

Te Kura o Maketu Maketu School

School Number 1794

School Charter 2021



**Kia tu rangatira ai
Stand tall**

Charter Contents

page

INTRODUCTION SECTION:

Mission Statement, Vision and Values	3
National Education Learning Priorities (NELP).....	4
Te Ao Māori.....	4

ANNUAL PLAN: 2021 TARGET TO RAISE STUDENT ACHIEVEMENT

Priority Learners Identified February 2021	5
--	---

STRATEGIC - ANNUAL PLAN SECTION:

AIM 1: Equity and Excellence – Achieving Success for All	6
AIM 2: Transitioning 5-year-olds and their whānau, and other year-level students enrolling at the kura, inducting them into Te Kura o Maketu to maximise opportunities to engage in a child-centred learning environment...10	
AIM 3: Implement a learner-centred curriculum, featuring place-based learning while meeting the academic, social, emotional and cultural development of the individual and groups of learners.....	12
AIM 4: Effective Board governance will provide culturally responsive strategic leadership and show accountability for the performance of the kura.	14

Te Kura o Maketu School Charter

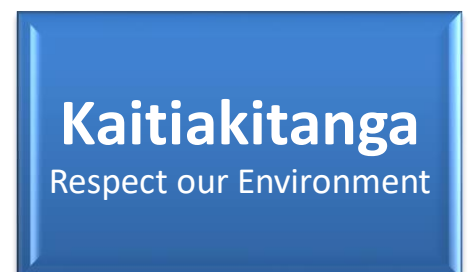
Vision

To make Maketu School a learning place of renown
Kia tū rangatira ai



Nga Uara – Values

Values are deeply held beliefs about what is important or desirable. It is by holding these values and acting on them that we are able to learn and thrive together within our kura, whanau and our community.



National Education Learning Priorities (NELP)

- Education Act 1989 – Part 1AA

Te Kura o Maketu policies, procedures and charter will reflect the principles and intent of the National Education Learning Priorities.

The objectives of the system for education and learning are -

- (a)** to focus on helping each child and young person to attain educational achievement to the best of his or her potential; and
- (b)** to promote the development, in each child and young person, of the following abilities and attributes:
 - (i)** resilience, determination, confidence, and creative and critical thinking:
 - (ii)** good social skills and the ability to form good relationships:
 - (iii)** participation in community life and fulfilment of civic and social responsibilities:
 - (iv)** preparedness for work; and
- (c)** to instil in each child and young person an appreciation of the importance of the following:
 - (i)** the inclusion within society of different groups and persons with different personal characteristics:
 - (ii)** the diversity of society:
 - (iii)** cultural knowledge, identity, and the different official languages:
 - (iv)** the Treaty of Waitangi and te reo Māori.

Te Ao Māori

When developing policies and practices for the kura, every endeavour is made to reflect New Zealand cultural diversity and the unique position of Māori culture.

The following measures are expected to be fully maintained across the school. These include:

- integrating tikanga Māori and te reo Māori into all appropriate aspects of the school curriculum;
- developing and maintaining a close relationship with our kaumatua and local marae;
- consulting our Māori community on issues that are pertinent to the development of learning outcomes for Māori students or other matters as appropriate.

When a parent of a full-time student requests that their child/ren be provided with instruction in Te Reo Māori, the Principal, on behalf of the board, will take all reasonable steps and:

- discuss with the parents the ways the kura currently includes te reo and tikanga Māori in our kura life and programmes
- discuss with the parents whether the student would have access to te reo in the home

ANNUAL PLAN

Target to Raise Student Achievement in 2021

GOAL:

All learners **below** their expected curriculum level at the start of 2021 will have made more than one year's progress by the end of 2021

Priority Learners – Identified as at February 2021

Students who have been identified as achieving one year or more below expected NZC levels.

Students who are well below the expected standard will require modified classroom programmes and extra support to accelerate their progress, continuing their development while maintaining a positive attitude to their learning. Teachers will explore methods and approaches to accelerate the learning, progress and achievement of students identified as 'at risk learners'.

Total Roll 28	Reading	Writing	Maths
Year 1	4/4 (WB)	4/4 (B)	4/4 (B)
Year 2	7/7 (WB)	6/7 (WB) 1/7 (B)	5/7 (B)
Year 3	7/7 (WB)	2/7 (WB) 5/7 (B)	1/7 (WB) 6/7 (B)
Year 4	2/2 (B)	2/2 (B)	1/2 (B)
Year 5	2/3 (WB) 1/3 (B)	1/3 (WB) 2/3 (B)	1/3 (WB) 1/3 (B)
Year 6	2/2 (B)	2/2 (B)	2/2 (B)

Priority Learners: Approaches to Accelerating Learning at Te Kura o Maketu

- Identify priority learners and their specific learning needs (names, numbers, needs).
- Individualised teaching and learning plans are developed for each student.
- Student progress is monitored and tracked at regular and ongoing intervals throughout the year.
- Schoolwide protocols are developed, reflecting expected practice for teaching and learning in Reading, Writing and Maths.
- Teaching and learning are underpinned by growth mind-set and strength-based practice.
- Students receive specific, frequent and positive feedback.
- Teachers inquire into their own practice and share their learning.
- Parents / caregivers / whānau are informed and reported to regularly about their child's progress and achievement.
- Parents / caregivers / whānau engage in supporting their child's learning in the home.
- External support (e.g. RTLB, RTLit, MOE) is accessed and utilised as required

- Leadership team to monitor progress of learners schoolwide - providing support, professional learning and ongoing mentoring of teachers as necessary.
- Board of Trustees decision-making focuses on improving student outcomes and monitoring progress towards achieving the strategic aims / goals of the school.

