Charter 2015-2017



Makauri School 2595 Gisborne

‘Being the Best we can Be’

To build pathways for learning success in partnership with our community.

Makauri School Charter 2015

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**Board of Trustees Undertakings**

**Consultation**

The Makauri School Board of Trustees consults with the wider community, including the Maori community. Processes for consultation include school newsletters, Friends of Makauri communications, ‘Connections Group’ (New Parents), Board Meetings, Curriculum Meetings, Student Led Conferencing and Parent Interviews, Questionnaires and Meetings.

**Planning Year**

The planning year goes from November to November. The implementation of the School’s Plan is from the beginning of each school year, usually the beginning of February.

**School Charter**

A copy of the School’s Charter is sent to the Ministry of Education by 1st March each year.

**National Standards**

The Board of Trustees includes in the Annual Plan section of the School’s Charter Goals and Targets for student achievement related to the National Standards for Literacy and Numeracy.

**Annual Report**

The Annual Report shows how the school has used resources provided by the Government for the educational needs of the students. This includes the school’s financial management. The Annual Report will also reflect the Board’s achievements and how information gathered over the previous year will shape activities in the future. The Annual Report includes: Reporting Student Achievement against the National Standards for 2014 (Template and Narrative) and an Analysis of Variance for Charter Targets in 2014.

**Makauri Community Description**

**kauri School** is a U4 Decile 8 school situated on the Golden Slopes of Chardonnay country, just outside Gisborne City. The school began in 1886 as a single classroom. In 2011 the school celebrated its 125th anniversary.

**The origins of the name ‘Makauri’ has been told.**

*“The area Makauri, as much the same as the rest of Poverty Bay Flats was covered in vast stands of Kahikitea or Makauri trees. The Makauri tree, as legend has it, originated from Hawaiki, and was originally a feather from the great bird of Ruakapa. The feather was plucked and dropped onto Ariel Reef. The iwi te Aitanga a Mahaki use the Makauri tree as a tribal emblem”.*



*A mosaic seat at the front of the school was a gift from the departing Year 6 students of 2009.*

*This tells the story of the above legend.*

The School uses a tree as its emblem. The emblem embraces the origins of the name ‘Makauri’ but also the 90 year old puriri tree which stands at the entrance to the school. This tree was planted by Louise Margaret U’Ren Sharp, the great, great grandmother of two of our current pupils, Claudia and Henry Shanks . Louise Sharp was the Chairwoman of the Makauri School Committee between the years of 1908-1919. Louise’s father, Thomas U’Ren was the first European born in Poverty Bay in 1841. The family were from Cornwall, England.

Louise and Frank Sharp had six children attend Makauri School between 1910 and 1919. Doreen and Florence started school in 1910, Frances 1911, Amy 1913, Granville 1915 and Geoffrey in 1917. This story was told by Geoffrey’s daughter Margaret Shanks.

In 2014 the school finished the year with a roll of 198 students, drawn from the local Makauri area, the Poverty Bay Flats extending to the Waimata Valley and the outskirts of western Gisborne City. Many families have a long association with the school and others are new to the district.

The school has a close association with the onsite Makauri Kindergarten ensuring a seamless transition to school. The community is strongly supportive of the school and the Friends of Makauri are an active part of all school events.

**Makauri Community Engagement**

The School Learning Vision is “To build pathways for learning success in partnership with our community”. This means that the school is an open and inclusive place, where parents and whanau wish for teachers who not only believe in their children’s potential to learn, but are willing to help them to reach their potential and succeed. Parents and whanau are therefore encouraged to take every opportunity to engage with their children’s school learning journey.

The Professional Learning and Development programme has a goal to increase staff knowledge of Taha Maori and Tikanga Maori. This is a pre-requisite for successful integration of Maori culture into teaching and learning programmes and incorporating Maori Values and Tataiako Cultural Competencies into school and classroom practice.

**Parent Programme Support**

Parents are invited to support school programmes, such as PMP (Perceptual Motor Programme) and Reading Together.

**Student Led Conferencing**

Student Led Conferencing has been part of reporting to parents for several years and is a highly valued strategy for informing parents of student progress and achievement. These are held at the end of Terms 2 and 4. In Term 2 goals are set for the rest of the school year and these are re-visited in Term 4, which is a celebration of the year’s learning.

**Parent Interviews**

Traditional Parent Interviews were identified by the community as an important follow up to Student Led Conferencing at either the end of Term 2 or the beginning of Term 3.

**Friends of Makauri**

All parents are deemed to be ‘Friends of Makauri’. The constituted group meet regularly to plan events to support teaching and learning. The main focus of the group is the annual ‘world famous in Gisborne’ Makauri Gala, held each year in March. Other minor fundraising occurs. The group play host to morning teas, sausage sizzles, new parent meetings and other identified events.

**Makauri Kindergarten**

The Principal of the Kindergarten and the school Assistant Principal have developed the ‘Connections Programme’. This is a planned induction process for a smooth transition between kindergarten and school. This programme involves professional liaison and dialogue, visits to the Kindergarten, visits to the New Entrant classroom.

Year 6 students visit the Kindergarten for ‘Leader Readers’, a programme of buddy reading between the senior students and the kindergarten students.

**New Parent Meetings**

These are held regularly for parents of five year olds starting school. All parents are welcome and many do attend, especially when there is a professional focus to the meeting.

**Parent Education Programme**

Parent education afternoons of evenings are planned as appropriate around curriculum areas, usually literacy and numeracy. In 2015 the ‘Reading Together’ programme will again be offered. This was introduced in 2014.

**School Newsletter**

The fortnightly School Newsletter informs parents of up and coming events.

**Facebook / School Website**

The Makauri School Facebook and website pages provide information and insights into teaching and learning. In this increasingly digital age, the tools of social media are another means of involving parents and the wider community in the life of the school.

