

# Paengaroa School

Charter 2019

School I.D: 1882



Old Coach Road, Paengaroa, Te Puke  
Website: [www.paengaroa.school.nz](http://www.paengaroa.school.nz)  
Phone : 07 5331227

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## **Charter Contents**

General Description of School

General Description of School Community

Mission Statement

Our Vision

The School's Motto

General Philosophy

National Priorities

Paengaroa School Future Perspective

Our Values and Virtues

Annual / Strategic Plan 2019-2021

5 Year Property Agreement

Annual Plan

Consultation

Additional Supporting Documentation available for School operational Planning and Programming

Annual Calendar

Curriculum Review – Development Plan

Curriculum Reports

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## General Description of the school

Contributing Primary, State owned, Co Educational. Decile 4g.

A contributing Primary School involving syndicate groupings - Junior, Middle and Senior. Buildings include 11 classrooms, administration block, library, dental clinic, multipurpose building, computer suite, music suite, ceramics studio, art room and covered areas.

Playgrounds are extensive with playing fields, tennis, netball and volleyball courts (Astro-grassed Multi sport surface), adventure areas and a grove of native trees. The school has an attractive environment and is well resourced. In 2015 school will be enjoying the benefits of a near new 25 m x 10m pool and changing sheds. And a new Sports storage facility.

## Description of School Community

The school community is drawn from the Paengaroa Village and the surrounding rural area bounded to the north by Maketu, to the east by Te Matai, to the west by Pongakawa district and to the south by the Roydon Downs and Maungarangi Roads.

Although some of the original families still live in the area, many of the school's population have settled in the area within recent years. There are a noticeable number of children who come from families where both parents work.

The school district is predominantly connected directly with horticulture and agriculture, but there is a significant proportion of the community who find employment in commercial and industrial businesses, both locally and in neighbouring centres. A local freezing works also draws workers from the school community.

## Mission Statement

Paengaroa School exists to provide fair and equal opportunities with stimulating, challenging and purposeful learning experiences designed to help children achieve personal success and self esteem.

Such a learning environment is designed to reflect tolerant and supportive characteristics of the community, promoted by close parental involvement and staff relationships, to produce well balanced and caring individuals. Whanaungatanga.

## Our Vision

For Paengaroa People to achieve personal success and through hard work, creativity, persistence and motivation, strive for academic, physical and social excellence. Thus growing in their attitudes and skills, values and knowledge so that they become active participants in our community, contributing to the well being of New Zealand.

We are aiming for pupils who are: **confident, connected, actively involved, lifelong learners.**

To ensure this is achievable our decision making revolves around a core set of values that permeate through the following pursuits:

- High expectations for staff and pupil to succeed while striving for excellence
- Gaining and applying knowledge of cultural diversity and all things Maori, histories and traditions included
- A non sexist, non racist and non discriminatory curriculum
- Challenging, **rich, real and relevant** content
- Programmes that acknowledge talent and abilities and aim to foster and extend these while also being affirming
- Our staff and pupils reflecting on their own learning and to learn to learn
- Inclusive of the wider community, family / Whanau
- A balanced curriculum that makes links across curriculum areas and provides coherent transitions and is future focussed
- Encouraging positive attitudes and a focus on their own successful futures.
- The best possible resources to ensure that excellence can be pursued. Land, buildings, staff, technology, play and sport fields and equipment, courts, aquatics facilities.



## The School's Motto

**“Where Learning has no Boundaries.” - “He Akoranga Mutunga Kore”**

### General philosophy

To grow people who can **think** for themselves, **use language, symbols and text, manage themselves, relate to others and participate and contribute**. They will: **Paengaroa Schools Pupils (symbolised as a Fantail) take flight by learning** competencies over 6 years of schooling at Paengaroa School. Year 0 to Year 6. Students are expected to learn (take flight) to the best of their ability:

- **Communicate- Korero through:** languages, symbols and texts. Students will use communication in all its forms: movement, voice, text and ICTs, to communicate ideas and thoughts to others.
- **Manage Self – Pōno through:** Increasingly learning to be independent, organised, and honest, to selfcare and demonstrate self- discipline. Through showing loyalty and friendship, trying their hardest and demonstrating value of self.
- **Develop Creativity-Auāha through:** Developing their original ideas, using imagination and innovations and use literacies, the arts and thinking to make, shape, and create something original.
- **Be Open to Learning-Ako through:** Being reflective, setting goals, building thinking skills. Problem solving and forward thinking strategies being taught and by being encouraged to be risk takers and to challenge themselves. Through taking responsibility for their own learning
- **Participate and Contribute – Whai wahi atu through:** Being involved, taking on leadership, giving things a go then sticking to them, working cooperatively and listening to others.

### National Priorities:

- **Success for All** - This is our schools Philosophy and Vision. We strive to reach very high standards. National Standards will be embraced. Personalised Learning.
- Success for Maori as Maori. **Improved Outcomes for Maori Students and students at Risk including Pacifica.**
- **A safe Learning Environment** is part of our [Mission statement](#) It is reflected in all property and personnel decisions we make. Also in our policies and procedures
- **Improved Literacy and Numeracy** are our core business and have been targeted under: [Reading](#), [Writing](#), [Mathematics](#) and [Other](#).
- **Better use of Student Achievement Information** is implied in our pursuit of best practices and as part of our ongoing refinement in assessment and the use of Information Technology, Asttle and the Exemplars now available.
- **Providing Career Guidance** building hope, successful images, into students minds from a young age
- **Improved opportunities for Gifted and Talented Students** will continue to be carefully identified and stretch / challenge activities and learning objectives will be encouraged.
- **Improved outcomes and achievement for Children with Special Needs as part of the schools inclusive style and philosophy.**
- **Increasing use of ICT's in independent learning programmes, with teachers also being learners along side the pupils they teach.(Life Long Learning for all)**
- **Improved student engagement in physical education and well being. Student attitudes and values towards learning and physical well being explored.**
- **Growing our “Learning community” as a staff, a school and for the wider community membership. E.g.Te Reo Night classes for all.**
- Impacting across all these priorities is the **integration of ICT's**. The New Technology Curriculum- compulsory 2020.
- Develop a local curriculum to better unlock the national curriculum.

