

TUA MARINA SCHOOL CHARTER 2019

School Number: 3050

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Tua Marina School

Striving for Peak Performance

Me Whakapau Kaha

Tua Marina School Vision

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

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

Tua Marina School Values



Tua Marina School

Striving for Peak Performance

Me Whakapanu Kaha

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, seven 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; 75% NZ European; 0% Pasifika; 3% Other European; 3% Other; 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
- Continuing with the kapa haka group and employing a specialist teacher
- Implementing the Tua Marina School Culturally Responsive 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 GOALS

Stewardship

Whānaungatanga

- Sustain and continue to develop relational trust and culturally responsive relationships with the school community to ensure active participation in school life
- Support and develop well-being of all- Hauora
- A relentless focus on the school's vision, values and student success

Leadership

Kaiako- mana motuhake

- Develop the adaptive expertise of teachers and support staff and create a high performing team of professionals
- Ensure every learner is supported, challenged and included

Educationally Powerful Connections

Manaakitanga

- Celebrate and value diversity and create a culturally responsive learning environment
- Collaborate with learners and whānau, recognising learners' passions and talents and work with each student to understand their aspirations and needs

Responsive curriculum- effective teaching and opportunities to learn

Kia arotahi ngā hua akonga mana nui

- Ensure every child experiences success- academic, cultural, creative, sporting, leadership
- Sustain achievement in reading, writing and maths
- Encourage inspired, engaged, motivated, curious, self-managing learners
- Make our school, community and world a better place by learning and thinking about sustainability and ethical issues

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

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 its 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 2019-21

Vision Link	Evaluation Indicator Domain	Annual Goals 2019	Annual Goals 2020	Annual Goals 2021
Resilience, Life-Long Learning, Community and Beyond	1. Stewardship	<ul style="list-style-type: none"> ● Sustain community engagement initiatives ● Carry out NZSTA self review tool and action shortcomings ● Develop new cycle of self-review, focusing on school priorities and strategic goals ● Implement Hautū recommendations- apply bicultural lens to policy and procedure reviews ● Sustain and monitor staff hauora ● Culturally Responsive Practices- Integrate Poutama Pounamu principles across all facets of school life ● Succession planning 	<ul style="list-style-type: none"> ● Action any self evaluation recommendations ● Carry out third cycle of Hautū self review ● Review vision ● Induct and support new Board members 	
	2. Leadership of conditions for equity and excellence	<ul style="list-style-type: none"> ● Begin curriculum redevelopment- culturally responsive, inclusive, local, outdoor, student agentic, creative, using COL Local Curriculum Planning Tool ● Enhance learning environment- R1-3 redevelopment ● Agree quality learning and teaching criteria ● Embed appraisal processes- Sustain high performing staff team of professionals. Induct 3 new teachers effectively 	<ul style="list-style-type: none"> ● Develop teacher capability to monitor, evaluate and review ● Gifted and talented ● Implement curriculum developments 	<ul style="list-style-type: none"> ● Monitor, evaluate and refine curriculum developments
	3. Educationally powerful connections and relationships	<ul style="list-style-type: none"> ● Further develop a culturally and relationally responsive learning environment and community- Poutama Pounamu ● Streamline communication processes and extend use of Seesaw for sharing learning and progress ● Extend 'know our learner' meetings 	<ul style="list-style-type: none"> ● Consult community on vision review 	
	4. Responsive curriculum, effective teaching and opportunity to learn	<ul style="list-style-type: none"> ● Enhance learning, achievement and assessment across the curriculum- arts, science, technology 	<ul style="list-style-type: none"> ● Review inclusive education ● Extend 'learning through play' to older learners 	<ul style="list-style-type: none"> ● Revisit writing PLD ● Embed curriculum developments

	<ul style="list-style-type: none"> ● Curriculum development (see Leadership) ● Develop maths pedagogy and accelerate learning in maths ● Continue to review assessment processes so that assessments are formative, streamlined and multi purpose. Introduce maths PACT ● Explore and develop oral language pedagogy ● Sustain positive well-being for all students 	<ul style="list-style-type: none"> ● Digital learning/e-learning 	
5. Professional capability and collective capacity	<ul style="list-style-type: none"> ● Support staff PLD- maths, reading and strategies for large group management ● Maths PLD 	<ul style="list-style-type: none"> ● Adaptive, responsive professionals 	
6. Evaluation, inquiry and knowledge building for improvement and innovation	<ul style="list-style-type: none"> ● COL activities- PLD, cluster innovation, Teacher Led Innovation Fund, Spirals of Inquiry ● Poutama pounamu 	<ul style="list-style-type: none"> ● COL initiatives 	→

All our Annual Goals aim to:

Sustain positive rates of progress for all learners; Accelerate the progress of priority learners; Sustain achievement for Māori & Pasifika students; Sustain positive well-being for all members of the school community; Integrate e-learning effectively into teaching and learning practices; Continually develop teaching pedagogy through professional development; Raise the achievement of students with additional learning needs, and support students with special abilities to broaden/extend their progress; Continually develop the school learning environment; Engage families and develop home/school relationships.