**Cultural Diversity and Maori Dimension**

**The New Zealand Curriculum recognises the significance of the Treaty of Waitangi.**

The Makauri School curriculum will recognise and value the unique position of Maori in New Zealand society. All students will have the opportunity to acquire some knowledge of Te Re Maori and Tikanga. The Makauri School Curriculum will acknowledge the importance to all New Zealanders of both Maori and Pakeha traditions, histories and values.

**The New Zealand Curriculum reflects the multicultural nature of New Zealand society.**

The Makauri School Curriculum will encourage students to understand and respect the different cultures which make up New Zealand society. It will ensure that the experiences, cultural traditions, histories, and languages of all New Zealanders are recognised and valued. It will acknowledge the place of Maori and Pacifica communities in New Zealand society, and New Zealand’s relationships with the peoples of Asia and the South Pacific.

**When exploring cultural experiences and cultural diversity, Makauri School will:**

* Recognise and value the traditions, histories and languages of the cultures within New Zealand.
* Recognise that students may need to meet more than one set of cultural expectations.
* Consider members of cultural groups within the local and wider community when including aspects of content related to those cultures.
* Empower Maori parents and whanau to participate in their child’s education, including consulting the Maori community, using its own consultation processes, in the development of priorities for Maori Education.
* Integrate aspects of Tikanga Maori across the curriculum and show evidence of this in resource purchasing, teachers’ planning and room environments.

**Te Reo Maori for Full Time Students.**

Makauri School will offer aspects of Te Reo Maori and Tikanga including Kapa Haka.

Parents who request further instruction in Te Reo Maori will be introduced to the Correspondence School or supported to develop a relationship with Kura Kaupapa Nga Uri a Maui.

**Links with local Marae.**

Makauri School is beginning to establish links with Tarere Marae in Pilmers Road. This is a relationship that we are keen to foster as we develop our concept based curriculum and our knowledge of place and belonging.

*Ko Waipuna te Maunga*

*Ko Mangamoteo te Awa*

*Ko Tarere te Marae*

*Ko Whanau-a-iwi te hapu*

*Ko Makauri te kura*

*No reira, tena koutou, tena koutou, tena koutou katoa.*



**Inclusive Schooling**

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Makauri School demonstrates ethical leadership and is focussed on meeting the needs of all learners, including learners with special education needs. Teachers have high expectations of all learners as outlined in the School’s Graduate Profile.

In February 2015 Makauri has 181 students. 75% are NZ European; 20% are NZ Maori; the remaining 5% being Japanese, Chinese British/Irish, Indian and Greek. There is one Pasifika student (Cook Island Maori) at Makauri School.

**Special Education Needs Co-ordinator (SENCO)**

The School has a skilled teacher appointed as SENCO who oversees special education needs across the school. Parents and families are involved in liaison with the SENCO before enrolment to ensure transition to school is seamless and special education needs are met as soon as practically possible.

Quality processes are used by teachers for identifying learners with special needs, including assessment data, observations and conversations with parents and families, teachers and specialist agencies upon referral.

**RTLB Service**

The Liaison RTLB for Makauri School works with the School SENCO in discussing student learning needs which then leads to appropriate referrals and interventions being planned and implemented. This liaison ensures that the best outcomes are planned for students.

**Learning Programmes & Resourcing**

The School then works proactively with parents, families and specialist teachers and agencies to plan programmes that meet students’ identified learning needs. If appropriate, IEPs / CAPs will be written in collaboration with specialist teachers and agencies.

Teachers and Teacher Aides plan and implement appropriate programmes or specialist agencies are involved in delivering programmes. The School budgets for Special Needs in its annual Budget and makes use of TFEA Funding to address learning needs. The school is also willing to adapt the school’s physical environment to meet the needs of learner needs using MOE funding when available.

**Professional Development**

The endeavours to provide professional development across the range of special education needs. Makauri is working towards being a ‘Dyslexia Friendly School’ with expertise built over several years in dyslexia and dyscalculia.

PLD also enables teachers to differentiate the curriculum for special needs students.

**Policy**

The school has an ‘Inclusive Education Policy’

**Makauri Mission**

‘Being the Best we can Be’

Our Makauri Mission embraces the motto ‘Being the Best we can Be’. This motto is applied to the students, staff, parents / caregivers, Board of Trustees and Friends of Makauri. We are all trying to be the best we can be, as in partnership, we equip our children with the knowledge, skills and competencies they need in order to be life-long learners.

This Mission is achieved through goals, actions and objectives across a diverse curriculum of learning opportunities.

**Learning Vision**

To build pathways for learning success, in partnership with our community.

‘Everyone who works in a school is not only entitled to a unique and personal vision of the way he or she would like the school to become, but has an obligation to uncover, discover and re-discover what the vision is and contribute it to the betterment of the school community’. *Barth*

The above Vision invites all who are part of the Makauri School community to be part of building the pathways for learning success that all students deserve to make them the best they can be.

A ‘pathway to learning’ exists at the front of the school, leading from Makauri Kindergarten to Makauri School. This represents the strong connection and relationship with the Kindergarten - our partners in learning.

“Having vision is not enough. Change comes through realising the vision and turning it into reality.

*Sir Peter Blake*

**Links to Makauri Charter**

The Strategic Goals of the Makauri Charter are:

* In partnership with our community, equip our children with the knowledge, skills and competencies to ‘Be the Best we can Be’.
* To develop success for all across the curriculum, with a particular emphasis on inclusive practices, priority learners and a focus on the foundations of learning: Literacy and Numeracy as measured against the National Standards.
* To recognise and value the importance to all New Zealanders of both Maori and Pakeha traditions, histories and values.
* To develop physical and emotional health and resilience through learning for well being.
* To staff our school with adults who make a difference to the lives of our students, supported by quality processes, inclusive practices, systems and environments.