Paengaroa School has already embraced these priorities. Many of our aims, objectives, targets and planned actions reflect both the National and our own local priorities.



## Paengaroa School Future Perspective

The following trends have been identified as having an effect on the future development of Paengaroa School. Whenever the school is making Strategic decisions about the schools' future these trends must be considered.

21 <sup>st</sup> Century Issues	Implications for School	School Response
<ul style="list-style-type: none"> <li>• Info &amp; Com Tech impacts on:               <ul style="list-style-type: none"> <li>i) Employment</li> <li>ii) School Organisation</li> <li>iii) Accessing, analysing and using information</li> <li>iv) Cyber Safety</li> <li>v) The accuracy with which we live our daily lives</li> <li>vi) Learner Agency and Agentic behaviours of Akonga.</li> </ul> </li> <li>• Organisation of the School Day /Year</li> <li>• Personalised Learning. Service driven.</li> <li>• Collective Responsibility for one anothers actions and life decisions</li> <li>• Increasing accuracy in the way we conduct our daily lives. Greater compliance and monitoring.</li> <li>• Video surveillance everywhere.</li> <li>• Learning Communities instead of Schools or as an extension of the school. COL- Te Puke Kahui Ako.</li> <li>• Building Business Partnerships</li> <li>• Migration to BOP</li> <li>• Revitalisation of Te Reo, Tikanga Maori, Taha Maori</li> <li>• Strategies to improve the 20% at the lower. The long tail. Including robust educational standards” /expectations and plain language reporting to parents. Inclusive.</li> <li>• Assess to Learn more explicit.</li> <li>• Promoting active life styles – sports, aquatics, P.E. Health education.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum will need to prepare clients for jobs that haven't been invented yet.</li> <li>• Need to keep up with Technology and have skilled staff.</li> <li>• Will face to face teaching be effective?</li> <li>• Will internet links be used more widely.</li> <li>• Possible multiple use of school resources through extended hours</li> <li>• Flexible Timetabling and Staffing.</li> <li>• Adult Learning Programmes</li> <li>• Liaison with other providers</li> <li>• Multiple use of school buildings</li> <li>• Will government fully fund schools costs</li> <li>• The role of business enterprises in Schools</li> <li>• Growth Strategies of Local Bodies will effect population densities</li> <li>• Increasing Maori Population in Te Puke area.</li> <li>• Employment of Fluent Speakers of Maori</li> <li>• Staffing</li> <li>• Incorporating monitoring and reporting into the schools current excellent practices, noting that it could cause an increase in teacher work load on assessment and reporting rather than assess to learn.</li> <li>• Foster aquatic sports and fitness to utilise new and old pools.</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry Style Learning- Rich, Real and Relevant</li> <li>• Budget for Upgrading of Hardware and Software</li> <li>• Band Width and Fibre Optic Connectivity. (Done)</li> <li>• Cyber Safety policies and procedures</li> <li>• Create an awareness of trends, including job sharing, specialization, reward structures.</li> <li>• Keep open mind and consider uses of resources: Ceramics studio, Multi Room, Music Suite, Art Room, Computer Suite. Personnel.</li> <li>• Comvita NZ Top School</li> <li>• Property projects must be future focussed eg Toilets, Intranet, etc. Wireless. (Done)</li> <li>• Maintain focus on main mission.</li> <li>• Measure need for Bilingual Programmes at least once every two years</li> <li>• Ensure “high expectations for pupils and staff” are well understood by staff so that teachers are persuing and achieving pupils with high achievement levels.</li> </ul>

Our Values and Virtues include respecting the dual cultural heritage of New Zealand. Our cultural diversity is respected.

Our values and virtues include:

- |                                 |                                      |   |                               |
|---------------------------------|--------------------------------------|---|-------------------------------|
| • Pursuit of excellence -       | <b>Tuhinga o mua</b>                 | • Co operation and Collaboration –                  | <b>Mahi-Tahi</b>              |
| • Respect and Tolerance -       | <b>Te Whakaaetanga me te Tangata</b> | • Life Long Learners -                              | <b>Ngā ākongā roa o te ao</b> |
| • Responsibility and Fairness - | <b>Te kawenga me te tika</b>         | • Healthy and Active Lives – making healthy choices | <b>Te Ora me te Ora</b>       |
| • Honesty -                     | <b>Hononga</b>                       | • A caring for the Environment- acting responsibly- | <b>Kaitiakitanga</b>          |
| • Integrity -                   | <b>Te tika</b>                       | • Inclusiveness for all -                           | <b>Whakauru</b>               |
| • Compassion -                  | <b>Te aroha</b>                      |   |                               |

All persons are treated with respect as New Zealanders, no matter their race, religious or cultural background.

The school encompasses the notion of inclusiveness.

**The unique position of Maori Culture:** The special place of Maori in the community is recognised and valued through Kapa Haka, Maori language inclusiveness and cultural EOTC involvement.

The document Ka Hikitia is a guiding document for the school's expectation to ensure success for Maori students as Maori.

The school recognises and values the unique position of Maori in New Zealand and the importance of the treaty partnership.

The school acknowledges and respects the values, traditions and histories of all New Zealanders but explicitly recognises the culture, language and history of Maori.

Classes in two close geographic schools can offer immersion: Te Matai School and Maketu School. If immersion is requested parents are advised of these options.

**The school incorporates Tikanga Maori into the curriculum.** At Paengaroa School children are given integrated instruction in Maori through day-to-day programmes (The school is developing a comprehensive resource to support instruction). Teachers are continually developing in Maori competencies- Tātaiko.

