and sounds caring and positive

## MONITORING

- The implementation of this action plan will be monitored through Principal's report to BOT
- The principal will monitor the Well-being leader's implementation of this action plan each term
- Regular scheduling of implementation and monitoring at PL meetings

## EVALUATION

- Analysis of student achievement in terms 2, 3 and 4
- Measuring student well-being using the agreed indicators in terms 1, 2 and 4
- Feedback from students and whanau
- Termly analysis of behaviour
- Termly review of inclusive education register

## 2018 STUDENT ACHIEVEMENT TARGET 2- WELL-BEING

**Strategic Goal: Sustain achievement in reading, writing and mathematics  
Support and develop well-being of all- Hauora**

**Data analysis:**

At the start of 2017, 28% of students had additional 'well-being needs' that were potentially impacting on their happiness, learning and success.

**Recent developments:**

Well-being has been reviewed by management in 2017. Although student feedback, staff observations and parents' views are generally positive, a significant number of children would benefit from strategic action in this area.

**Annual Target 2018:**

The outcomes of 'priority students' (well-being analysis) will be improved through targeted actions

<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>RESOURCES</b>	<b>INDICATORS</b>	<b>MONITORING</b>
Promote the personal and social development of every student through weekly Kiwican sessions and in-class follow-up	Kiwican team and class teachers	Weekly and ongoing	\$4000 BOT contribution plus Kiwican	In-school evaluation will be 90% positive	Principal and Kiwican termly monitoring
Promote the personal and social development of every student through Life Education sessions and in-class follow-up	Genevieve and class teachers	Term 1	Teacher time	In-school evaluation will be 90% positive	Evaluative feedback from teachers
Develop a culture of Tuakana Teina, with seniors leading sport, buddy classes, termly fundays etc	Kerry to lead	Ongoing	Kerry to encourage senior students	In-school evaluation will be 90% positive	Principal observation of senior students
Encourage parents, Josh Reidie, college students and 'older' members of our community to give time to work with children, listen, encourage and support	Nick and Kerry	Term 2 and ongoing	Leaders' time	Regular involvement of senior community	Principal report to BOT
Strategic deployment of Teacher Aides to promote the well-being and achievement of identified students	Principal	Term 1 and ongoing	\$10000 TA time ie 20%	Positive levels of well-being for target students	Principal monitoring of pastoral logs on Assembly
Daily physical activity for all students. Room 3-6 in mixed groups on rotation Room 1/2 through daily activities- PMP etc	Kerry	Week 6 term 1 and ongoing	Teacher time	All students will engage in daily physical activity	Observation by Princip[al]
Develop parental awareness and understanding of well-being and developing personal and social growth through Seesaw communication, goal setting and newsletters (ask Vicki Gane and Arthur Philips for articles) Use goal setting meetings as vehicle for sharing. EOT	Kerry, teachers and Nick	Term 1 and ongoing	Teacher time	Positive feedback from parents	Principal report to BOT

Extend Growth Mindset understanding	Teachers	Term 1 and ongoing	Teacher time	Teacher evaluations with students	Principal participation in team meetings
Explore Mindfulness understandings and mindfulness strategies- explore opportunities	DP	Term 2 and ongoing	\$1000 for coach	Teacher evaluations with students	Kerry observation of sessions and discussions with students
Use RDA, music therapy and art therapy to support well-being of students with additional well-being needs	Principal	Term 1 and ongoing	\$600 BOT subsidy	Positive evaluations from RDA staff	Inclusive ed termly monitoring
Promote professional learning and understanding of all staff- Encourage readings on articles on well-being	DP	Ongoing	Staff time	Impact of readings	Report to Principal-appraisal
Develop resilience of students through innovative strategies- teachers to explore and develop- Quantify and identify	DP	Term 2 and ongoing	Teacher time	Teacher evaluations with students	Teacher evaluations
Encourage positive mental health through regular yoga sessions eg cosmic kids, Go noodle and mind yeti. Explore meditation	Teachers	Term 2 and ongoing	Teacher time	Teacher evaluations with students	Teacher evaluations
Class summary and analysis of well-being indicators- DP to create spreadsheet and analyse start and end of year	DP create, teachers populate and DP analyse	Term 1	n/a	Progress from start to end of year- increased accountability	DP analysis

# Educationally Powerful Connections and Relationships

## Culturally Responsive Practices Action Plan 2018

- AIM**
- To ensure every student and their whanau feel valued, included and supported so that every student makes optimal progress.

- TARGET**
- To sustain equity and parity in all areas of student achievement.
  - For all students to make progress in Level 1 Te reo Maori

- SUCCESS CRITERIA**
- Community events will be well supported by all families
  - The learning environment looks, feels and sounds culturally responsive
  - No discrepancies in student achievement
  - Staff confidence high

- MONITORING**
- The implementation of this action plan will be monitored through termly reports to delegated BOT representative and through commentary in Principal's report to BOT
  - The Principal will routinely monitor the implementation of this action plan with the leader.