**Makauri Values**

The Makauri School community will focus on the Key Values of RESPONSIBILITY, RESPECT, PERSEVERANCE and CARING.

These Values were identified by the school community as part of the consultation process on the NZ Curriculum.

Attitudes and Dispositions we value include: Curiosity, Thinking, Honesty, Fairness, Ecological Sustainability, Community Kindness and Quality.

‘Being the Best we can Be’

Teachers will explore with their classes what each of the Values looks like, sounds like and feels like.

*Some starting points:*

**RESPONSIBILITY**

* Shows self responsibility in managing own belongings, actions and behaviour.
* Accountable for all choices, actions and commitments.
* Is reliable or can be relied upon. e.g. Fulfils class duties and responsibilities.
* Contributes ideas and actions to the class, school and community.
* Fulfils the responsibilities of class and school roles, e.g. leadership.

**RESPECT**

* Shows Respect for oneself, family, peers, teachers and students at Makauri School. Has integrity.
* Respects own belongings and those of others.
* Accepting differences.
* Being kind with words and actions.
* Has good manners.
* Taking turns and sharing. Responsibility
* Listening and speaking manners. Respect
* Respect for the environment.

Perseverance

**PERSEVERANCE** Caring

* Working to Be the Best we can Be.
* Has a ‘can do’ attitude.
* Shows determination in all learning.
* Focuses on producing quality work.
* Stays on task.
* Does not give up.
* Sets and achieves goals.

**CARING**

* Has a caring attitude.
* Shows compassion, concern and kindness.
* Thinks and cares for others.
* Feels pride in achievements.
* Seeks to understand differences.
* Shows pride in own and others achievements.

**Principles**

The Principles of the NZ Curriculum embody beliefs about what is important and desirable. They should underpin all school decision making. NZ Curriculum states that ‘All curriculum should be consistent with these eight statements’:

Staff and Systems at Makauri will model the Principles of the New Zealand Curriculum as follows:

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| **High Expectations**  Success for All including Priority Learners  National Standards  Drive for Excellence - Quality work focus  Leadership Programmes for Students  Teaching as Inquiry | **Learning to Learn**  Concept Based Curriculum  Learning through Inquiry  Thinking Skills and Tools  Student Voice  e-Learning / Digital citizenship  Perceptual Motor Programme |
| **Treaty of Waitangi**  Treaty of Waitangi Principles  Bicultural foundations of Aotearoa NZ  Makauri History - Tairawhiti Museum Programmes  Taha Maori / Kapa Haka including local Festival | children cartoon 2**Community Engagement**  children cartoon 2Partnerships with Families  ‘Friends of Makauri’  ‘World famous in Gisborne’ Makauri Gala  ‘Connections’ Group  Links with onsite Kindergarten  Bible In Schools  Links with Department of Conservation |
| **Cultural Diversity**  Identity and Belonging; Diversity;  Valuing our histories and stories  Links with local Marae / Waihirere Domain  Understanding Cultures  Links with other Schools | **Coherence**  Graduate Profile at all Year Levels  Transition Programme from Kindergarten  Transition Programme to Intermediate  Curriculum connections – links within and across learning areas  Syndicate synchronicity |
| **Inclusion**  Inclusive Education / Priority Learners  Special Needs Programmes  Learning Support Programmes e.g. MST; ALL; Rdg Rec;  Gifted and Talented Programmes  SENCO Programme  Links with other Agencies | **Future Focus**  Sustainability / Kaitiakitanga  Enviroschools Programme  Enviro Council  e-Learning – Digital citizenship  Global learning |

**Makauri Philosophy on Teaching and Learning**

“The thing always happens that you really believe in; and the belief in a thing makes it happen.”   
 *Frank Lloyd Wright*

**What we believe about teaching and learning.**

We believe:

* That Makauri School is an inclusive community of learners: students, teachers and parents.
* In the four leadership qualities that underpin the learning community. They are: Manaakitanga (leading with moral purpose), Ako (being a learner), Awhinatanga (guiding and supporting), and Pono (having self belief).
* In success for all learners in reaching their learning potential. We believe in *“Being the Best we can Be”*
* In providing teaching and learning experiences that maximise student engagement.
* In the principles of *Formative Assessment* as the basis of student involvement and ownership of life long learning processes.
  + That learning begins with identifying needs from assessment data;
  + That Learning Intentions and Success Criteria be shared;
  + That feedback and feedforward enhance learning opportunities
* In establishing learning goals and reflecting on progress towards these goals through twice yearly Student Led Conferencing.
* In using a variety of approaches and strategies across the curriculum.
* In providing teachers with the tools of best practice through quality professional learning.
* In welcoming parental support and involvement through developing a strong partnership between home and school.
* In the principles of guardianship of the environment for future generations ‘Kaitiakitanga’; a sustainable school community environment.
* In quality relationships based on our key values of Respect, Responsibility, Perseverance and Caring in Learning for Well-Being.
* In focusing strongly on the Key Competencies and interweaving these across the curriculum.
* In the enjoyment of learning and celebrating our successes.

**Makauri Graduate / The Makauri Learner**

“People do not decide to become extraordinary. They decide to accomplish extraordinary things.”  
 *Sir Edmund Hillary*

The concept of the Makauri Graduate or Learner is, to focus on developing students with the learning and competencies that enable them to succeed in the next stage of their learning journey.

**Year 6 Makauri Graduate**

 What do we want our children to know and to be, by the time they leave Makauri School?

Through the School working together with students’ families, Graduates of Makauri School will become confident, connected, actively involved life-long learners to be the best we can be.

**High levels of educational success will enable learners to:**

· Engage with enthusiasm and be eager to participate and contribute in all learning situations.

· Learn in an environment where high expectations achieve high quality work.

· Develop a strong foundation in literacy and numeracy and meet the National Standards.