Strategic Plan 2020 - 2022

Strategic Statement 1: Equity and Excellence - Achieving Success for All

Strategic Aims:

- To accelerate progress for all learners, with a focus on learners at risk of not achieving to their potential.
- To explore and create opportunities for collaboration, to strengthen the conditions that improve student learning and outcomes.

Annual Plan 2021

Annual Aim 1: Equity and Excellence - Achieving Success for All

ANNUAL OBJECTIVES:	ACTIONS:	EXPECTED OUTCOMES:
1. SCHOOL LEADERSHIP:	School Leadership will: <ol style="list-style-type: none"> 1. design and implement a systems approach to track, monitor, review and report on all learners over time (SMS – Student Management System) - the Board may need to invest in updating the SMS; 2. ensure all student learning is regularly monitored, reviewed, adapted and reported on, as appropriate, to parents/whānau, school board and wider community; 3. ensure a Priority Learning Register is maintained (SMS – Student Management System); 4. review, develop, implement and monitor a learner support plan for priority learners, focused on strategies to accelerate learning relevant to learning progressions; 5. provide opportunities for staff will meet regularly to discuss, review and agree on next steps needed to further accelerate student progress and achievement, and 6. build a culture of learning where deprivatisation of teaching practice is the norm. 	<ol style="list-style-type: none"> 1. school leadership, teacher and school governance promote, develop and sustain links with parents/whānau and the community that enhance outcomes for students 2. clarity and sharing of information, through learning partnerships - (staff, students, parent-whānau), supports a flexible response to the needs of priority learners 3. teachers are using a schoolwide system allowing teachers, school leadership and board to evaluate, address, and resource schoolwide initiatives, relative to the needs of students and their learning 4. priority learners are identified, and support strategies are needs based and successful in accelerating progress and achievement 5. all student learning can be tracked over time 6. school leadership and teachers listened to what whānau know about their child’s interest and what works for them 7. effective tools and systems are used to gather, collate, analyse and use student assessment and other information for improving teaching and learning

2. TEACHER PRACTICE:

Teachers will:

1. ensure classroom wall displays include information on achievement expectations, stated in student speak, and relating to the Year Level Learning Progressions and Year Level Achievement Objective; Learner Profiles will include elements of the Key Competencies;
2. integrate elements of students' identity language and culture into teaching and learning;
3. use student achievement data to target resources for optimal effect;
4. provide early, intensive support, for those students at risk of falling behind – (parents in learning partnerships);
5. create productive partnerships with parents and whānau;
6. retain and espouse high expectations of students to succeed in education;
7. undertake additional assessments with students needing to accelerate progress, to better understand and respond their strengths and needs – (responsive assessment);
8. be strategic and successful in their actions to accelerate progress;
9. professionally collaborate with each other and external providers, to make shifts in practice, to make a difference;
10. collaborate, mentor, coach and support students in their personalised learning to achieve the knowledge, skills and strategies detailed in the following section, (3) STUDENT LEARNING, and
11. work in partnership with parents as first educators, to encourage and enable parents and whānau to

1. school leadership, teacher and school governance promote, develop and sustain links with parents/whānau and the community that enhance outcomes for students
2. effective tools and systems are used to gather, collate, analyse and use student assessment and other information for improving teaching and learning
3. the analysis of student assessment data is used to improve teaching and to identify areas for teacher professional development
4. teachers are using a schoolwide system allowing teachers, school leadership and board to evaluate, address, and resource schoolwide initiatives, relative to the needs of students and their learning
5. teacher and support staff engage in professional learning conversations and work to collaboratively improve teacher practice and student outcomes
6. teachers involve parents in setting goals and agreeing on next learning steps
7. teachers develop a shared language about learning and achievement with students and their parents and whānau
8. teachers assist students to understand more about their own learning; regular, specific and constructive feedback/feedforward on students work and efforts contributes to the next stage of learning
9. student voice is prevalent in the process of learning and teaching
10. teachers undertake regular professional learning relating to pedagogy, their teaching areas, and pedagogical content knowledge