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
- Seesaw

Mathematics Action Plan 2019

POSITION/ STATUS AT END OF 2018:

- Overall: 93% achieving within expectation, 30% achieving above expectation. No significant gender difference
- Average (mean) sub level progress = 1.5 (expected= 1.5)
- Māori learners: 94% achieving within expectation, 44% achieving above expectation. Average (mean) sub level progress = 1.2 (expected= 1.5)
- Teacher confidence is variable, with only 2 teachers remaining who participated in 2016 PLD
- Although students' survey responses were positive (and on par with writing and maths), teachers believe they would benefit from further PLD in mathematics

AIM

- To sustain achievement and progress levels, with all students making one year of progress

TARGET

- For target students to make at least 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 monitor the maths leader's implementation of this action plan at the end of each term

EVALUATION

- Analysis of student achievement in terms 2, 3 and 4
- Teachers' Spirals of Inquiry and coaching feedback from consultant and ALIM mentor
- Measuring student motivation and engagement through Principal walk-throughs Term 3

ACTION	WHO	WHEN	RESOURCES	INDICATORS	MONITORING
<p>Objective: To provide rich learning experiences across the breadth of the maths curriculum, raising the profile of maths and understanding the importance of maths in everyday life</p> <p>Effective planning and coverage of maths curriculum through following long term plan</p> <p>Develop motivation and real connections through continuation of 'Meaningful Maths'</p> <p>'Extract' maths from events and real experiences</p> <p>Develop student agency, self-management and goal-setting through use of Student Hub</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers Supported by leader</p>	<p>Term 1 onwards</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p>	<p>Teacher time</p> <p>Teacher, Principal time</p> <p>Teacher time</p> <p>Teacher time</p>	<p>Balanced coverage of maths curriculum</p> <p>Student interviews will indicate +ve attitudes and understandings</p> <p>As above</p> <p>Students regularly using Maths hub to support their learning</p>	<p>Analysis of student workbooks by maths leader term 2</p> <p>Monitoring by leader each term</p> <p>Monitoring by leader each term</p> <p>Monitoring by leader each term</p>
<p>Objective: To plan and assess effectively</p> <p>Track student achievement, identify learning needs and monitor progress through use of maths assessment spreadsheet</p> <p>Review and agree maths planning</p>	<p>Teachers</p> <p>Teachers</p>	<p>Term 1 onwards</p> <p>Term 1</p>	<p>Teacher time</p> <p>PL time</p>	<p>Spreadsheets will be completed and informing planning</p> <p>Effective maths</p>	<p>Monitoring by leader each term</p> <p>Monitoring by leader</p>

guidelines				planning and learning	each term
Record formative assessments effectively	Teachers	Term 1 onwards	Teacher time	As above	Monitoring by leader each term
Use PaCT effectively	Teachers	Term 2	PL time	PaCT data analysed	Maths leader and Principal analysis of achievement data
Objective: To develop confident, passionate teachers of maths					
Survey teachers to determine strengths, needs etc	Consultant and leader	W6 Term 1	Leadership time	Detailed PLD and pedagogy support action plan developed	Report to Principal
Consultant to work with teachers 3 days every 3 weeks	Consultant	All year	\$9000 plus Principal and CRT release time	Positive feedback from teachers	Termly strategic review and planning meeting with consultant and leader
PLD in effective maths pedagogy- in house, independent and external	Consultant and leader	Term 1 onwards	PL and CRT time	Teacher pedagogy strengthened	Monitoring discussion in end of term appraisal meeting with Principal
Teachers engage in Spirals of Inquiry	Teachers	Term 1 onwards	Teacher time	Improved teaching impacts on learners	As above