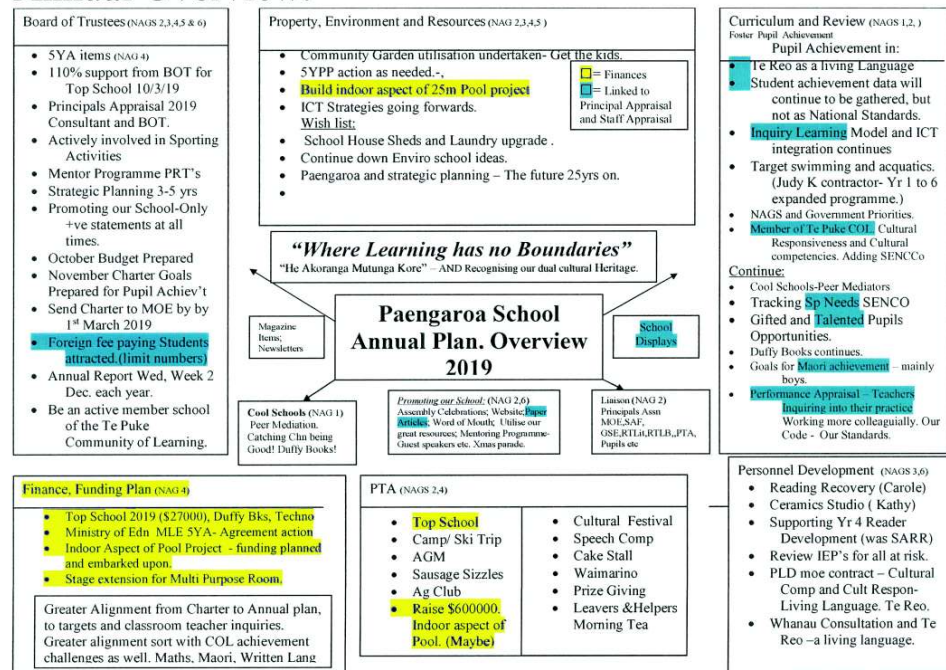
The school has a strong cultural group and parents are encouraged to be part of the whanau group. All Maori and Pasifica children are encouraged to be members of the Kapa Haka, along with any other pupils. This is part of our inclusiveness model.

Maori resources are available to the community on request.

## 5 Year Property Agreement

The Ministry of Education has had Paengaroa Schools latest 5 and 10 Year property plan approved 2016-2021. The school will work through the first five years of priority items during 2016-2020.

## Annual Overview.





## **Consultation**

- The Board of Trustees will continue to have open communication with our Whanau and community members in general. With 38% Maori roll, the school aims to ensure that all Maori students at risk are identified and every effort is made to ensure the children get assistance. Engaging with our Maori community will be a focus along with a thorough record kept of same.
- The school maintains an open door policy with regards to all parents wishing to discuss any issue with the staff or principal. Often consultation is dealt with informally while the parents are at school for an event. The Principal aims to capture their thoughts in a non-threatening, friendly and relaxed manner.
- The whole community, including Maori is engaged in conversations via: Newsletters, two parent interviews, whanau Board Representation, formal and informal discussions at events, PTA meetings and Board meetings. All to be well recorded.
- Specific events to include and encourage engagement with Whanau continue to be organised. E.g. Whanau BBQ, Numeracy and Literacy evenings, Ra Whakangahau and Te Puke Cultural Festival preparation and performance allows another chance to engage with the whanau who are always heavily involved in these events.
- Further “Whanau Group Development” in 2018-2020

## **Additional Supporting Documentation available for School operational Planning and Programming**

- Charter Goals Implementation Plan – Nags - 2019 – 2021
- [Performance Management programme](#) ( Includes all staff and Principal Appraisal processes - Personnel Development Planning.)
- EEO plan
- [Annual Budget](#)
- [10 yr Property Plan](#) and 5 Y A.
- Health and Safety Management Policies and Procedures
- [Special Needs Programmes](#)
- [Gifted and Talented Programmes](#)
- Tikanga Maori Implementation Plan, along with Kahikitia –Accelerating success for all 2013-2017
- [Self Review Programme](#)
- Management Manuals that include:
  - [Complaints procedures](#)
  - Child Protection
  - EOTC
  - Health and Safety
  - Compulsory Police Vetting
  - Protected Disclosures
  - Food Safety and Hygiene Programmes to be registered by 30<sup>th</sup> November 2018.
- Appropriate Ministry circulars, gazette notices, NZSTA admin advices, et al.
- Inclusive Planning Tools . NZCER. Online review tools along with Wellbeing @School site – for self - review of Inclusive agenda.