	achieve what is detailed in (4) – PARENT/WHANAU PARTICIPATION.	<ol style="list-style-type: none"> 11. teachers use evidence from: research; their colleagues; and their own past practice to reflect on and improve their teaching 12. teachers and support staff value student’s wellbeing and are genuinely interested in them and their whānau
3. STUDENT LEARNING:	<p>Students will:</p> <ol style="list-style-type: none"> 1. be clear about what they are learning and why; 2. be clear about how they will achieve their learning; 3. be clear about what the learning might look like; 4. be clear about how well the learning has been achieved; 5. be able to access information from classroom wall displays, including achievement expectations and learning progressions, to guide learning conversations and next steps; 6. be able to establish relevant and clear learning goals; 7. be able to self-assess, self-evaluate and self-regulate their learning by reflecting on their current achievement and progress to determine their next learning steps and learning goals, and 8. be able to use the language of learning in conversations with teachers, peers and parents and whānau. 	<ol style="list-style-type: none"> 1. students develop and demonstrate self-regulated learning behaviours taking ownership and responsibility for their learning outcomes; teachers encourage students to set high personal learning goals 2. students understand more about their own learning; regular, specific and constructive feedback/feedforward on students work and efforts contributes to the next stage of learning 3. student voice is prevalent in the process of learning and teaching
4. PARENT – WHĀNAU PARTICIPATION:	<p>Parents and whānau will:</p> <ol style="list-style-type: none"> 1. be able to understand assessment information as it relates to their child/ren; 2. be able to ask questions and korero with staff about their child’s learning; 3. be aware of and able to support their child’s next learning steps, and 	<ol style="list-style-type: none"> 1. school leadership, teacher and school governance promote, develop and sustain links with parents/whānau and the community that enhance outcomes for students 2. reports to parents and whānau on student progress and achievement are accurate, informative and accessible

	<p>4. be in communication with their child’s teacher and the kura regarding their child’s learning, progress, and achievement.</p>	<p>3. parents and whānau share with school leadership and teachers about their child’s interests and what works best for their child</p> <p>4. parents participate with teachers in setting goals and agreeing on next learning steps for their child/ren</p> <p>5. parents are directly involved in guiding and supporting their child’s learning, progress and achievement</p> <p>6. parents and whānau develop a shared language about learning and achievement with teachers concerning their child/ren’s learning</p>
<p>5. BOARD GOVERNANCE:</p>	<p>Te Kura o Maketu School Board will:</p> <p>1. receive from and through the principal, timely and clear information on student achievement throughout the year, aligned to the Annual Assessment Plan;</p> <p>2. have trustees able to engage in educational conversations on matters concerning student achievement data, and</p> <p>3. have trustees highly interested in, and able use reliable progress and achievement data/information to identify needs, trends and patterns, compare progress over time and to inform decisions for future planning, including allocation of resources.</p>	<p>1. strategic and other planning is based on analysed student achievement data and other information</p> <p>2. there is clear alignment from the strategic plan, through the annual plan, to curriculum delivery and programme implementation</p> <p>3. strategic and other planning is based on analysed student achievement data and other information</p> <p>4. the school has an ongoing cycle of robust internal evaluation that identifies priorities for improvement, develops and implements plans, monitors progress and evaluates effectiveness</p> <p>5. the board makes appropriate decisions to allocate resources based on assessment and other data to meet identified needs and priorities</p> <p>6. teachers are using a schoolwide system allowing teachers, school leadership and board to evaluate, address, and resource schoolwide initiatives, relative to the needs of students and their learning</p> <p>7. reports to the school board on student progress and achievement are accurate, informative and accessible</p>

Strategic Plan 2020 – 2022

Strategic Statement 2: Transitioning 5-year-olds and their whānau, and other year-level students enrolling at the kura, inducting them into Te Kura o Maketu to maximise opportunities to engage in a child-centred learning environment.

Strategic Objectives:

- In partnership with local pre-school centres, establish and maintain an open, collaborative relationship based a good practice for transitioning children from pre-school to Te Kura o Maketu.
- Host parent, whānau meetings to build parent – whānau – school networks.
- Support parents and whānau to work with the kura be an advocate for their child/ren, sharing successes and working through challenges to agree on solutions.
- Implement relevant and appropriate strategies and programme for the induction of all new student enrolments.

Annual Plan 2021

Annual Aim 2: Transitioning 5-year-olds and their whānau, and other year-level students enrolling at the kura, inducting them into Te Kura o Maketu to maximise opportunities to engage in a child-centred learning environment.

ANNUAL OBJECTIVES:	ACTIONS:	EXPECTED OUTCOMES:
<p>1. PRE-SCHOOL RELATIONSHIP AND INITIATIVES:</p> <p>1.1 School Readiness:</p> <p>Skills, knowledge and dispositions that support the transition from pre-school to Te Kura o Maketu; the processes and procedures.</p>	<p>Contact each EC centre every term to schedule pre-school visits, as required.</p> <p>Invite pre-schoolers visiting to take photos at school e.g. playground, cloak bays, drinking fountains, toilets, classroom, for EC teacher to print out and have access to at EC</p> <p>NE teacher to create a 'learning story' of the pre-school centres visit to display at the EC</p> <p>NE teacher to set up a photo-board display of children due to start school</p> <p>NE/junior teachers to introduce themselves on a display including photos and some personal information they are willing to share with families</p>	<p>Opportunities for school kaiako to engage with Maketu Kokiri Kohanga Reo and Maketu EduCare learning programmes.</p> <p>A sense of continuity between early childhood services and differing cultural expectations of the more formal learning environment of school through effective communication channels that allow for:</p> <ul style="list-style-type: none"> • sharing of assessment information and discussions about children • continuation of, or preparation for, extra support • fostering of new and ongoing friendships • connections to children's cultural identity such as resources, displays and experiences. <p>Collaborative relationships and sharing of responsibility so that early childhood and primary school teachers share common goals for children's learning and work together to reduce discontinuities that children experience.</p> <p>Te Whāriki: Mana Reo Communication</p>