<p>Objective: To develop confident, passionate learners of maths, who make positive/ accelerated rates of progress</p> <p>Learning personalised to individual needs</p> <p>Participation in ALIM programme- 4 students per class</p> <p>Agree and implement a daily programme to accelerate learning of basic facts. Maintain basic facts records</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Term 1 onwards</p> <p>Term 1 onwards</p> <p>Term 2 onwards</p>	<p>Teacher time</p> <p>\$4000 from MoE for leader release and TA</p> <p>Teacher time</p>	<p>Learning matched to needs</p> <p>Impact on pedagogy, progress and whānau engagement</p> <p>Basic facts achievement will accelerate</p>	<p>Monitoring of students' books by leader</p> <p>5 weekly monitoring of programme</p> <p>Monitoring of data by leader</p>
<p>Objective: To enhance resources to engage and support learners</p> <p>Audit classroom resources and top up as necessary</p> <p>Extend digital learning opportunities in maths</p> <p>Purchase additional resources to improve maths learning experiences</p>	<p>Consultant and leader</p> <p>Teachers</p> <p>Leader</p>	<p>Term 1</p> <p>Term 2 onwards</p> <p>Term 1 onwards</p>	<p>\$1000 curriculum budget</p> <p>\$500 apps curr budget</p> <p>\$2000 curr budget</p>	<p>Students will have access to all relevant materials</p> <p>Students will use powerful apps</p> <p>Rich variety of resources available to learners and teachers</p>	<p>Leader report to Principal</p> <p>Feedback from consultant and leader</p> <p>Leader report to Principal</p>

Hauora/ Well-Being Action Plan 2019

EVALUATION- end 2018

- Over 50% identified as having well-being needs at the start of the year made significant progress and were 'rolled off' the inclusive ed register
- Attendance continued at high levels >94% = Active, healthy learners
- Zero stand downs, zero significant violent incidences, very few bullying incidences. Tuakana teina and positive role modelling by seniors effective
- Positive, caring climate in classrooms and on the playground. Above data is reinforced by student, whānau and staff surveys- inclusive culture
- Intervention, high number of TA hours, Spirals of Inquiry looking at the whole learner contribute to student success and well-being
- Caring pedagogy- staff care for the person and care about their learning (Principal observations)- CAMHS PLD, Diverse Measures of Success

AIM

- To ensure every student has optimal well-being and experiences success as a learner

TARGET

- To support the well-being needs of individual identified students
- To elevate the status/ profile of well-being across the school community

SUCCESS CRITERIA

- Zero incidences of violent, bullying or harassment behaviours
- The learning environment looks, feels and sounds caring and positive
- Students will be able to positively engage in their learning
- High levels of student confidence

MONITORING

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

EVALUATION

- Feedback at whānau hui
- Termly analysis of behaviour
- Termly review of inclusive education register
- Annual review of one aspect of Te Whare Tapa Whā- 2019- Taha whānau,(social and relationships) 2020- Taha Wairua, (Spiritual) 2021-Taha Hinengaro, (mental and emotional) 2022- Taha Tinana (physical)

ACTION	WHO	WHEN	RESOURCES	INDICATORS	MONITORING
<p>Objective: To develop understanding of self-managing well-being and pro-social behaviours</p> <p>Promote the personal and social development of every student through weekly Kiwican sessions and in-class follow-up</p> <p>Promote the personal and social development of every student through Life Education sessions and in-class follow-up</p> <p>Develop a shared understanding of Hauora/ well-being: Regular class discussions/ circle time Staff discussions Parent contributions and information sharing Create a visual image e.g. word cloud to represent shared ideas</p> <p>Introduce the 5 Ways to Well-Being: Me whakawhānaungā- Connect (with nature, people Tuka- Give Me aro tonu- Take notice Me ako tonu- Keep learning Me kori tonu- Be active</p>	<p>Kiwican team and class teachers</p> <p>Genevieve and class teachers</p> <p>Principal</p> <p>Teachers</p>	<p>Weekly and ongoing</p> <p>Term 2</p> <p>End Term 1</p> <p>Term 1 and ongoing</p>	<p>\$4000 BOT contribution plus Kiwican</p> <p>Teacher time</p> <p>Time \$200 printing</p> <p>Curriculum time</p>	<p>In-school evaluation will be 90% positive</p> <p>In-school evaluation will be 90% positive</p> <p>Image created and shared</p> <p>Students' understanding will enable them to talk about well-being</p>	<p>Principal and Kiwican termly monitoring</p> <p>Evaluative feedback from teachers</p> <p>Report to BOT</p> <p>Principal monitoring term 2</p>
<p>Objective: To provide targeted support for identified students:</p> <p>Student needs identified in partnership with whānau and</p>	<p>Teachers</p>	<p>Term 1</p>	<p>Staff time</p>	<p>Inclusive Ed Analysis completed</p>	<p>Principal monitoring</p>