- EVALUATION**
- Feedback at whanau hui
  - Analysis of student achievement terms, 2, 3 and 4.
  - Analysis of student achievement in Te Reo Maori in term 4.

<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>RESOURCES</b>	<b>INDICATORS</b>	<b>MONITORING</b>
Develop an environment that reflects the high value placed on cultural inclusiveness- classroom displays reflect cultural diversity within each class eg Scottish, Spanish or Maori heritage	Teachers	Term 1 onwards	\$200	Displays in public areas will reflect priority for cultural responsiveness	Report to BOT
Fortnightly briefing from leader on next area of language development, at Admin meeting. Develop agreed expectations of teachers' and support staff competence	MB	T1 onwards	Staff time	Observations by Principal will show frequent usage of Te Reo across the school. Procedure developed	Termly walk throughs
Develop expectations of Te Reo competence at each year level	MB	Term 3	Leadership time	Students will use appropriate Te Reo in future years	Termly walk throughs
Sustain senior and junior kapa haka group Sustain staff kapa haka group- waiata at weekly admin meetings	MB	Term 1 and ongoing	Teacher/ TA time	High uptake for Kapa haka	Feedback from students
Develop cycle of Marae visits to include Matariki, mata waka, hangi etc	MB and staff agreement	Term 2	Leadership time	Cycle in place	Report to BOT
Develop extension opportunities for interested students eg carving, ki o rahi, tukutuku	Principal and MB	Term 1 and ongoing	\$1000 curriculum budget	2 activities per term	Report to BOT
Termly whakatauki, share in assembly, staffroom, classrooms and newsletter	Principal	Term 1 and ongoing	Time	Whakatauki in newsletter	Record of whakatauki kept in folder
Agree expectations for karakia in classrooms and assembly and sing Waiata in assembly	MB	Term 1 and ongoing	Leadership time	Karakia and waiata in assembly	Feedback at whanau hui

Explore possibility of adding a Te Reo verse to school song	MB	Term 2	Leadership time	Amended school song	Feedback at whanau hui
Ensure each teacher uses correct font with macrons etc	MB	Term 2	Leadership time	Correct typing	Principal observations
Work with BOT to implement and review Hautu recommendations	Principal	Term 1 and ongoing	Principal time	Hautu actions implemented and integral by end of year	Re-review Hautu start 2018
Promote culturally responsive pedagogy- Ka Hikitia and Tataiako	MB	Term 3 and ongoing	Leadership time	Culturally responsive practices become the norm	Termly action plan review
Ensure culturally responsive learning is integral across the curriculum	MB	Term 3 and ongoing	Leadership time	Culturally responsive practices become the norm	Termly action plan review
Develop confidence of seniors to be able to welcome visitors bilingually	DP and MB	Term 1 and ongoing	Leadership time	Seniors welcome visitors with mihi	
Develop progressions/ expectations for pepeha and Mihi	MB	Term 2	Leadership time	Document/ procedure in place	Report to BOT
Ensure curriculum review has strong culturally responsive component, weaving tikanga, local history etc. into cycles	MB and Principal	Term 4	Leadership time	Review documentation reflects emphasis on culturally responsive practices	Report to BOT
Work with local iwi, Rita Powick and Arthur Philips to develop partnerships and curriculum enrichment	MB and Principal	Term 2	Leadership time	Document/ procedure in place	Report to BOT
Embed whanau hui into culture and traditions of school	Principal	Term 3	Principal and BOT time	Whanau hui term 3 with high attendance from whanau	Feedback at whanau hui
Embed/ extend Tuakana Teina practices- integrate with Peer Mediation	DP and MB	Term 1 and ongoing	Leadership time	High levels of care and leadership by older students	Principal observations

Promote professional development of staff, leader and Principal: Purchase resources e.g. Essentials, singing etc Support external PLD financially	MB and Principal	Term 1 and ongoing	\$500 curriculum budget \$500 PLD budget	Staff expertise and confidence will increase	Principal reports
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# Responsive Curriculum, Effective Teaching and Opportunity to Learn

## Digital Learning Action Plan 2018

### AIM

- To optimize student learning across the curriculum through using effective digital learning
- To enhance students' e-learning capabilities
- To enhance communication with parents
- To upskill staff where appropriate

### SUCCESS CRITERIA

- High quality digital learning used on a daily basis
- Staff have high levels of confidence in digital learning
- Student interviews will identify effective digital learning as an influence on engagement and achievement
- Families will be active users of digital learning communication

### MONITORING

- The implementation of this action plan will be monitored through commentary in Principal's report to BOT
- The Principal will routinely monitor the implementation of this action plan with the leader on a termly basis.