	<p>Encourage child to bring “Learning Stories” portfolio to school (place in a specific place/container for on-going access by child and teacher)</p> <p>Investigate the adoption of a tuakana-teina / ‘buddy programme’ in which older students (e.g. Year 5s) become a mentor/coach for a child about to start school</p> <p>Be open to, and welcoming of, children starting school after they turn 5</p> <p>Principal to contact the family after 6-months at school to get feedback about what went well and what could be improved in the future</p>	<p>literacy skills (visual, oral and written), enjoy books, print concepts, familiarity with te reo Māori, practical mathematical concepts, fine and gross motor skills, enjoy expressing themselves creatively</p> <p>Mana Aotūroa Exploration have starting points for further learning, are adventurous and creative, make choices and decisions, non-locomotor and manipulative skills, use innovation, imagination and exploration, early mathematical concepts and skills, explore scientific and technological worlds, make sense of the living world, make sense of the physical world, appreciate their environment and how it changes</p>
<p>1. PRE-SCHOOL RELATIONSHIP AND INITIATIVES: 1.2 Roles, relationships and responsibilities in the transition process:</p>	<p>NE teacher contact / meet with the EC teacher to discuss the child’s progress and development at EC, and next learning steps</p> <p>New entrant teacher to visit EC prior to child visiting school (if possible, take a school-child with her)</p> <p>NE teacher and child to visit EC centre after they have been at school for 5 to 6 weeks</p> <p>The school will:</p> <ul style="list-style-type: none"> • foster each child’s relationship with teachers and other children and affirm their identity • build on the learning experiences that the child brings with them • consider the child’s whole experience of school. <p>Early childhood teachers ensure continuity by:</p> <ul style="list-style-type: none"> • sharing information about children’s learning with the school • providing parents and whānau with useful information to share 	<p>Nurture continuity between early childhood education and school, involving:</p> <ul style="list-style-type: none"> • holistic development • empowerment and relationships • family and community. <p>Te Whāriki: Mana Atua Wellbeing independence, self-help skills, emotional competence, can keep themselves safe, can get help</p> <p>Mana Whenua Belonging sharing home life, knowledge of and care for their community, decision making and planning, social confidence, understanding rules and values such as honesty, courtesy, fairness</p> <p>Mana Tangata Contribution feeling welcomed and positive about themselves, welcoming of others, confident in their interests, strengths, knowledge and abilities, work cooperatively, understand others have a different point of view or feelings, express their needs and feelings</p>

	<ul style="list-style-type: none"> • becoming familiar with the school curriculum and making comparisons and links to better support children. 	
1. PRE-SCHOOL RELATIONSHIP AND INITIATIVES: 1.3 Learners with Special Education Needs Preparing and catering for children with a restriction in capacity to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in the child learning differently from any other child without that condition.	Develop a formal and specific transition to school plan for children identified with special needs, involving the parents/caregivers, teachers and any external agencies already engaged for the child. Ensure that resources and support are in place for children with special education needs, including Ministry of Education special education teams that provide support services from zero to eight years.	Early planning for children with special education needs and a longer transition period that involves: <ul style="list-style-type: none"> • teachers (early childhood and school) • parents and whānau • support providers. A smooth transition for children with special education needs, including continuity of support, which benefits the teacher, class and parents.
2. ENROLMENT OF STUDENTS INITIATIVES: 2.1 Parent – Whānau – School Relationship:	NE teacher to arrange pre-school visits with child's parents/caregivers After child has started school, NE teacher and parents/caregivers to provide brief weekly reports (email or phone call) of how well they think the child is settling into school NE teacher to meet with family to discuss their aspirations/goals for their child, after the child has been at school for 5 to 6 weeks School to meet with Maketu Kokiri Kohanga Reo and Maketu EduCare and build relationships to encourage Maketu School as the school of choice.	Through manaakitanga, the classroom teacher will build positive and responsive relationships between children, teachers and families, and ensure culturally responsive teaching and assessment to ensure tamariki success. The transition process will involve ongoing communication between teachers at the service and school, as well as whānau.
2. ENROLMENT OF STUDENTS INITIATIVES: 2.2 Teacher – Student – Class Relationships:	NE teacher take steps to learn more about the child's culture, life experiences, strengths, and setbacks / challenges in their first 5 years. Tuakana-teina relationships established by kaiako for each new tamaiti.	- Teachers build a strong foundation – built on children's cultural strengths and experience – to support children's learning. - The classroom teacher will provide opportunities for new tamariki to strengthen their sense of identity and belonging in order to support their successful transition to kura. - This foundation helps children acquire new skills and knowledge and helps teachers develop meaningful

	Teachers use te reo Māori in the classroom, and honour the language; this is particularly important for children who move to school from Kohanga Reo.	relationships with the children through appreciation of their culture.
--	---	--

Strategic Plan 2020 – 2022

Strategic Statement 3: Implement a learner-centred curriculum, featuring place-based learning while meeting the academic, social, emotional and cultural development of the individual and groups of learners.

Strategic Objectives:

- Develop Te Kura o Maketu localised curriculum, enabling a common language for the framework for planning, implementation, assessment and reporting.
- Internal evaluation of the localised curriculum will provide a focus and reason for doing what we do, how we do it and why we do it.
- The kura localised curriculum will be responsive to the requirements of the NZC, ensuring all learning areas are included.
- The Te Kura o Maketu curriculum will be developed in consultation and collaboration with staff, board trustees, parents and whānau, iwi and hapū.