recorded in Inclusive Education Analysis. Support plan and intervention developed. Partnership with CAMHS, Mentors, Peer Support, RDA, music therapy				and support plans developed- students develop and 'roll off'	and analysis
Use Assembly SMS effectively to record and monitor well-being actions	Teachers	Ongoing	Staff time	Useful tool for teachers	Principal monitoring and analysis
Strategic deployment of Teacher Aides to promote the well-being and learning of identified students	Principal	Ongoing	\$15000 TA budget	Balance between learning and well-being support	Principal report to BOT
Objective: To enable students to be active decision makers/ agentic about their well-being and learning:					
Extend student led learning	Teachers	Ongoing	Staff time	Student engagement surveys will be positive	Teachers share developments
Focus groups to work with Principal (student councils but interchangeable) on well-being and other aspects	Principal	Term 1 and ongoing	Principal time	Student agency and ownership will increase	Minutes to teachers
Circle time	Teachers	Ongoing	Staff time	Student resolution and pro-active self-management will increase	Principal observations
Whānau korero- student voice about their aspirations	Teachers	Term 1	Staff time	Teachers knowledgeable about their learners	Aspirations shared with Principal
Students actively involved in goal setting	Teachers	Ongoing	Staff time	Students make positive progress	WSL monitoring
Objective: To extend leadership opportunities for all learners:					
Defining leadership in each classroom and identifying positive role models	Teachers	Term 2	Staff time	Leadership will grow across the school	Teacher feedback
Year 6 leadership camp	Principal	Term 1	\$400 EOTC budget	Students will become activists	Student feedback
Tuakana teina leaders	DP	Ongoing	Staff time	Shift from mediators to leaders	DP monitoring

Principal focus group leaders	Principal	Ongoing	Principal time	and role models Student agency grows	Minutes shared with teachers All involved
Deliberately celebrating leadership behaviours in Friday assembly	Teachers	Ongoing	Staff time	Students aspire to be leaders	
Encouraging and enabling leadership opportunities at playtimes- clubs, interest groups, activities	Teachers	Term 2	Staff time	Sustain positive play experiences at playtimes	DP monitoring
Objective: To develop Taha Hinengaro- Mental and emotional well-being:					
Develop resilience of students through innovative strategies- Quantify and identify	Teachers	Term 2	Staff time	Student resilience increases	Develop staff shared doc
Ensure all learning is well-matched to individuals (low stress- high expectations)	Teachers	Ongoing	Staff time	Students make good rates of progress and are in Zone of Proximal Development- Achieving FLOW	Principal observation term 2
Explicit teaching of self-regulation, emotional intelligence, social and emotional aspects of learning	Teachers	Term 1	Staff time	Self-regulation and intrapersonal understanding develops	WSL monitoring
John Parsons cyber safety workshops for students, staff and families	Principal	Term 4	\$1000 PLD budget	Positive response from community	Feedback from families
Objective: To develop Taha Whānau- Social and relational well-being:					
Continue to promote School Values and extend celebration in Friday Assembly	Teachers	Ongoing	Staff time	Values are embedded	All involved
Review 'behaviour management' procedures and ensure consistent reinforcement with new team members	Principal	Term 1	Staff time	Excellent behaviour continues	Principal monitoring and reporting to BOT
Continue to promote restorative approaches					

	Teachers	Ongoing	Staff time	Excellent behaviour continues	Principal monitoring
Objective: To develop Taha Wairua- Spiritual well-being: Teaching of knowing ourselves- knowing our ancestors, whakapapa, pepeha, turangawaewae Continue to promote sense of identity, great to be unique, strength to be who we are Termly EOTC- getting into our local environment to develop a sense of awe and wonder	Teachers Teachers Teachers	Term 1 Ongoing Ongoing	Staff time Staff time Staff time	Students know their whakapapa Confidence to be unique continues Students will appreciate and value their environment	Teachers sharing Principal observations Principal monitoring and reporting to BOT
Objective: To develop Taha Tinana- Physical well-being: Sustain daily physical activity Sustain and extend EOTC opportunities Explore grant funding for water based resources- SUPs, kayaks, life jackets, wet suits, trailer etc Review cycle of health and safety learning in TMS curriculum plan	Teachers Teachers Principal Principal	Ongoing Ongoing Term 1 Term 1	Staff time Staff time \$18000 grants Principal time	Healthy, active students, ready for learning Range of EOTC Resources purchased New plan in place	Principal monitoring Report to BOT Revised procedure
Objective: To extend the knowledge, understanding and awareness of all members of the community: Professional learning for staff- CAMHS workshop, regular sharing sessions etc Sharing professional readings across the team Sharing relevant information with parents via Seesaw. Explore benefit of workshop	Principal Teachers and Principal Teachers and Principal	Term 2 and ongoing Ongoing Ongoing	Staff time Staff time Staff time	Staff action new learning Staff action new learning Parents respond positively	Staff reflections Principal monitoring Principal monitoring