· Increase confidence in speaking and listening situations and participate in assemblies and other performing arts.

· Grow a healthy self image through physical activity and participation in the school PE / Sport Programmes.

· Appreciate other cultures and value difference and inclusiveness.

· Experience success in learning to reach their full potential.

**A range of life competencies will enable learners to:**

· Develop positive relationships in relating to peers, teachers and others.

· Grow the qualities of Respect, Responsibility, Perseverance and Caring as the core Makauri School Values.

· Become a self-managing student increasing responsibility for themselves as individuals.

· Foster awareness of sustainability and environmental issues.

· Graduate as a confident and competent student well prepared for the next schooling experience.

*As a consequence of the development of the Makauri Graduate or Learner, each class develops their own learner profile, based on what each year group needs to do in order to contribute to the development of the Makauri Graduate or Learner.*

**MAKAURI CHARTER STRATEGIC GOALS 2015 - 2017**

**Strategic Goal One:** In partnership with our community, equip our children with the knowledge, skills and competencies to *‘Be the Best we can Be.’*

* BOT Members, Teachers, Support Staff, Parents and Students involved in the school will live by the mission of ‘Being the Best we can Be.’
* Students will be successful and achieve according to the Graduate Profile of the Makauri School Curriculum.
* The NZ Curriculum Key Competencies will used across all learning areas as goals towards students having the interpersonal skills to become life long learners.
* The skills of inquiry learning will enable students to become inquiring problems solvers, developing a high level of thinking capability.
* Students will be adept users of information and communication technologies that support learning, inquiry and thinking.

**Strategic Goal Two:** To develop success for all learners across the curriculum, with a particular emphasis on inclusive practices, priority learners and a focus on the foundations of learning, that is, Literacy and Numeracy as measured against the National Standards.

* Students will access all learning areas with success.
* As an inclusive school all students will be expected to achieve and ‘Be the Best they can Be’
* The needs of ‘Priority Learners’ will be identified and addressed through inclusive practices.
* Students will read with comprehension at or above their chronological age.
* Students will write at the level appropriate to their learning year, across a range of genre.
* Students will be competent, confident speakers in a range of situations.
* Students will demonstrate achievement within the strands of mathematics.
* Students will be offered a range of opportunities to experience social sciences, science, arts (dance, drama, visual art, music) & technology towards being a Makauri Graduate.
* Assessment practice will use a range of diagnostic, formative and summative tools towards reporting student achievement.

**Strategic Goal Three:** To recognise and value the importance to all New Zealanders of both Maori and Pakeha traditions, histories and values.

* Students will know the history of Makauri School and the local area, both Maori and Pakeha.
* Te Reo and Tikanga Maori will be integrated across the curriculum where appropriate.

**Strategic Goal Four:** To develop physical and emotional health and resilience through learning for well being.

* Teachers will be responsive to all students learning, identities and well being.
* Students will be part of a physically active culture, where they choose and enjoy physical activity.
* A strong co-curricula will be offered in collaboration with community support, as informed by the NZ Curriculum.
* Students will be emotionally healthy and resilient through programmes that build interpersonal relationships.
* Take advantage of services who offer programmes to support the curriculum. e.g. Firewise, Police Education.

**Strategic Goal Five:** To staff our school with adults who make a difference to the lives of our students, supported by quality processes, inclusive practices, systems and environments.

* Quality staff will be employed in various roles in the school and excellence will be maintained through performance management systems.
* Administrative, managerial & organisational systems will enhance curriculum delivery.
* Professional learning will be available to all staff, based on identified needs, school and ministry focus areas.
* Buildings and playground facilities will enhance curriculum delivery.
* The Enviroschools Programme will develop a future focus for students on current, local, national and global issues.

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| **C:\data\My Pictures\Makauri seat.JPGStrategic Goal One:** In partnership with our community equip our children with the knowledge, skills  and competencies to *‘Be the Best we can Be’* | | | | |
| **Graduate Profile:**  **High levels of educational success will enable learners to:**  · Engage with enthusiasm and be eager to participate and contribute in all learning situations.  · Learn in an environment where high expectations achieve high quality work.  · Develop a strong foundation in literacy and numeracy and meet the National Standards.  · Increase confidence in speaking and listening situations and participate in assemblies and other performing arts.  Grow a healthy self image through physical activity and participation in the school PE / Sport Programmes.  · Appreciate other cultures and value difference and inclusiveness.  · Experience success in learning to reach their full potential. | | **Graduate Profile**  **A range of life competencies will enable learners to:**  · Develop positive relationships in relating to peers, teachers and others.  · Grow the qualities of Respect, Responsibility, Perseverance and Caring as the core Makauri School Values.  · Become a self-managing student increasing responsibility for themselves as individuals.  · Foster awareness of sustainability and environmental issues.  · Graduate as a confident and competent student well prepared for the next schooling experience. | | |
| **Aims** | **2015 Strategies** | | **2016 Strategies** | **2017 Strategies** |
| * BOT Members, Teachers, Support Staff, Parents and Students involved in the school will live by the mission of ‘Being the Best we can Be.” * Students will be successful and achieve according to the Graduate Profile of the Makauri School Curriculum. * The NZ Curriculum Key Competencies will used across all learning areas as goals towards students having the interpersonal skills to become life long learners. * The skills of inquiry learning will enable students to become inquiring problems solvers developing a high level of thinking capability. * Students will be adept users of information and communication technologies that support learning, inquiry and thinking. | Board of Trustee training planned and implemented.  Review Learner Profiles to fit current year’s students.  Introducing MLE (Modern Learning Environment) due to new classrooms as part of 5YA and PLD on MLP (Modern Learning Pedagogy). Year 5&6  Increasing use of e-Learning as tools for learning.  e-Learning Consultant employed for staff PLD.  Plan resourcing e-Learning hardware.  Ultrafast Broadband installed  Introduction of N4L resources to enhance teaching and learning.  Teachers completing post graduate qualifications in –Learning. | | BOT tri-ennial Elections.  Review Learner Profiles to fit current year’s students.  Increase PLD and knowledge of teaching and learning of MLP.  Increasing use of e-Learning across the curriculum.  N4L resources used by teachers to enhance the use of digital learning across the curriculum. | Review Learner Profiles to fit current year’s students.  Increase PLD and knowledge of teaching and learning of MLP.  Increasing use of e-Learning across the curriculum. |