Annual Plan 2021

Annual Aim 3: Implement a learner-centred curriculum, featuring place-based learning while meeting the academic, social, emotional and cultural development of the individual and groups of learners.

ANNUAL OBJECTIVES:

ACTIONS:

EXPECTED OUTCOMES:

1. Development of the kura localised curriculum:

- School Vision
- School Values
- Teaching and Learning Principles
- Curriculum Content and Contexts
- Planning, Teaching & Learning, Assessment and Reporting

Review and present kura vision, values and expectations; designed with stakeholders and relevant to learning and teaching

Review, update and consolidate our marau ā-kura, Maketu School curriculum, to reflect current expectations and ensure that our tikanga and programmes actively promote Te Aō Māori

Actively embed our uara (values) of rangatiratanga, manaakitanga, and kaitiakitanga to support all teaching, learning, behaviour and culture

Work collaboratively with staff to establish non-negotiable teaching and learning practices

Strengthen our knowledge and use of our local Māori community

Maketu School staff and students form strong relationships with the community and its resources

Teachers use the Maketu School curriculum to guide all teaching and learning programmes, and actively promote Te Aō Māori

Our uara (values) of rangatiratanga, manaakitanga, and kaitiakitanga enhance all teaching, learning, behaviour and culture

There is schoolwide consistency of practice in all areas of teaching and learning

Te Ao Māori is valued and evident in our teaching and learning programmes and community engagement is strengthened

Maketu history and resources become part of our teaching and learning programmes

<p>1. Development of the kura localised curriculum: 1.2 Te Reo and Tikanga Māori</p>	<p>All tamariki at Te Kura o Maketu will have opportunity to acquire knowledge and understanding of Te Reo Māori me ōna Tikanga on a daily basis.</p> <p>Consult with leaders of te reo, kuia and kaumatua of the hāpori and teachers to design and implement Te Reo Maori, kaupapa and tikanga across the school</p> <p>Provide learning opportunities in tikanga Māori and te reo Māori in the classroom and school-wide.</p> <p>Involve and engage tamariki in mihimihi, whakatau, pōwhiri, karakia, waiata mōteatea, kapahaka</p> <p>Celebrate Matariki across the school including dawn vigil and shared meal at either kura or marae.</p> <p>Te Reo Māori PLD for teachers and Tumuaiki</p> <p>Establish te reo classes for whānau</p>	<p>Te Kura o Maketu and BoT will be culturally responsive in the provision of Te Reo me ōna Tikanga as a valued aspect of parent and community intentions.</p> <p>Set programme as basis for development and instruction in classrooms</p> <p>Students will appreciate and develop an awareness and understanding of who they are and where they come from through a Māori lens.</p> <p>Ensure that Ngāti Whakauetanga ki Tai, Te Arawatanga reo and tikanga are at the forefront of student learning.</p>
<p>1. Development of the kura localised curriculum: 1.3 Kawa</p>	<p>Learn, incorporate and abide by local tikanga in school life (<i>mihimihi, whakatau, pōwhiri, waiata mōteatea, karakia kura pānui etc</i>)</p> <p>Te Kura o Maketu involvement and participation at some marae and community events (<i>especially tangihanga</i>) will strengthen ties and connections</p>	<p>Marae stays for staff and students to be held annually as part of the localised curriculum learning</p> <p>Fostering and nurturing relationships with the marae and hāpori of which students are an integral part through whakapapa</p>
<p>1. Development of the kura localised curriculum: 1.4 Exploring traditional ecological knowledge, mātauranga Māori, in the context of kaitiakitanga.</p> <ul style="list-style-type: none"> • <u>Mātauranga taiao, ngā kōrero ā-waha me ngā tikanga, ngā mōrearea ngā wāhi ingoa, ngā tohu taiao</u> • Explore matauranga Māori through a Māori worldview, of values, culture, and 	<p>Through appropriate integrated learning programmes, tamariki and mokopuna are immersed in the unique legacies of our tipuna in relation to the moana / Taiao in order to assume their former leading positions as knowledge holders mo te Moana o Te Arawa.</p>	<p>Rangatiratanga, kaitiakitanga and manaakitanga principles are evident in the students' taiao learning.</p> <p>Students are enabled towards, and aware of, their responsibility for protecting our estuaries, wai Māori, coast and moana.</p>