# Annual Calendar

## Paengaroa School B.O.T Annual Calendar.

### Reporting Curriculum Issues in Red

Month	Chairperson	Secretary	Principal	Treasurer	Property	Teacher Rep	Whanau
<b>January / February</b>	Chair Meetings per Month Meet with Principal Weekly Ensure Involvement by all.	Minutes per Meeting	Agenda with Chairperson each Month <b>Whanau Consultation</b>	Accounts with office Manager presented each month. Ensure accounts at Accountant	Property checks done each month	Staff Welfare	Maori Voice heard.
<b>Term 1 Preparation</b> <b>Achievement Objectives</b>	Attend PTA meetings <b>Chair Top School Org Com</b>		Prepare monthly Report against NAGS and Strategic Plan Attend PTA meetings	for previous years Annual Acct preparation.	Organise Working Bees as needed to ensure all is Safe and well maintained.	Report on Pupils Achievement Targets With Principal or Guest Teacher.	Be Mindful of Treaty Obligations and ommunity Wishes.
<b>March</b>		Advertise AGM	Agenda with Chairperson each Month	Ensure annual accounts at Auditor for AGM deadline.	Property checks done	Prepare EEO Report with Principal and Other Board Members.	Prepare Annual Whanau Report for AGM
	Consult On Issues as needed		Consult On Issues as needed		Consult On Issues as needed		Consult On Issues as needed
<b>Parent Goal Setting</b> <b>Interviews</b>	Staff Shout end of Term 1					Report Special Needs in Summary form	
<b>April</b>	Chair AGM	Minutes of Previous AGM available.	Agenda with Chairperson each Month		Property checks done		
<b>AGM</b> <b>Summary of Previous Yr</b> <b>Achievement Obj Results</b> <b>Asttle explained to BOT</b> <b>Algebra Yr5/6 Test as Eg</b>	Present Annual Report		Present Annual Report Include Achievement Info. Send Copies of Reports To M.O.E.	Present Audited Accounts to AGM		Present EEO Report at AGM.	Present Whanau Report at AGM
<b>May / June / July</b>			Agenda with Chairperson each Month		Property checks done		
<b>Asttle Reading</b>	<b>Review BOARD Manual (Policy &amp; Proceedure)</b>					Develop EEO Plan for next twelve months.	
	Staff Shout end of Term 2						
<b>August / September</b>			Prepare Wish list for Priority Buying next yr Agenda with Chairperson each Month		Property checks done		
<b>Exemplars Shared with</b> <b>BOT</b>			Report on Reading Goals Report on Writing Goals Report on Maths Goals				
	Staff Shout end of Term 3						
<b>October / November</b>	Prepare Annual Budget for following Yr. Note spending in Past and Present yr. Present Draft Budget at November Meeting				Property checks done		
	Top School Com Meets		Report on Inservice for yr.				
<b>Inservice Report and</b> <b>Draft Budget</b>	<b>Prepare Annual Plan for following Year. Evaluate Current years Annual Plan Progress.</b>						
	Organise end of year BOT Celebration		Agenda with Chairperson each Month				
<b>December</b>					Property checks done		
<b>Annual Prize Giving</b>	<b>Present Annual Plan and Strategic Revision at Final Meeting per year.</b>					Report Special Needs/ Abilities	
	Staff Shout end of Term 4		Agenda with Chairperson each Month				



## Paengaroa School Curriculum Review – Development Plan

Review and Develop Implementation Plans	Curriculum Area	Implementation Plans Adopted for use to determine Programme	Notes and additional information	Tick
<p><b>2018 -2021 Major Focus</b></p> <p><b>Minor Focus</b></p>	<ul style="list-style-type: none"> <li>Te Reo as a Living language along with Cultural Responsiveness and Cultural Competencies. Maori Education Strategy 2018-2020</li> <li>Technology Curriculum Implementation.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Inclusive Education.</li> <li>Yr 3 and 4 Maths – Number knowledge and Place Value</li> </ul>	<p>Improvement Documents. Key personnel employed and hours increased.</p> <p>Charter Reviewed in Structure 2019 – Old charter structure reviewed and turned into an implementation plan.</p>	<ul style="list-style-type: none"> <li>PMS cycle</li> <li>Teacher own does and responsibility to record and reflect .</li> <li>MOE PLD contract with Linda re Te Reo and Cultural Competencies and Responsiveness.</li> </ul>	
<p><b>2018 Major Focus</b></p> <p><b>Minor Focus</b></p>	<ul style="list-style-type: none"> <li>Maths throughout school</li> <li>Written Language</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Teacher Inquiry into accelerating learning for all.</li> </ul>	<p>Use of RTLit to revise resource listing and gaps, Running Record procedures, daily reading strategies – guided reading, large printed text, central word attack, reading mileage, etc</p>	<ul style="list-style-type: none"> <li><b>New A.P. to appoint once Role growth triggers employment.</b> (Achieved Dec 2018) SENCO role split into Junior and Senior school roles. Curriculum leadership and syndicate leadership distribution reviewed Dec 2018..</li> <li>Agentic strategies - Learner Agency – Choice, ownership, voice, awareness of own learning journeys and articulation of this by pupils.</li> </ul>	
<p><b>2019 Major Focus</b></p> <p><b>Minor Focus</b></p>	<ul style="list-style-type: none"> <li>New Technology Curriculum</li> <li>Social Sciences and Local Curriculum conversations and refinement.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>UBERS – MOE training</li> </ul>	<p>In 2019 we may also use Art as a medium for motivating and encouraging greater detail in writing. Writing me a picture. Imagery and voice.</p>	<ul style="list-style-type: none"> <li><b>UBERS (TOD and Staff meetings Feb) then</b> and training for restraint for safety only later term 1 early term 2.</li> <li><b>Kahui Ako – Cultural Responsiveness work continues 2018-2020- Our Code – Our Standards, Add in Super Senco Development and Local Curriculum (Growing healthy food-Community garden, Kaituna River, Local Marae, Histories and Whakapapa, Te Arawa Canoe Landing Place- Maketu, etc)</b></li> <li><b>A large influx of Special Needs pupils.</b> Total review of Teacher Aide resourcing and distribution. (Feb 2019)</li> <li><b>Learner Agency continually pursued.</b> (Not willing to go down “Play to learn” as pupils who arrive from these types of schools are often well behind and lack self-discipline and focus. (Lack of deliberate acts of teaching with structure and scaffold.)</li> </ul>	
<p><b>2020 Major Focus</b></p> <p><b>Minor Focus</b></p>	<ul style="list-style-type: none"> <li>Technology Doc included.</li> <li>Science and Local Curriculum</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Inquiry learning Reviewed.</li> </ul>		<ul style="list-style-type: none"> <li><b>Inclusion</b></li> <li><b>Te Reo as a living language</b></li> <li><b>Lifting Maori Boys Achievement is still a focus.</b></li> <li><b>Agentic strategies continues</b></li> </ul>	
<p><b>2021 Major Focus</b></p>	<ul style="list-style-type: none"> <li>The Arts reviewed and refocussed.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	

**The 2019 Strategic plan (NAG 2 and 6) and NEG 's**

- Reduces the goals to 3 - 5 areas
- Includes key trends within the 'Future perspective' summary included in previous charter
- Takes into account information collected by teachers and presented to the BOT
- Includes COL goals which is now a requirement but does not mean they standalone. They are embedded in all areas
- Highlights the key areas of work that require lots of time and energy in 2019- 2021 (eg teacher aides)
- Incorporates most of what is in the previous plans in some way / shape /form. We are on a journey, not a destination!