Culturally Responsive Practices Action Plan 2019

EVALUATION END OF 2018

- Effective processes for consulting Māori whānau, students and analysing data
- Events established- whānau hui/ hangi, Matariki community celebration, junior, senior and staff kapa haka, marae visit
- PLD- Principal L2, Board training in Treaty understandings, 3 teachers Nelson, fortnightly te reo development, UC
- BoT commitment- Hautū self review x2, protocols, recruitment of Board members and staff, powhiri for new staff
- Increase in te reo Maori, tikanga and curriculum content

AIMS

- To ensure every student and their whānau feel valued, included and supported so that every student makes optimal progress
- To ensure we are fulfilling our obligations to the Treaty of Waitangi and that our school is genuinely bicultural

TARGETS

- To sustain equity and parity in all areas of student achievement
- For all students to make progress in Level 1 te reo Māori

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 in teaching te reo Māori and te ao Māori

MONITORING

- The implementation of this action plan will be monitored through termly reports to the BoT
- The Principal will monitor the implementation of this action plan with the leader at the end of each term.

EVALUATION

- Feedback at whānau hui
- Analysis of student achievement terms, 2, 3 and 4.
- Analysis of student achievement in te reo Māori in term 4.

ACTION	WHO	WHEN	RESOURCES	INDICATORS	MONITORING
<p>Objective: To improve teaching and learning of te reo Māori across the school</p> <p>Board support for staff engaging in PLD outside of school e.g. TWoA or marae based classes</p> <p>Fortnightly staff focus on language development to be used across the school</p> <p>PLD for support staff and agreed shared expectations</p> <p>Agreed minimum expectations for every classroom- te reo Māori, waiata, karakia, mihi/pepeha</p> <p>Implement the recommendations/ guidance from Nelson PLD 2018</p> <p>Purchase resources to support te reo and tikanga Māori</p>	<p>Principal to oversee</p> <p>Leader</p> <p>Leader</p> <p>Leader</p> <p>Teachers</p> <p>Leader</p>	<p>As required</p> <p>Ongoing fortnightly</p> <p>Term 2 onwards</p> <p>Term 1</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p>	<p>Up to 1 day TOIL per term, according to need \$2000 PLD budget</p> <p>Admin meet time</p> <p>Release time</p> <p>Teacher time</p> <p>Teacher time</p> <p>\$1000 curric budget</p>	<p>Teacher proficiency, confidence and increase usage of te reo Māori</p> <p>As above</p> <p>As above</p> <p>As above</p> <p>As above</p> <p>As above</p> <p>As above</p>	<p>Principal report to BOT</p> <p>Principal monitoring</p> <p>Principal report to BOT</p> <p>Principal monitoring</p> <p>Leader monitoring</p> <p>Principal monitoring</p>

Objective: To sustain and increase participation in cultural events					
Weekly kapa haka learning across the school	Leader	Ongoing	\$1200 staffing budget	Wide involvement and engagement	Leader monitoring
Staff and community kapa haka group	Leader	Ongoing	Teacher time	As above	Principal report to BOT
Matariki celebration	Principal	July	\$500 food- BOT \$500 food- BOT	High turnout and positive feedback	Principal report to BOT
Whānau hui	Principal	November	\$1000 visits	As above	Principal report to BOT
Marae visits	Leader	Where appropriate		Real understanding of marae	Principal report to BOT
Objective: Understand akonga and whānau aspirations and sustain regular communication					
Whānau korero meeting at start of year	Teachers	February	Teacher time	Teacher knowledge and understanding of akonga and engagement with whanau	Principal report to BOT
Regular communication via Seesaw and face to face	Teachers	Ongoing	Teacher time	As above	Principal monitoring