<p>cultural practice, and perspectives that establish Maori identity, responsibilities, and rights to manage and use resources.</p>	<p>A learning programme incorporating mātauranga Māori relating to the Te Arawa coastal taiao, is incorporated within the kura science curriculum.</p> <p>Traditional knowledges and Mātauranga Māori based on the legacy of the ancestors as it pertains to the Te Arawa ki Tai area, are identified and informs the tamariki relationship to the Coastal Taiao.</p>	<p>Students are recognised in their roles as environmental leaders and knowledge holders of the Te Arawa coast.</p> <p>The students' unique identities as mātauranga Māori knowledge holders of Maketu taiao and history is strengthened and their relationships to the taonga of Ranginui and Papatūānuku is enhanced.</p> <p>Tamariki will have a thirst for knowledge that will encourage future marine / environmental kaitiaki, technicians and scientists</p>
<p>1. Development of the kura localised curriculum: 1.5 Te Whiringa Tika The Right Choice – Behaviour Learning Programme (PB4L): Rights, Responsibilities and Actions</p>	<p>Consistent expectations around Te Whiringa Tika and our uara (values) – rangatiratanga, manaakitanga, kaitiakitanga – are taught, modelled, praised, recognised, rewarded, re-taught and responded to when not successful.</p> <p>Shared understandings and shared agreements regarding the weekly Te Whiringa Tika focus are collaboratively developed at weekly staff hui.</p> <p>Expectations and success criteria regarding the weekly Te Whiringa Tika focus are co-constructed each day, in each classroom, with kaiako and tamariki.</p> <p>Kaiako explicitly and consistently model Te Whiringa Tika The Right Choice.</p> <p>Our schoolwide Te Whiringa Tika incentive / reward system is embedded to reinforce and celebrate and our Te Whiringa Tika kawa and tikanga.</p>	<p>Adults schoolwide are actively promoting and modelling Te Whiringa Tika The Right Choice, social skills and problem solving using restorative practices.</p> <p>Students receptiveness to learning and teaching, coaching and mentoring to enable gaining of knowledge, skills and strategies to self-manage is enhanced and extended.</p> <p>Behaviour is accepted and addressed as any other learning area i.e. we teach it, model it, reinforce it, reward it, re-teach it and respond to it.</p> <p>Kaiako strengthening positive relationships, engaging tamariki in striving to achieve school expectations; providing ongoing feedback.</p> <p>Through explicit and consistent modelling, follow-up and follow-through, kaiako are decreasing inappropriate behaviours and promoting positive, desirable behaviours through acknowledgements and / or rewards.</p>
<p>1. Development of the kura localised curriculum: 1.6 Learner Profiles:</p>	<p>Review and consult about kura Learner Profile for each year level; designed with stakeholders and relevant to learning and teaching, including key competencies and achievement expectations.</p>	<p>Using the Learner Profile for their given year level, students are supported by kaiako to:</p> <ul style="list-style-type: none"> • develop and demonstrate self-regulated learning behaviours taking ownership and responsibility for

	<p>Students will use the Learner Profile for their given year level to:</p> <ol style="list-style-type: none"> 1. be clear about what they are learning and why; 2. be clear about how they will achieve their learning; 3. be clear about what the learning might look like; 4. be clear about how well the learning has been achieved; 5. be able to access information from classroom wall displays, including achievement expectations and learning progressions, to guide learning conversations and next steps; 6. be able to establish relevant and clear learning goals; 7. be able to self-assess, self-evaluate and self-regulate their learning by reflecting on their current achievement and progress to determine their next learning steps and learning goals, and 8. be able to use the language of learning in conversations with teachers, peers and parents and whānau. 	<p>their learning outcomes; teachers encourage students to set high personal learning goals</p> <ul style="list-style-type: none"> • understand more about their own learning; regular, specific and constructive feedback/feedforward on students work and efforts contributes to the next stage of learning • have their voice acknowledged in the process of learning and teaching. <p>Using the Learner Profile for given year levels, parents and whānau are supported by kaiako to:</p> <ul style="list-style-type: none"> • be directly involved in guiding and supporting their child’s learning, progress and achievement • use a shared language about learning and achievement with teachers concerning their child/ren’s learning.
<p>1. Development of the kura localised curriculum:</p> <p>1. Te Kāhui Ako o Te Puke (Te Puke Community of Learning – CoL):</p>	<p>Support and contribute to Te Kāhui Ako o Te Puke (Te Puke Community of Learning – CoL) implementation and successful outcomes through the focus areas:</p> <ol style="list-style-type: none"> 1. Cultural Relationships for Responsive Pedagogy 2. Learning Support Delivery Model <ul style="list-style-type: none"> • Commit to Te Kāhui Ako o Te Puke professional learning and development (PLD) • Follow CRRP (Cultural Relationships for Responsive Pedagogy) Action Plan • Commit to the new Learning Support Delivery Model (LSDM) to deliver more timely and effective support to learners and their whanau. • Ensure our support / academic ‘Register’ is up-to-date to provide accurate evidence of the needs in our rohe. 	<p>Cultural relationships for responsive pedagogy:</p> <ul style="list-style-type: none"> • Maintain commitment to Te Kāhui Ako o Te Puke kaupapa, growing our knowledge and delivery of cultural competencies • Sharing of practise and increased learning opportunities for all staff. <p>Learning support delivery model:</p> <ul style="list-style-type: none"> • Support and commitment to Te Kāhui Ako o Te Puke kaupapa with LSDM.

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Provide Maketu School additional support data to the Te Puke Register accurately and in timely manner. | |
|--|--|--|

Strategic Plan 2020 – 2022

Strategic Statement 4: Effective Board governance will provide culturally responsive strategic leadership and show accountability for the performance of the kura.

Strategic Objectives:

- To, through effective governance, provide direction and coherence to the operational leadership and management of Te Kura o Maketu, through school policies, strategic and annual plans, internal evaluation and reporting, and the governance practices of the Te Kura o Maketu Board.