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| **Strategic Goal Two:** To develop success for all learners across the curriculum, with a particular emphasis on inclusive practices, priority learners, and a focus on the foundations of learning, Literacy and Numeracy as measured against the National Standards. | | | | |
| **Graduate Profile:**  **High levels of educational success will enable learners to:**  · Engage with enthusiasm and be eager to participate and contribute in all learning situations.  · Learn in an environment where high expectations achieve high quality work.  · Develop a strong foundation in literacy and numeracy and meet the National Standards.  · Increase confidence in speaking and listening situations and participate in assemblies and other performing arts.  Grow a healthy self image through physical activity and participation in the school PE / Sport Programmes.  · Appreciate other cultures and value difference and inclusiveness.  · Experience success in learning to reach their full potential. | | **Graduate Profile**  **A range of life competencies will enable learners to:**  · Develop positive relationships in relating to peers, teachers and others.  · Grow the qualities of Respect, Responsibility, Perseverance and Caring as the core Makauri School Values.  · Become a self-managing student increasing responsibility for themselves as individuals.  · Foster awareness of sustainability and environmental issues.  · Graduate as a confident and competent student well prepared for the next schooling experience. | | |
| **Aims** | **2015 Strategies** | | **2016 Strategies** | **2017 Strategies** |
| * Students will access all learning areas with success. * As an inclusive school all students will be expected to achieve and ‘Be the best they can be’. The needs of ‘Priority Learners’ will be identified and addressed through inclusive practices. * Students will read with comprehension at or above their chronological age. Students will write at the level appropriate to their learning year, across a range of genre. Students will demonstrate achievement within the strands of mathematics. * Students will be competent, confident speakers in a range of situations. * Students will be offered a range of opportunities to experience social sciences, science, arts (dance, drama, visual art, music) & technology towards being a Makauri Graduate. * Assessment practice will use a range of diagnostic, formative and summative tools towards reporting student achievement. | To embrace e-Learning practice across the school with the support of educational consultants, local support groups, online platforms, post graduate study, etc.  The focus on the teaching and learning of Writing continues into its second year.  The teaching and learning of Reading will be a minor PLD focus.  Implement Ministry funded programmes in ALL and ALIM. (Literacy and Maths Group interventions)  Science Fellowship awarded to a teacher with a long term goal of focusing on the teaching and learning in Science.  Assessments against National Standards reported against MOE requirements. | | To embrace e-Learning practice across the school with the support of educational consultants, local support groups, online platforms, post graduate study, etc.  Biennial School Production vehicle for oral language and drama skills.  Whole School Development focus on the teaching and learning of Science. | To embrace e-Learning practice across the school with the support of educational consultants, local support groups, online platforms, post graduate study, etc. |

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| **C:\data\My Pictures\Makauri seat.JPGStrategic Goal Three:** To recognise and value the importance to all New Zealanders of both Maori  And Pakeha traditions, histories and values. | | | | |
| **Graduate Profile:**  **High levels of educational success will enable learners to:**  · Engage with enthusiasm and be eager to participate and contribute in all learning situations.  · Learn in an environment where high expectations achieve high quality work.  · Develop a strong foundation in literacy and numeracy and meet the National Standards.  · Increase confidence in speaking and listening situations and participate in assemblies and other performing arts.  Grow a healthy self image through physical activity and participation in the school PE / Sport Programmes.  · Appreciate other cultures and value difference and inclusiveness.  · Experience success in learning to reach their full potential. | | **Graduate Profile:**  **A range of life competencies will enable learners to:**  · Develop positive relationships in relating to peers, teachers and others.  · Grow the qualities of Respect, Responsibility, Perseverance and Caring as the core Makauri School Values.  · Become a self-managing student increasing responsibility for themselves as individuals.  · Foster awareness of sustainability and environmental issues.  · Graduate as a confident and competent student well prepared for the next schooling experience. | | |
| **Aims**   * Students will know the history of Makauri School and the local area, both Maori and Pakeha. * Te Reo and Tikanga Maori will be integrated across the curriculum where appropriate. | **2015 Strategies**  The school year starts with a focus on Our Stories, Our Name, Our collective identities.  Senior Syndicate to begin the year with the history and relevance of Treaty of Waitangi.  Maintain developing knowledge of the Makauri area, local histories and Tikanga.  Employment of a local Kapa Haka Tutor  Links with Enviroschools Programme goals and actions towards achieving Gold status. | | **2016 Strategies**  The school year starts with a focus on Our Stories, Our Name, Our collective identities.  Maintain developing knowledge of the Makauri area, local histories and Tikanga.  Employment of a local Kapa Haka Tutor  Maintain Enviroschools goals and actions. | **2017 Strategies**  Maintain developing knowledge of the Makauri area, local histories and Tikanga.  Explore opportunities to develop a walkway to Tarere marae through wetlands on neighbouring properties.  Employment of a local Kapa Haka Tutor  Maintain Enviroschools goals and actions. |