<p>Objective: To enhance cultural learning opportunities across the curriculum</p> <p>Meaningful learning opportunities planned across the curriculum linked to the theme of Tuia</p> <p>Engagement with cluster schools in the development of local curriculum opportunities as part of TLIF project</p> <p>Students learn about tupuna, maunga, awa, place name meanings, pa sites, historical sites and events</p> <p>Whole staff participation in Turangawaewae/ local history tour/ PLD</p> <p>Develop extension opportunities for interested students eg carving, ki o rahi, tukutuku</p>	<p>Teachers</p> <p>Principal, Leader, WSL</p> <p>Teachers</p> <p>Principal</p> <p>Principal/ leader</p>	<p>Term 1 onwards</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p> <p>February</p> <p>Where appropriate</p>	<p>Teacher time</p> <p>\$? TLIF funding</p> <p>Teacher time</p> <p>\$100 PLD budget</p> <p>\$500 curr budget</p>	<p>Student engagement</p> <p>Partnership and engagement with iwi and hapu</p> <p>Student knowledge and understanding</p> <p>Staff knowledge and understanding</p> <p>Celebration and value of te aoMāori</p>	<p>Leader monitoring</p> <p>Principal report to BoT</p> <p>Leader monitoring</p> <p>Principal monitoring</p> <p>Principal report to BOT</p>
<p>Objective: Promote equity, excellence and belonging through relational and culturally responsive pedagogies</p> <p>Participate in Piritahi Kahui Ako Poutama Pounamu PLD with Waikato University:</p> <p>Cluster PLD X2 per term</p> <p>Leadership meetings x2 per term</p>	<p>WSL and Leader</p> <p>Teachers</p> <p>Principal, Leader, WSL As above</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>COL PLD funding</p> <p>Teacher time</p> <p>\$600 PLD budget</p>	<p>Increased staff knowledge of cultural and relational pedagogy</p> <p>Effective leadership</p> <p>Meaningful tool designed</p>	<p>Principal report to BOT</p> <p>Principal report to BOT</p> <p>Principal report to BOT</p>

Design and implement Rongohia te Hau observation tool		Term 1	\$600 PLD budget (shared with Leadership meetings budget)		Principal monitoring
Develop detailed action plan to address outcomes of Rongohia te Hau	As above	End term 1	Leadership time	Action plan detail in place	Principal report to BOT
Ensure that all school members are involved in Poutama Pounamu developments- Principal to report to/ brief BOT, Leader to work with support staff	Principal, leader	Ongoing	Principal time	Shared understanding	Principal report to BOT
Objective: Ensure the physical environment reflects bicultural commitment					
Whakapapa display	Principal, leader	Term 1	Leader time	Celebration of heritage	Principal monitoring
Classroom displays reflect cultural diversity within each class e.g. Scottish, Spanish or Maori heritage	Teachers	Ongoing	Teacher time	Value of cultural celebration evident	Leader monitoring
Photographs, website, newsletters to promote value placed on cultural inclusion	Leader	Ongoing	Leader time	Value of cultural celebration evident	Principal monitoring

Objective: To sustain BoT support for and understanding of bicultural commitments					
Action aspects raised from second Hautū review	Principal	As needed	BoT time	Strategic thinking and governance will reflect Treaty obligations	BoT action plan
Apply a bicultural lens to all policies and procedures	Principal	Ongoing	Principal time, RTM time		BoT overview

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"> <input type="checkbox"/> Nick Raynor <input type="checkbox"/> Emily Soward <input type="checkbox"/> Laura Thompson <input type="checkbox"/> Jess Kopua <input type="checkbox"/> Caroline Abbott <input type="checkbox"/> Sarah Gray <input type="checkbox"/> Melissa Bryant <input type="checkbox"/> Julian Mason 	Ongoing
Community Consultation Log	Updated over the year
Websites: http://www.education.govt.nz , www.tki.co.nz , http://www.educationalleaders.govt.nz/	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: 01/03/2019

Principal: Nick Raynor

Date: 01/03/2019

TEACHING AND LEARNING FRAMEWORK

Equity, Excellence, Belonging



Learners at the Centre
MAURI ORA
Know your Learners

SPIRALS OF INQUIRY - EVALUATIVE/REFLECTIVE PRACTICE - INNOVATION

Across Piritahi Kahui Ako we have TRUSTED data to inform teaching practice & achieve equitable outcomes for ALL students

All learners make expected progress
Equity - All priority learners make accelerated progress