### EVALUATION

- Feedback at whanau hui
- Feedback from staff at support workshops for staff- Term 2
- Walk throughs by Principal

<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>RESOURCES</b>	<b>INDICATORS</b>	<b>MONITORING</b>
<b>PROFESSIONAL LEARNING</b> Draw teacher attention to Interface, VLN, A king blogs and other relevant readings	Leader	Ongoing	Leader time	Report and PL plan	Termly monitoring meeting
Professional Learning for support staff- personalised. Eg Clickr, apps	Leader	T2 onwards	Leader and support staff time	Positive feedback from support staff	Term 2 monitoring meeting
Support professional learning of leader through relevant PL and opportunities to engage with colleagues across Marlborough/ NZ, Engagement with VLN Attendance at relevant PL, training in new curriculum	Leader	Where relevant	\$600 PL budget	Confident leadership	Report to Principal
Termly workshop Leader – teacher (1:1) Leading from the side- supporting colleagues individually, at team meetings and quick inputs at PL- new apps etc.	Leader	Term 2 and 3	\$600 CRT	Effective teaching	Termly monitoring meeting
<b>RESOURCING</b> Assess what devices we have and how we are using them. Upgrade any gaps	Leader and Principal	T1	\$10 000 digital learning hardware budget	Purchase plan	Principal report to BOT
Transition from projectors to TVs as leases terminate	Principal	Ongoing	\$1000 in 2018 from above budget	Evaluation by leader	Termly monitoring meeting
Invest in Premium version of Seesaw. Use Seesaw effectively to communicate with families and share learning stories	Principal and leader	T1	\$400 PER YEAR	100% uptake by families	Principal report to BOT
Ensure tools like Hapara, Assembly, Maths hub that are paid for are confidently used	Leader	T2	Leader time	Staff usage consistent	Termly monitoring meeting
<b>CYBERSAFETY</b> Ongoing support for parents in Cybersafety: -Continue to circulate John Parsons’ book to parents -Seek opportunities to reinforce messages in newsletters etc	Leader and teachers	Ongoing	Leader time	Feedback from students and whanau	Lead staff PL and get staff feedback

Ongoing support for students in cybersafety: -Trial and review Digital Licence with Y7/8 -Book John Parsons to work with students in 2019	Leader Principal	T2 T1 for 2019	Time	Communicate to staff	Termly monitoring meeting
<b>Curriculum</b> Engagement inWriting: <a href="http://kidsedchatnz.blogspot.co.nz/https://newzealandreadaloud.wordpress.com/">http://kidsedchatnz.blogspot.co.nz/https://newzealandreadaloud.wordpress.com/</a> or quadblogging to connect Tua Marina students with other schools around NZ.  Skyping  Use of Go pros  Use of Makey makey kits	Leader and teachers	Ongoing	Staff time  \$400 digital learning budget	Students using confidently and enhancing learning across curriculum	Termly monitoring meeting
<b>Technical/ administration</b> Enable google cloud printing for senior devices  Explore delegation of Hapara and Assembly	Leader	T1  T4	Time	Efficient processes	Termly monitoring meeting

# Mathematics Action Plan 2018

## AIM

- To sustain/raise achievement levels in mathematics

## TARGET

- For all students to make one year of progress

## SUCCESS CRITERIA

- Students will sustain or accelerate their achievement levels and make one year of progress
- Professional Learning developments will become embedded
- Student motivation and engagement in maths will be positive

## MONITORING

- The implementation of this action plan will be monitored through Principal's report to BOT
- The principal will routinely monitor the maths leader's implementation of this action plan

## EVALUATION

- Analysis of student achievement in terms 2, 3 and 4
- Measuring student motivation and engagement through Principal walk throughs Term 3.

<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>RESOURCES</b>	<b>INDICATORS</b>	<b>MONITORING</b>
Ensure effective planning and coverage of maths curriculum through following long term plan	Teachers	Term 1 onwards	Teacher time	Balanced coverage of maths curriculum	Analysis of student workbooks by Principal term 3
Track student achievement, identify learning needs and monitor progress through use of maths assessment spreadsheet	Teachers	Term 1 onwards	Teacher time	Spreadsheets will be completed and informing planning	Termly monitoring by leader
Develop student agency, self-management and goal-setting through use of Student Hub	Teachers	Term 1 onwards	3x 0.5 day with lead teacher = \$600	Students will be regularly using Maths Hub to support their learning	Learning observations
Agree and implement a daily programme to accelerate learning of basic facts. Maintain basic facts records	Teachers	Term 1 onwards	Teacher time	Achievement in basic facts will accelerate so that 85% are achieving at expected levels	Termly monitoring of basic facts achievement
Develop motivation and real connections through continuation of Meaningful Maths	Teachers	Term 1 onwards	Teacher time	All students will participate in Meaningful maths	Student feedback mid-year
Explore PACT for maths - group Whole class	Leader	Term 2 Term 4	Leader time	Assessments recorded in Assembly	Maths leader and Principal analysis of achievement data
Further develop digital learning opportunities to enhance achievement in maths	Maths leader	Ongoing	PL time	Widespread use of quality digital learning in maths	Principal observations
Continue to resource effectively for maths particularly digital opportunities eg sensors, data loggers and other cross curricular	Maths leader	Term 1 and ongoing	\$2000 curriculum budget	Adequate resources to enable effective teaching and learning of maths	Principal reports to BOT