GOAL	WHAT	SPECIFIC MEASURES	
Goal 1. <b>OUR STUDENTS</b> Engaged and achieving students  (NAG 1)	<ul style="list-style-type: none"> <li>• All students experiencing positive rates of learning towards their potential. Emphasizing Numeracy and Literacy</li> <li>• <i>Promote daily Te Reo and Tikanga - living language, used in classes by teachers, supported by weekly lessons led by specialist Te Reo teacher.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Targeted assessment is used to inform planning and reporting</li> <li>• Reporting to take place twice per year and include curriculum and competency progress results</li> </ul>	
	<ul style="list-style-type: none"> <li>• Rich, real, relevant curriculum developed and learning time used effectively to deliver</li> </ul>	<ul style="list-style-type: none"> <li>• Online world, MOWS, Aquatics, COL work</li> <li>• Make Te Reo a living language across all levels of the school</li> </ul>	
	<ul style="list-style-type: none"> <li>• Specific curriculum focus areas identified through effective analysis of school wide data</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3 and 4 mathematics</li> <li>• Science - New Technology Curriculum</li> </ul>	
	<ul style="list-style-type: none"> <li>• Manage teacher aide / support requirement to best support our students</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor learner outcomes for all including Needs and abilities registers. Attendance (Nag 6)</li> <li>• Whanau involvement critical – make known policies, plans and targets –with Whanau Group assistance</li> </ul>	
Goal 2. <b>OUR TEACHERS</b> Effective and inspiring teachers (NAG 2/3)	<ul style="list-style-type: none"> <li>• Professional learning plans / PD</li> <li>• Develop localised Curriculum with a culturally responsive approach. Include whanau.</li> </ul>	<ul style="list-style-type: none"> <li>• BOT commitment of resourcing to all staff to develop pedagogy and knowledge - all staff undertaken some PD (incl COL – Kahui Ako )</li> </ul>	
	<ul style="list-style-type: none"> <li>• Focus on wellbeing and resilience</li> <li>• Encourage and pursue “Agentic behaviour” for all Akonga (Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• Visit Marae, build on Tangatawhenuatanga.</li> <li>• Pupil voice and choice – maintaining and enhancing Mana. Maoritanga.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Teachers demonstrate formative practices through a range of methodologies</li> <li>• Ensure that “Our Code –Our Standards” is the basis of all teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Use data and assessment very well.</li> <li>• The annual report will include an Analysis of Variance (Nag 8)</li> </ul>	



<p>Goal 3. <b>OUR CULTURE</b> A culture of pride and respect (NAG 3/4/5)</p>	<ul style="list-style-type: none"> <li>● COL work – Cultural Responsiveness and relational Pedegogies Pursued.</li> </ul>	<ul style="list-style-type: none"> <li>● Obligations under the Treaty of Waitangi understood, applied and reviewed.</li> </ul>
	<ul style="list-style-type: none"> <li>● A safe place to be for all</li> <li>● Budgets based on priorities set in the charter.</li> </ul>	<ul style="list-style-type: none"> <li>● Class / school agreements and code of conduct</li> </ul>
		<ul style="list-style-type: none"> <li>● School policies and procedures support a culture of pride and respect within the students, staff and community</li> </ul>
	<ul style="list-style-type: none"> <li>● Students use inquiry learning to follow their interests within a topic framework - children express themselves and their culture through their learning</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
	<ul style="list-style-type: none"> <li>● Holistic curriculum developed that includes healthy competition and equitable participation</li> </ul>	<ul style="list-style-type: none"> <li>● Buddy classes, houses and teams build positive relationships</li> </ul>
	<ul style="list-style-type: none"> <li>● School / home partnership</li> </ul>	<ul style="list-style-type: none"> <li>● Open door policy, reporting, whanau meetings etc</li> </ul>
<p>Goal 4. <b>OUR SCHOOL</b> Taking care of our resources (NAG 4/5)</p>	<ul style="list-style-type: none"> <li>● Property</li> </ul>	<ul style="list-style-type: none"> <li>● Planning meets criteria in school's 10 year property plan (2016 - 25)</li> </ul>
		<ul style="list-style-type: none"> <li>● Stage project on end of Multi Purpose Room (Hall)</li> </ul>
		<ul style="list-style-type: none"> <li>● Ensure maintenance reserve is grown to service all obligations.</li> </ul>
	<ul style="list-style-type: none"> <li>● Environment</li> </ul>	<ul style="list-style-type: none"> <li>● Community garden, enviro-schools</li> </ul>
	<ul style="list-style-type: none"> <li>● Effective governance</li> </ul>	<ul style="list-style-type: none"> <li>● Members of the BOT are informed, engaged and capable</li> </ul>
	<ul style="list-style-type: none"> <li>● Green spaces</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain places for play</li> </ul>
	<ul style="list-style-type: none"> <li>● Financial Planning</li> </ul>	<ul style="list-style-type: none"> <li>● Budgeting set annually and monitored monthly.</li> </ul>
	<ul style="list-style-type: none"> <li>● H &amp; S</li> </ul>	<ul style="list-style-type: none"> <li>● Comply with all legislation requirements. Grow the culture of safety across the school site.</li> </ul>

# ANNUAL/STRATEGIC PLAN 2019-2021 Implementation Planning.

What are the Strategic Goals	Who	Expected Outcomes	Key Tasks - How exactly are we doing this? What are the specific things?	Completed / Measured
<b>Strategic Goal 1: OUR STUDENTS Engaged and Achieving Students (Nag. 1.)</b>		1.1 To maximize achievement through differentiated teaching and learning programs. 1.2 All children to make good rates of progress working towards their own potential. 1.3 Assessment is targeted and useful for future planning and reporting. 1.4 Parents and whanau are well informed and involved in student learning.	<ul style="list-style-type: none"> <li>• Differentiation of teaching and learning programs to maximize individual achievement. Use of cross grouping in mathematics from year 4 to year 6 and trial cross grouping for writing in senior school from 2017.</li> <li>• The curriculum review team to analyze the data over the three years to ensure raised literacy and numeracy results.</li> <li>• Utilize National Standards data, as one data set, to inform needs of students and to inform the community of school learning trends.</li> <li>• Utilize three way conferences twice annually, to inform parents of student progress and goals for learning.</li> </ul>	
			<ul style="list-style-type: none"> <li>• Use of Musac Edge sampling (Year 4-6 students only) to demonstrate learning, personal reflection and on-going recording of progress.</li> <li>• Annually identify priority areas for learning targets based on school wide analyzed data and external reports of need (e.g. psychological reports/ pediatric reports).</li> <li>• The management team and relevant curriculum leaders to review annually the Paengaroa School Curriculum to ensure achievement levels are set to provide for individual challenge and improved annual outcomes for all children.</li> </ul>	