Annual Plan 2021

Annual Aim 4: Effective Board governance will provide culturally responsive strategic leadership and show accountability for the performance of the kura.

ANNUAL OBJECTIVES:	ACTIONS:	EXPECTED OUTCOMES:
<p>1. Build trustee’s knowledge and understanding of roles and responsibilities for effective school governance</p>	<p>TRUSTEE TRAINING & BOARD DEVELOPMENT:</p> <ul style="list-style-type: none"> ▪ NZSTA will provide a training schedule to build on Board understandings of the four areas of Governance: <ul style="list-style-type: none"> a. Leadership b. Accountability c. Employer role d. Representation ▪ NZSTA to establish outcomes for each session that will provide success indicators for effective school governance. ▪ NZSTA will build a succession plan within the training sessions. ▪ The Board will commit to engage in the training, with a focus on: <ul style="list-style-type: none"> ➢ effective governance, roles and responsibilities ➢ strategic planning & consultation; school charter ➢ board as the employer ➢ financial leadership ➢ board work plan & meeting processes and procedures ➢ internal evaluation ➢ principal’s performance management 	<ul style="list-style-type: none"> ▪ Trustees have collectively engaged in a range of trustee / board professional development. ▪ Trustees have a clear understanding of governance and management, and their roles and responsibilities. ▪ New Board member is mentored by Chairman of property subcommittee and provided with STA training opportunities ▪ Board member returning from leave is provided with STA training opportunities ▪ All Board members participate at Board meetings on Policy and Procedures reviews as per the Board work plan ▪ First meeting of year Board are asked to identify how best to accommodate training needs and Secretary and Chair will organise training timetables ▪ Board Chair will work with Secretary and Principal to ensure policies and procedures are able to be easily accessed by Board members and that meeting agendas and reports meet the Board members expectations to enable the Board members to be fully informed and prepared for Board meetings.

		<ul style="list-style-type: none"> ▪ Board Code of Conduct, Meeting Procedures, Dealing with Concerns and Complaints, Property and Finance policies and procedures are recorded, accessible and understood. ▪ Board Governance Handbook, developed in 2019, is understood, accessible at meetings of the board and implemented. ▪ Board policies and school procedures have been reviewed, refined, redeveloped, formatted, set out in a folder and available online for easy access. Policies are referred to at meetings of the board to guide decision making. ▪ Board meetings are well considered and managed, with trustees fully engaging, demonstrating effective governance. ▪ Board makes evidence-informed decisions.
2.1 Financial Management and Leadership: <ul style="list-style-type: none"> • Annual Financial Reports 	FINANCE: Annual Financial Reports <ul style="list-style-type: none"> ▪ Board Finance Committee will be established ▪ Delegated authorities will be provided the Finance Committee through a written portfolio 	<ul style="list-style-type: none"> ▪ 2021 Financial records remain up-to date and as part of the 2021 Annual Audit lodged with the Auditors by March 31, 2021; refer to Finance Committee Portfolio (Governance Handbook)
2.2 Financial Management and Leadership: <ul style="list-style-type: none"> • Budget development 	FINANCE – BUDGET: In consultation with the principal and board, prepare the budget for the 2021 school year that reflects the allocation of funds necessary to achieve kura 2021 aims and objectives. <ul style="list-style-type: none"> ▪ in consultation with the principal, analyse historical financial information and the strategic plan information to determine the essential operating costs for 2021 ▪ approve the 2021 budget at the February 2021 meeting ▪ forward the approved budget to the Financial Service Provider (Education Services) by March 5, 2021 ▪ ensure by the end of November 2021 a draft budget is prepared for 2022 	<ul style="list-style-type: none"> ▪ 2021 school budget is ratified at February 2021 board meeting, implemented, monitored and reported against throughout the year. ▪ 2021 school budget is developed by the end of December 2020.

	<ul style="list-style-type: none"> ○ ensure the operating grant covers all essential expenditure to maintain the kura ○ ensure the budget includes provision for capital expenditure and maintenance reserves 	
<p>2.3 Financial Management and Leadership:</p> <ul style="list-style-type: none"> ● Budget review and reporting 	<p>FINANCE: Ongoing review and reporting of budget throughout the year.</p> <ul style="list-style-type: none"> ▪ Board Finance Committee to maintain oversight of all financial matters. The Board’s Financial Handbook is use as a reference point for deliberations re processes and procedures. ▪ The Board Finance Committee to monitor the school's financial position and provide feedback to the board and principal regarding the financial management and position of the school throughout the year. <ul style="list-style-type: none"> ○ to scrutinise the monthly Financial Statements, review and report back to the board on income and expenditure against budget schedules ○ to ensure that no over expenditure occurs against the budget without prior approval of the board ○ provide a written report at each monthly meeting to the board ○ provide a six-monthly budget review report at the July-August meeting ○ to monitor and review the SUE Report, keeping the board informed ▪ Check Indicators of financial health: <ul style="list-style-type: none"> ✓ Positive working capital ✓ Operating surplus; income is greater than expenses ✓ Positive equity; total assets are greater than total liabilities ✓ Cyclical maintenance obligations are up-to-date ✓ Roll information and staffing usage information are on track 	<ul style="list-style-type: none"> ● Finance Committee members are knowledgeable about process and procedures using the Board’s Finance Handbook, policies and procedures. ● Establish timetable for regular Finance sub-committee meetings. ● All matters concerning school finances, including SUE Reports, are monitored and reported on each month. Motions in the minutes of meeting of the board will clearly state financial position of the kura and agreed actions of the board.