## PROCEDURAL INFORMATION

1. Tua Marina School will lodge a copy of its annually updated Charter to the Ministry of Education by 1 March.
2. Tua Marina School will lodge a copy of its Annual Target(s) to the Ministry of Education by 1 March.
3. Tua Marina School consults its community, including its Māori community, regularly as part of the three year cycle of self review. Consultation may include:
  - Invitation to meetings re programmes.
  - Surveys/questionnaires via the newsletter.
  - Individual meetings/discussions with the Principal
4. Tua Marina School staff and BOT members meet annually to undertake strategic planning.
5. Tua Marina School completes self review, analyses findings, and establishes priorities for the following year in Term 4 each year.
6. Targets for student achievement will be identified by the beginning of Term 1 using:
  - Analysis of school wide assessment data especially in National Standards
  - Further evidence gathering and formal discussions
  - National trends
7. Target student progress is monitored each term and reported to the BOT. Intervention strategies are developed through reflection, collaboration, BOT support, etc.

## CHARTER CONSULTATION

	Dates
Board of Trustees including Strategic Planning sessions	Ongoing
School parents/caregivers and students	Ongoing
Parents of Māori students	Ongoing
All Staff Members including the following teaching staff: <ul style="list-style-type: none"> <li><input type="checkbox"/> Nick Raynor</li> <li><input type="checkbox"/> Kerry Wilkin</li> <li><input type="checkbox"/> Laura Thompson</li> <li><input type="checkbox"/> Barb Keane</li> <li><input type="checkbox"/> Caroline Abbott</li> <li><input type="checkbox"/> Sarah Gray</li> <li><input type="checkbox"/> Melissa Bryant</li> </ul>	Ongoing
Community Consultation Log	Updated over the year
Websites: <a href="http://www.education.govt.nz">http://www.education.govt.nz</a> , <a href="http://www.tki.co.nz">www.tki.co.nz</a> , <a href="http://www.educationallleaders.govt.nz/">http://www.educationallleaders.govt.nz/</a>	Ongoing
NZSTA Training sessions	Ongoing
MOE Publications eg Charters, Analysis of Variance and Reporting (November 2015); ERO School Evaluation Indicators (2015); MOE Website; MOE Webinars	Ongoing

Chairperson: Carolyn Davies

Date: 01/03/2018

Principal: Nick Raynor

Date: 01/03/2018



## Piritahi Kahui Ako Annual Plan 2018

*Whiria nga tahi nga ākonga*  
Weave Learners together

<b>Vision</b> Learners collaborating for success.		<b>We Value</b> <ul style="list-style-type: none"> <li>• Relationships - networks of mutual trust</li> <li>• Respect - for all</li> <li>• Achievement - for all</li> </ul>	
<b>Our actions</b> <ul style="list-style-type: none"> <li>• Innovating 'next' practice.</li> <li>• Respond effectively to the needs of all learners.</li> <li>• Strengthen learner capacity, capability and collective efficacy.</li> <li>• Foster learner wellbeing, agency, advocacy and resilience.</li> <li>• Raise all student achievement through collaboration</li> </ul>		<b>Achievement Challenge – Writing</b> <ul style="list-style-type: none"> <li>• To reduce the number of students not reaching the standard in writing to 467 or less by the end of 2017.</li> <li>• To reduce the number of Maori students not reaching the standard to 78 or less by the end of 2017.</li> <li>• To reduce the number of Pasifika students not reaching the standard to 20 or less by the end of 2017.</li> </ul>	
<b>Learning</b> <ul style="list-style-type: none"> <li>• Identify target groups</li> <li>• Baseline data is collected by the end of week 4</li> <li>• Progress is analysed on a termly basis for collation by the CoL</li> </ul>	<b>Teaching</b> <ul style="list-style-type: none"> <li>• Moderation tools and systems across school / Col are embedded</li> <li>• Spirals of Inquiry commissioned re achievement challenge</li> </ul>	<b>Community</b> <ul style="list-style-type: none"> <li>• Promotion of writing to school community</li> <li>• Engagement with whānau and aiga in writing</li> </ul>	