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			<ul style="list-style-type: none"> <li>The curriculum team, to consider annually, and report on the data collection requirements outlined for teaching staff and presented to the BOT. The curriculum team to determine with the staff that assessment the data is relevant and has purpose.</li> <li>Continue to focus on testing strategies and recording systems resulting in clarity of learning intentions and success criteria and next steps learning for the pupils and their own voice - agency. Aim for an 85%-90% at or above Standard in Reading and Writing. Aim to lift the at risk pupils through the use of I.E.P and parent partnerships.</li> </ul>	
<p>Strategic Goal 2: OUR TEACHERS Effective and Inspiring Teachers. (NAG .2/3.)</p> <p>Cultural Relationships for Responsive Pedagogy (COL work 2.9 - 2.11 Home, School and community Collaborations</p>		<p>2.1 Students are engaged in their learning through a range of scaffolding and differentiation methodologies.</p> <p>2.2 ICTs are developed and utilized as effective learning tools.</p> <p>2.3 Academic learning time is used effectively.</p> <p>2.5 Student voice is valued in the teaching and learning processes.</p> <p>2.6 Students with learning needs (to include gifted students and children operating well below National Standards) are identified and programs developed to support their learning. All children strive to attain the minimum standards set for basic facts knowledge.</p> <p>2.7 To encourage Whanau participation in School and in decision making.</p> <p>2.8 Clear consultation, closely monitored and recorded conversations.</p> <p>2.9 Continue to develop teachers understanding and practice of cultural relationships for responsive pedagogy by providing Full planned PLD through our Ākonga groups.</p> <p>2.10 Opportunities to develop an understanding of Tangatawhenuatanga and Te Tiriti o Waitangi to enhance relationships in school and throughout the community.</p> <p>2.11 Review and connect to -Our Code and Our Standards to enable teachers to understand their obligation to Te Tiriti and culturally responsive practices.</p> <p>2.12 Establish a shared Co-inquiry based on culturally responsive</p>	<ul style="list-style-type: none"> <li>Whanau Group continues. Hui per term. Facebook page communications as well.</li> <li>To increase the number of Maori male students achieving at or above the schools expectations in writing, reading and mathematics.</li> <li>Review our programming of all things Maori to create a sequential programme for all students to improve their knowledge of Tikanga Maori (Values/attitudes/behaviour). Ongoing work for several years now. (Layering)</li> <li>Continue employment of Kaiawhina to teach Tikanga Maori and Te Reo Maori for two days per week. Assisting staff with these areas of learning as needed. All pupils are eligible to attend classes provided by the Kaiawhina on a weekly basis, supplementing the home classroom programme.</li> <li>Continue to employ Kapahaka Tutor(s) for weekly programme.</li> <li>Review the things we do, why, how - are these practices CRRP. How are we involving home, school, community?</li> <li>Continue to work towards developing a localised curriculum</li> </ul>	

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		<p>practices - Linked to teaching Standards.</p> <p>2.13 Promote daily Te Reo and Tikanga - living language, used in classes by teachers, supported by weekly lessons led by specialist Te Reo teacher.</p> <p>2.14 Development of localised Paengaroa Curriculum including Kaitiakitanga</p> <p>2.15 Strengthen communication and relationships with all community and whānau groups.</p> <p>2.16 Involve the community and tangatawhenuatanga in planning and implementation of a localised curriculum.</p>	<ul style="list-style-type: none"> <li>• Promote Marae visits and ongoing connections with both the marae, tamariki and tangatawhenua. (Part of our Kaupapa.)</li> <li>• Developing local curriculum with whānau, school and across Kāhui Ako.</li> <li>• Enable all staff to feel comfortable and more confident to deliver a culturally responsive curriculum and classroom programme.</li> <li>• Māori achieving success as Māori</li> <li>• Develop a strong understanding and classroom program that builds upon Tangatawhenuatanga and Te Tiriti o Waitangi partnership.</li> <li>• All staff will incorporate culturally responsive practices.</li> <li>• Our Code and Our Standards will underpin our journey in relation to good teaching.</li> <li>• Teachers understanding of their responsibilities as a Treaty partner will be enhanced.</li> <li>• Students will receive daily te reo Māori and tikanga Māori lessons that link to units and weekly topic related programs.</li> <li>• Develop cross curricula units of work that have strong links to Paengaroa and the surrounding environment and people (Tangatawhenua links) - Promote and explore local stories (narrative) and tikanga Māori</li> </ul>	
<p><b>Strategic Goal 3:</b> <b>OUR CULTURE</b> A culture of Pride and Respect</p>		<p>A culture of Teachers as leaders and learners-To provide students with highly effective educators whose primary focus is developing them as successful learners.</p> <p>3.1 Formative assessment teaching practices are explicit in the school's teaching and learning programs.</p> <p>3.2 Teachers are funded for professional development that improves student outcomes and learning opportunities.</p> <p>3.3 School- wide distributive leadership practices are integral to the school management and leadership strategy.</p> <p>3.4 Teachers are employed with a range of strengths and capabilities, that are utilized within classrooms and across the school.</p>	<ul style="list-style-type: none"> <li>• All teachers are expected to demonstrate formative practices through a range of methodologies. Formative assessment practices are explicit.</li> <li>• The principal, DPs and curriculum teams review practices through termly observation, discussion and feedback. Staff use a range of practices to show the formative practices e.g. Modelling books, anecdotal notes, conferencing records. The school adequately funds assessment practices and up to date assessment pedagogy development.</li> <li>• The Board of Trustees through the annual budget</li> </ul>	