3. Property

PROPERTY: Ongoing review and reporting of property matters throughout the year in order to maintain oversight of all property matters.

Board Property Committee to have an overview of all current projects, future projects and maintenance requirements, pertaining to property and grounds, within the school. Property Committee to:

- be familiar with the property requirements as set out in the MoE Property Guidelines and the NZSTA Handbook.
- consult/liaise with the principal and the school's property/project manager as needed/required.
- bring to the attention of the board, in a timely manner, matters concerning forthcoming property projects.
- ensure the annual budget has considered and allowed for property matters agreed to by the board.
- provide a monthly report for board meetings.
- meet with the caretaker on a regular basis, bringing to the board any correspondence they may have.
- receive correspondence pertaining to property and grounds, distributing and reporting on as necessary.
- annually review the 10-year property plan making sure goals and budgets are being met.
- update the 10 Year Property Plan at the time of moving to the next 5 Year Property, MoE funding.
- have an understanding of the school's insurance policies and to ensure the board, through the principal, make claims.

- Establish timetable for regular Property sub-committee meetings
- Property Committee members are knowledgeable about process and procedures using the Board's Governance Handbook, policies and procedures.
- All matters concerning school property, including Health and Safety, are monitored and reported on each month. Motions in the minutes of meetings of the board will clearly state property matters and position of the kura and agreed actions of the board.
- 5 Year Property Plan (5YA) reviewed in September
- Adhere to Property Committee Delegated Authorities:
 1. Through the principal, provide the authority to return monthly reply cards to SERCO.
 2. Liaise with Finance Sub-Committee / Board where unbudgeted expenditure is required and provide a written report, with recommendations, to the board.
 3. In consultation with the principal, review property maintenance requirements of the school, investigate costs, scope of works and potential contractors, then provide a written report, with recommendations, to the board.
 4. Provide, at the direction of and on behalf of the board, written communications to the Property Officer at the Ministry of Education. (Copies of all written communications must be tabled at the monthly meetings of the board.)
 5. With the board, and through the principal, ensure the Health and Safety Act requirements are met. The principal will assure the board these requirements are being met.
 6. *The Property Sub-Committee has no delegated authority to pass resolutions, as final decision making lies solely with the full Board.*

<p>4. Strategic Planning</p>	<p>STRATEGIC PLANNING:</p> <ul style="list-style-type: none"> ▪ Strategic planning and maintaining a focus on student achievement. <ul style="list-style-type: none"> ▪ 2020 - 2022 strategic plan will be developed in consultation and collaboration with staff and the parent community ▪ 2021 annual plan and school charter will be developed in consultation and collaboration with staff and the parent community ▪ 2021 charter and annual plan will contain a target to raise student achievement; target will present baseline data informed from 2020 end-of-year achievement information; target will clearly state 2021 end-of-year expected state for student achievement, and how teaching staff will design, co-ordinate, implement and evaluate their teaching and assess and report on student progress and achievement ▪ board to expect and receive a principal's monthly written report relating to the target to raise student achievement; report may not always be informed by hard-data but will contain information about progress towards achieving the target; <i>for example</i>, staff professional development, resources, classroom pedagogy ▪ board to expect and receive principal's written reports on student progress and achievement as stated in the 2021 assessment plan; <i>refer to</i> assessment plan 	<ul style="list-style-type: none"> ▪ 2021 School Charter is completed, and a copy sent to the Ministry of Education by March 1, 2021. ▪ Copy of Charter available for parents and visitors to the school to read. ▪ Each member of staff has a copy of the 2021 Charter. ▪ Principal reports to the board each month on progress towards achieving the aims stated in the charter. ▪ The Board, with and through the principal and staff, follow a timeline and schedule of actions starting in October 2021, that leads to the development of the 2022 School Charter, with the 2022 budget aligned to Charter aims and objectives. ▪ 2021 Charter to be sent to MoE by March 1, 2021.
<p>5. Principal's Annual Performance Review</p>	<p>PRINCIPAL'S PERFORMANCE AND ENHANCEMENT:</p> <ul style="list-style-type: none"> ▪ To manage, monitor, support and evaluate the principal's performance. <ul style="list-style-type: none"> ▪ <i>refer to</i> board chair's portfolio description; board governance handbook 	<ul style="list-style-type: none"> ▪ Principal's performance is monitored and evaluated against the professional standards for areas of practice for principals. ▪ As the Principal is a teaching principal, the performance review covers both her

	<ul style="list-style-type: none"> ▪ <i>refer to</i> section 3 in board governance handbook; principal's performance review and enhancement ▪ board provides opportunities and resourcing for the principal to undertake appropriate professional learning and development linked to kura goals and her 2021 performance agreement ▪ principal's appraisal is informed by a range of internal and external sources 	<p>classroom teaching practice and her principal leadership of the kura.</p> <ul style="list-style-type: none"> ▪ Principal is supported in her work through effective governance. ▪ Board engaged an external appraiser by February 2021 and Principal is appraised by the external appraiser by December 2021, with the appraisal report received by January 2022.
--	---	--