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| **C:\data\My Pictures\Makauri seat.JPGStrategic Goal Four:** To develop physical and emotional health and resilience through learning  for well being. | | | | |
| **Graduate Profile:**  **High levels of educational success will enable learners to:**  · Engage with enthusiasm and be eager to participate and contribute in all learning situations.  · Learn in an environment where high expectations achieve high quality work.  · Develop a strong foundation in literacy and numeracy and meet the National Standards.  · Increase confidence in speaking and listening situations and participate in assemblies and other performing arts.  Grow a healthy self image through physical activity and participation in the school PE / Sport Programmes.  · Appreciate other cultures and value difference and inclusiveness.  · Experience success in learning to reach their full potential. | | **Graduate Profile:**  **A range of life competencies will enable learners to:**  · Develop positive relationships in relating to peers, teachers and others.  · Grow the qualities of Respect, Responsibility, Perseverance and Caring as the core Makauri School Values.  · Become a self-managing student increasing responsibility for themselves as individuals.  · Foster awareness of sustainability and environmental issues.  · Graduate as a confident and competent student well prepared for the next schooling experience. | | |
| **Aims**   * Teachers will be responsive to all students’ learning, identities and well being. * Students will be part of a physically active culture where they choose and enjoy physical activity. * A strong co-curricula will be offered in collaboration with community support, as informed by the NZCurriculum. * Students will be emotionally healthy and resilient through programmes that build interpersonal relationships. * Take advantage of services who offer programmes to support the curriculum. e.g. Firewise, Police Education, etc. | **2015 Strategies**  Revisit Circle Time. (Relationships Programme)  Fundamental Movement Skills Programme led by Sports  Co-ordinator.  School Sports Days for all year levels across a range of winter and summer sports.  Attend Interschool Sports Events that compliment own school sports programme.  Maintain the qualities of a Fair Play School.  Police Education Programme for Safe Walking, Keeping Ourselves Safe, Kia Kaha, etc. | | **2016 Strategies**  School Sports Days for all year levels across a range of winter and summer sports.  Attend Interschool Sports Events that compliment own school sports programme.  Maintain the qualities of a Fair Play School.  Police Education Programme for Safe Walking, Keeping Ourselves Safe, Kia Kaha, etc.  Life Education Biennial visit. | **2017 Strategies**  School Sports Days for all year levels across a range of winter and summer sports.  Attend Interschool Sports Events that compliment own school sports programme.  Maintain the qualities of a Fair Play School.  Police Education Programme for Safe Walking, Keeping Ourselves Safe, Kia Kaha, etc. |

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| **C:\data\My Pictures\Makauri seat.JPGStrategic Goal Five:** To staff our school with adults who make a difference to the lives of our  Students, supported by quality processes, inclusive practices, systems and environments. | | | | |
| **Graduate Profile:**  **High levels of educational success will enable learners to:**  · Engage with enthusiasm and be eager to participate and contribute in all learning situations.  · Learn in an environment where high expectations achieve high quality work.  · Develop a strong foundation in literacy and numeracy and meet the National Standards.  · Increase confidence in speaking and listening situations and participate in assemblies and other performing arts.  Grow a healthy self image through physical activity and participation in the school PE / Sport Programmes.  · Appreciate other cultures and value difference and inclusiveness.  · Experience success in learning to reach their full potential. | | **Graduate Profile:**  **A range of life competencies will enable learners to:**  · Develop positive relationships in relating to peers, teachers and others.  · Grow the qualities of Respect, Responsibility, Perseverance and Caring as the core Makauri School Values.  · Become a self-managing student increasing responsibility for themselves as individuals.  · Foster awareness of sustainability and environmental issues.  · Graduate as a confident and competent student well prepared for the next schooling experience. | | |
| **Aims**   * Quality staff will be employed in various roles in the school and excellence will be maintained through performance management systems. * Administrative, managerial & organisational systems will enhance curriculum delivery. * Professional development and learning will be available to all staff, based on identified needs, school and ministry focus areas. * Buildings and playground facilities will enhance curriculum delivery. * The Enviroschools Programme will develop a future focus for students on current, local, national and global issues. | **2015 Strategies**  Performance Management linked to Registered Teachers’ Criteria and Professional Standards.  Strengthen use *of ‘My Portfolio’* online for Performance Management purposes. Google sites investigated as an option.  Planned Professional Learning and Development Programme across focus areas of e-Learning, Literacy and Numeracy.  5YA Projects planned and implemented for 2015-2019, including two new MLE classrooms.  Having achieved Silver Status as an Enviroschool, aim for Gold. Could take two years. | | **2016 Strategies**  Further refine evidence teachers collect around RTCs for Teacher Registration.  Performance Management online Portfolios used by all employees.  5YA projects planned including 2 PMC Classrooms replaced with an MLE double classroom space.  Review e-Learning teaching and learning.  Having achieved Silver Status as an Enviroschool, aim for Gold. | **2017 Strategies**  Further refine evidence teachers collect around RTCs for Teacher Registration.  Performance Management online Portfolios used by all employees.  5YA Projects planned and implemented. |



MAKAURI SCHOOL: 2015 ANNUAL PLAN OVERVIEW

**Personnel, Professional Development, Performance Enhancement:**

**Literacy Professional Learning**

* ALL / Support for students ‘at risk’
* Action Plan for PLD

**Mathematics Professional Learning**

* ALIM for ‘at risk’ students in Maths
* Action Plan for PLD

**ICT**

* e-Learning
* ICT Consultant
* Action Plan for PLD

**MLE Modern Learning Environments**

* Year 5 & 6 Collaborative teaching and learning programme.

**Science Teaching and Learning**

* Science Fellowship through Royal Society of NZ.