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			<p>ensures funding of assessment moderation practices. Staff work together in teams twice annually to moderate the school wide writing.</p> <ul style="list-style-type: none"> <li>On- going up-skilling of staff using ICTS, to include the provision of up to date technology to ensure teachers have the capacity to be leaders in their field is part of the annual plan and staff development programme. Professional development plans support on-going teacher learning. Annual areas of focus identified based on need and an articulated literacy/numeracy cyclical methodology. 2017 Writing and Maori Te Reo and Tikanga, Kaituna, Aquatics, Maketu Wetlands, 2018- Reading, Inquiry and Science. 2019-2020 -Technology Curriculum implemented. Physical well-being, Inquiry.</li> <li>Professional learning plans support staff in the use of e- learning pedagogies and administrative tasks. Identified annual staff performance goals and expected outcomes are articulated/reviewed and reported. Shared leadership practices ensure succession planning and distribution of skills.</li> <li>A flat management/leadership structure is the ultimate objective. The unit allocation is 60% allocated to school leadership.</li> <li>Teacher strengths are valued and maximised. They are encouraged and resourced to be part of a globalised professional learning community.</li> <li>Staff are expected to share openly with parents the learning needs and learning goals for each student.</li> </ul>	
<p>Strategic Goal 4: <b>Our School</b> Taking care of our resources.</p>		<p><b>Sustainability of environment and learning options to support maximising student educational opportunities.</b> 4.1 Protection of the school's green spaces. 4.2 A school wide commitment to life- long learning/ quality relationships and healthy living principles. 4.3 Provide a safe, attractive, environmentally sound physical environment.</p>	<ul style="list-style-type: none"> <li>With any new buildings, the school Board will actively work to maintain school play areas, gardens and open spaces.</li> <li>A genuine commitment for the enviro school/ enviro-world philosophy with development of recycling/the plant unit and children learning about their world.</li> <li>Children to use inquiry learning to follow their interests within a topic framework.</li> </ul>	

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		<p>4.4 Provide property resources to meet the modern learning environment</p> <p>4.5 Provide an holistic and broad curriculum that includes healthy competition and equitable Participation.</p> <p>4.6 Develop ICT capability to enable all students' access to the tools of a future focussed modern learning School.</p>	<ul style="list-style-type: none"> <li>• The use of buddy classes, houses and teams all used to help children understand and build positive relationships.</li> <li>• Annually, the school focuses on managing self or participation competencies.</li> <li>• Planning of new buildings meet the criteria in the school's Ministry approved 10- Year Property Plan (2016- 2025).</li> <li>• School projects such as the Stage development in 2019 to meet the needs of a modern learning environment. Provide children with sporting, arts, language and numeracy experiences beyond the classroom/ set curriculum.</li> <li>• Children encouraged in involvement in interschool events (with particular emphasis on year 5 and 6). Aim from 2017+ to build regular school based competition to encourage the younger students to build fair play skills and maximize participation.</li> <li>• Continue to plan for and attempt to keep up with ICT development such as introduction/ use of activboards/ iPads, Nextbooks and website accessibility; all integral to learning.</li> <li>• Develop and keep current three yearly plans for ICT development. Make the plan known to parents.</li> </ul>	
		<p><b>An ongoing focus on improving our facilities, resources and systems.</b> (Nag. 2.)</p> <p>5.1 Strategic and articulated programs of self- review.</p> <p>5.2 Continuous improvement processes (action research cycle i.e. collect data/ analyze/improve /check ) provide school with methodology for improvement.</p> <p>5.3 Utilize distributive leadership practices for teaching and learning reviews.</p>	<ul style="list-style-type: none"> <li>• Strategic programs of self- review to inform school decision making defined for Board and school by February meeting annually.</li> <li>• Continuous improvement processes for tracking and reporting student achievement with reference to the National Standards and National Administration Guideline 2. The management team is building this capability alongside MOE guidance documents released annually.</li> <li>• Utilize the school management teams and curriculum lead teachers to ensure all aspects of the school curriculum are monitored and reviewed.</li> </ul>	



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		5.4 Distribute Board of Trustees roles in areas of interest and capability.	<ul style="list-style-type: none"> <li>• Curriculum review is on a tri annual defined cycle-unless government/MOE change requires immediate response</li> <li>• Team leaders are staff members with real interest/knowledge in areas of leadership.</li> <li>• Annually review and distribute Board of Trustees roles in areas of interest and capability ensuring adequate succession planning provisions and knowledgeable reporting/decision making (Key focus in 2018 with Board elections).</li> <li>• Regular planned school procedure/process/ needs review with either, some or all of the staff, parents and Board of Trustees school to consider educational direction and needs.</li> <li>• Use of Survey's for reviews annually on aspects of the school from 2017/18+.</li> <li>• SENCO to provide a supportive environment available equitably to all students with need; a positive intervention. 2 senco Roles established 2018. Jnr/ Snr.</li> <li>• Continuous improvement model for the school 'House System' to nurture cross school grouping and build further the notion of a Paengaroa People are....</li> <li>• On- going assessment of human and physical resource utilisation by Management and governance bodies.</li> <li>• Continue to lobby government for improved funding for special needs in high decile schools.</li> </ul>	
		<p><b>Learning Partnership development is paramount to the success of the school.</b></p> <p>6.1 Parents and caregivers are well informed and involved in supporting their children's progress and achievement.</p> <p>6.2 Encouragement of active and positive parent/caregiver/whanau involvement and communication throughout the school.</p> <p>6.3 Continue to develop stronger links with our wider community</p> <p>6.4 Growth in learner agency and agentic behaviours of all Akonga encouraged.</p>	<ul style="list-style-type: none"> <li>• Parents and caregivers are well informed (in an honest and open manner) and involved in supporting their children's progress and achievement through school trips, school sport and arts, parent help programs, school shows and exhibitions and PTA. parent support group. Whanau Group.</li> <li>• Encouragement of whanau involvement and communication throughout the school- at least one invited hui - 6 monthly.</li> <li>• Continue to develop stronger links with our wider community including our pre and post Paengaroa school</li> </ul>	