**Performance Enhancement Programme**

* Appraisal & Attestation using web based ‘My Portfolio’ / Google sites
* Teaching as Inquiry (Research)
* Registered Teachers’ Criteria
* Appraisal & Attestation
* Classroom Observations
* Feedback / Feedforward
* Identifying Goals

**Finance:**

* Professional Development
* Computer Hardware

**AKAURI SCHOOL: 2012 ANNUAL PLAN OVERVIEW**

**Property:**

* 5 YA Plan 2015-2019

**Teaching & Learning Programme Development**:

**Makauri Curriculum**

* 2015 Concept Curriculum (Collaboration)

**Literacy and Numeracy**

* MOE Programme ALL Accelerating Literacy Learning; ALIM (Maths)

**e- Learning**

* ICT Consultant– PLD Programme
* Use of e-Learning across the Curriculum

**Physical Education**

* Fundamental Movement Skills

**Enviroschools**

* Collaboration with National Enviroschools Programme

**Assessment**

* February, June and November assessments
* Reporting student achievement to students, parents, BOT and MOE.

**National Standards**

* Reporting against National Standards
* Analysis of Variance

**Reflecting New Zealand’s Cultural Diversity:**

* Maori Consultation
* Treaty of Waitangi Workshops
* Classroom programmes to reflect cultural diversity / diverse learners

**Partnerships with the Community:**

* Student Led Conferences
* Parent Interviews
* Links with Kindergarten
* Reading Together – How to help your child at home with Reading.

**Health and Safety:**

* Changes to Health and Safety Act
* Hazard Identification Programme.
* Evacuation procedures practice.
* School Values
* Co-operative Learning
* Circle Time
* Bible In Schools
* Lunchtime Playground Programmes
* RTLB Service and other Agencies
* SENCO
* GATE

**School Review:**

* Behaviour Plan (Policies and Procedures)

**Charter Targets:**

* Mathematics
* Writing

# Focus On ‘Being the Best we can Be’

## PRIORITY AREAS

* Modern Learning Environments (MLE)
* e-Learning
* Registered Teacher Criteria

**Foundation Learning Literacy / Numeracy**

**English**

Literacy Learning @ Makauri School

**Our Beliefs**

Our educative environment; What we value.

* Oral Language plays a fundamental role in learning and in becoming literate.
* Success in Literacy is fundamental to success across the curriculum.
* Literacy learning is fundamentally about *making meaning* (reading, listening, viewing) and *creating meaning* (writing, speaking, presenting).
* The first year of school learning is based on strong, expert literacy teaching and learning.
* Literacy expectations will be based on achieving high standards, identified as the school’s Benchmarks and the National Standards.
* *Learning to Read* will be the focus of early literacy teaching and *Reading to Learn,* the focus of later literacy teaching.

**Our Practice**

Teaching and Learning Approaches & Practices.

* Programmes are based on the dimensions of effective literacy practice: knowledge of literacy learning; knowledge of the learner; instructional strategies; engaging learners with texts; expectations and partnerships.
* The school Assessment Schedule will outline Literacy assessment tools for diagnostic and summative purposes.
* Literacy teaching will be based on identified needs from assessment data, and formative assessment practices will be inherent in classroom programmes.
* The Oral Language Programme will include *learning the code, making meaning and thinking critically.*
* The Reading and Writing Programme will include *Reading /Writing To, With and By* students.
* The Reading Programme will include the approaches of: Shared, Guided and Independent Reading.
* The Guided Silent Reading Approach is the heart of the Reading Programme and will be the stage for the teaching of reading strategies.
* The School’s Writing & Spelling Programme is based on the principles of teacher knowledge of language, and formative assessment, including feedback and feedforward.

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| **LITERACY: WRITING TARGET 2015** | | |
| **Historical Position - National Standards Data**  December 2014 OTJ Reporting against the National Standards identified  1.1% (2) students well below in Writing and 20.5% (36) students below in Writing.  December 2013 OTJ Reporting against the National Standards identified  4.0% (7) students well below in Writing and 19.1% (33) students below in Writing. | **Strategic Goal**  To develop success for all across the curriculum with a focus on inclusive practices, priority learners and the foundations of learning: Literacy and Numeracy as measured by the Nat. Stds. | **Annual Target**  Groups of students identified as Well Below and Below in Writing, to make ‘progress towards’ the National Standard by November 2015.  A Target Group will be those students who are part of the ALL (Accelerating Literacy Learning) Ministry Programme. |
| **Objectives**   * To identify and track priority learners and adapt teaching programme to suit identified needs. * To implement the MOE ALL3 (Accelerated Literacy Learning) to raise student achievement in Writing at identified year levels. * To build capacity in the teaching and learning of Literacy and through professional development and learning opportunities. * To consolidate valid and consistent processes of Moderation for Overall Teacher Judgement, in order to use quantitative and qualitative data to assess students against the National Standards. * To report student achievement in Literacy Learning to the Board and Community in February, June and November. | **Link to Makauri Graduate Profile**  **High levels of educational success will enable learners to:**   * Engage with enthusiasm and be eager to participate and contribute in all learning situations. * Learn in an environment where high expectations achieve high quality work. * Develop a strong foundation in literacy and numeracy and meet the National Standards. * Increase confidence in speaking and listening situations and participate in assemblies and other performing arts. * Grow a healthy self image through physical activity and participation in the school PE / Sport Programmes. * Appreciate other cultures and value difference and inclusiveness. * Experience success in learning to reach their full potential. | |
| **Indicators**   1. Professional Learning and Development in Literacy and e-Learning take place. 2. Expertise in the use of Literacy assessment tools, analyzing and interrogating assessment data in order to create needs analyses following assessment. 3. Targeted support through the Accelerating Literacy Learning (ALL3) for identified ‘at risk’ students. 4. The processes of Formative Assessment are evident in classroom practice enhancing teaching and learning. 5. Teacher capability in the teaching of Writing is part of ALL Intervention. 6. The processes of Moderation for OTJ are refined in order to assess student achievement against the National Standards. 7. Teacher Inquiry monitors, reviews and adjusts practices. 8. Complete reporting requirements showing Reading, Writing and Maths achievement, as required by the school and MOE. | **Implementation, Responsibility, Timeframe & Resources**   * Review of Literacy /Writing through self review, Term 4 2014 and Term 1 2015. * Learning needs identified through assessment information February / June 2015. * Whole Staff Professional Learning and Development Programme around Literacy/Writing continues into its second year. * ALL3 (Accelerating Literacy Learning) teacher for targeted support for students below and well below expectation. * Resource purchase plan to compliment Professional Learning and Development needs. * To refine the processes of Moderation for Overall Teacher Judgement bringing together qualitative and quantitative assessment information to report student achievement against the National Standards. * Report to parents on progress and achievement against the National Standards through Student Led Conferencing, Achievement Profile and Parent Interviews. * Report aggregated and analysed assessment data to BOT in February, June and November. * Report student achievement 2015 to MOE through Analysis of Variance and Annual Report.   *Refer to 2015 Action Plan for full detail.* | |