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			<p>connections and our community garden Plant Growing Unit.</p> <ul style="list-style-type: none"> <li>• Consult systematically and through a range of means with all school stakeholders with an explicit focus on building Maori and Pasifika (when appropriate) interaction over the three years.</li> <li>• Ensure the on-going support for the development of artistic, performance, cultural and sporting opportunities across the school through employment of experts, funded through parent donations/trust and grants</li> <li>• Student voice and student choice increasingly apparent. Agentic.</li> </ul>	
		<p><b>Providing personnel with high quality work place including performance management programs as identified in NAG 3</b></p> <p>7.1 A resourcing commitment to all staff by the Board of trustees through the budget to develop current pedagogy and knowledge.</p> <p>7.2 Professional performance management systems (articulated) based on personal improvement and learning development.</p> <p>7.3 Annual attestation programme for all teaching staff with Principal appraisal linked to annual performance agreement informed by school review and learning needs.</p> <p>7.4 Provide policies and practices that promote non- discriminatory, EEO and safe human resource practices.</p> <p>7.5 Fiscal commitment to the staff to provide and up skill using up to date learning technologies.</p> <p>7.6 Appointment of quality staff.</p>	<ul style="list-style-type: none"> <li>• Teachers provided with skills and knowledge to make professional and meaningful teacher judgments (OTJs)</li> <li>• Teachers provided with time and guidance to explicitly identify student needs.</li> <li>• Staff's ICT capabilities encouraged through provision of up to date technology and maintained current to international educational ICT developments.</li> <li>• Build and value leadership capability across and within teams through distributed practices.</li> <li>• Build on the professional learning aspect of performance management with a more explicit focus on tracking and improving attainment of selected children.</li> <li>• Attestation to include Maori teacher competencies, formative assessment practices, inquiry learning and the use of ICTs.</li> <li>• Seek the highest quality staff and where possible within the framework of best person for the job, aim for gender balance and when possible look to develop new teaching staff.</li> <li>• Build the notion of 'one staff' to include ancillary, teacher aides, caretakers and teaching staff.</li> <li>• Establish annually with staff consensus attestation processes to include timing and reporting.</li> </ul>	

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			<ul style="list-style-type: none"> <li>• Principals' annual performance agreement (reflects annual review) submitted at March meeting. Board to budget and use external reviewers for Principal appraisal as per established cycle.</li> <li>• Ancillary staff appraised and any remuneration increases agreed to.</li> <li>• Staff encouraged and supported in study at university level. COL</li> <li>• EEO principles established to ensure full staff equitable access to learning.</li> <li>• Ensure the principles of EEO are incorporated into staff appointments</li> </ul>	
		<p><b>Financial and Property management focused on enhancing teaching and learning which is linked to NAG 4.8.1</b> School property planning to include an approved 10 year property plan, approved 5 year plan and 10 year cyclical maintenance plan.</p> <p>8.2 School financial planning to include an audited annual report and annually approved school budget.</p> <p>8.3 School fundraising levels to include parent donations to be determined based on needs.</p> <p>8.4 School Future Needs to be consider over time.</p>	<ul style="list-style-type: none"> <li>• An Annual Plan, a Property Plan and Cyclical Maintenance Plan based on approved 10YPP and 5YA to reflect work required. (10YPP &amp; 5YA was approved in 2015).</li> <li>• Any contractor work organised to minimize disruption to the school.</li> <li>• Annual budgets to prioritise spending in line with the school focus areas and Charter Goals presented in draft in November for approval after annuals are prepared in March.</li> <li>• Budgets reviewed every Sept/ Oct, against that year's spending. Annual reporting to reflect school direction, the meeting of Annual Charter targets and National Standards data as well as budgetary constraints.</li> <li>• Annual accounts audited and auditors reviewed as directed by Auditor General. A parent fundraising programme (identified in the Annual Plan) to include all parent fundraising projects.</li> </ul>	
		<p><b>Health and Safety practices to ensure the wellbeing of the Paengaroa School community linked to NAG 5.</b></p> <p>9.1 Make explicit within the teaching and learning programs the core values and competencies of the school.</p> <p>9.2 Provide a safe emotional and physical environment for the learning community.</p>	<ul style="list-style-type: none"> <li>• On- going 8 weekly hazard reviews by the designated staff Health and Safety Officer.</li> <li>• Focus on student well -being to include anti bullying strategies- children well- being survey (NZCER) tri annual.</li> <li>• Next survey 2017 then 2020.</li> <li>• Work- safe ongoing review through staff H&amp;S officer</li> </ul>	



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		<p>9.3 A key priority is the focus on student's well-being and feelings of success as learners.</p> <p>9.4 Ensure policies and procedures are up to date and reviewed to support safe learning and safe work place practices.</p>	<p>and BOT representative (from 2016).</p> <ul style="list-style-type: none"> <li>• School wide behaviour plans and policies to provide for safe learning environments. 2018 a focus on building across school/syndicate consistency and review in 2019.</li> <li>• On-going upgrade of staff first aid certificates. Regular recorded review of school wide health strategies and policies- full reviews 2018/2019.</li> <li>• Review of practices with reporting to the Board on relevant safety plans e.g. fire drills each term, earthquake drills annually. Update safety advice around school annually.</li> <li>• Every school trip to have a signed and approved Safety Plan / RAM.</li> <li>• Use electronic rolls to monitor and report on student attendance needs.</li> <li>• Parents selected for trips funded by students have relevant skills to meet EOTC requirements.</li> </ul>	
		<p>Meet all legislative requirements (NAGs 6/7/8). Self-explanatory</p>		