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| **LITERACY: READING TARGET 2015** | | |
| **Historical Position - November 2013 Data**  December 2014 OTJ Reporting against the National Standards identified  1.7% (7) students well below in Reading and 13.6% (24) students below in Reading.  December 2013 OTJ Reporting against the National Standards identified  1.2% (2) students well below in Reading and 11% (19) students below in Reading. | **Strategic Goal**  To develop success for all across the curriculum with a focus on inclusive practices, priority learners and the foundations of learning: Literacy and Numeracy as measured by the Nat. Stds. | **Annual Target**  Groups of students identified as Well Below and Below in Reading, to make ‘progress towards’ the National Standard by November 2015. |
| **Objectives**   * To identify and track priority learners and adapt teaching programme to suit identified needs. * To review current teaching practice in Reading as a whole school focus. * To build capacity in the teaching and learning of Reading and through professional development and learning opportunities. * To consolidate valid and consistent processes of Moderation for Overall Teacher Judgement, in order to use quantitative and qualitative data to assess students against the National Standards. * To report student achievement in Literacy Learning to the Board and Community in February, June and November. | **Link to Makauri Graduate Profile**  **High levels of educational success will enable learners to:**   * Engage with enthusiasm and be eager to participate and contribute in all learning situations. * Learn in an environment where high expectations achieve high quality work. * Develop a strong foundation in literacy and numeracy and meet the National Standards. * Increase confidence in speaking and listening situations and participate in assemblies and other performing arts. * Grow a healthy self-image through physical activity and participation in the school PE / Sport Programmes. * Appreciate other cultures and value difference and inclusiveness. * Experience success in learning to reach their full potential. | |
| **Indicators**   1. Professional Learning an d Development in the teaching and learning of Reading. 2. Expertise in the use of Reading assessment tools, analyzing and interrogating assessment data in order to create needs analyses following assessment. 3. Target Groups identified of ‘at risk’ students. 4. The processes of Formative Assessment are evident in classroom practice enhancing teaching and learning. 5. Reading Programmes are implemented around a variety of approaches, including to, with and by students. 6. The processes of Moderation for OTJ are refined in order to assess student achievement against the National Standards. 7. Teacher Inquiry monitors, reviews and adjusts practices. 8. Complete reporting requirements showing Reading, Writing and Maths achievement as required by the school and MOE. | **Implementation, Responsibility, Timeframe & Resources**   * Review of Literacy /Reading through self -review, Term 2 2015. * Learning needs identified through assessment information February / June 2015. * Whole Staff Professional Learning and Development Programme planned using expert facilitation. * Classroom Observations and Feedback are planned as part of the development. * Resource purchase plan to compliment Professional Learning and Development needs. * To refine the processes of Moderation for Overall Teacher Judgement bringing together qualitative and quantitative assessment information to report student achievement against the National Standards. * Report to parents on progress and achievement against the National Standards through Student Led Conferencing, Achievement Profile and Parent Interviews. * Report aggregated and analysed assessment data to BOT in February, June and November. * Report student achievement 2015 to MOE through Analysis of Variance and Annual Report.   *Refer to 2015 Action Plan for full detail.* | |

**Mathematics & Statistics**

Numeracy Learning @ Makauri School

**N & A**

**S**

**G&M**

**Our Beliefs**

Our educative environment; What we value.

* Success in Mathematics and Statistics is fundamental to success across the curriculum.
* Learning in Mathematics is fundamentally the exploration and use of patterns and relationships in quantities, space, time and data (statistics)
* Oral Language plays a fundamental role in learning and in becoming numerate.
* Numeracy teaching and learning will form the major component of the Programme.
* The first year of school learning is based on strong, expert Numeracy teaching and learning.
* Numeracy expectations will be based on achieving high standards, identified as the school’s Benchmarks and the National Standards.

**Our Practice**

Teaching and Learning Approaches & Practices.

* Programmes are based on the dimensions of effective teaching practice: knowledge of mathematical learning; knowledge of the learner; instructional strategies; engaging learners; expectations and partnerships.
* The Mathematics Programme will include Number and Algebra, Geometry and Measurement and Statistics and it is important that students can see and make sense of the many connections within and across these strands.
* The Numeracy Framework will form the basis of Mathematics teaching and learning and will create new understanding through the development of Mathematics Strategies and Knowledge.
* The school Assessment Schedule will outline Numeracy assessment tools for diagnostic and summative purposes.
* Numeracy teaching will be based on identified needs from assessment data, and formative assessment practices will be inherent in classroom programmes.
* The Mathematics Programme will include the approaches of: Shared, Guided and Independent Teaching.
* The School’s Mathematics Programme is based on the principles of teacher knowledge, and formative assessment, including feedback and feedforward.

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| **C:\data\My Pictures\Makauri seat.JPGSchool Operations, Governance and Management 2015** | |
| **Curriculum**  *Key School documents that inform Makauri School’s Charter relating to Curriculum include:*  Makauri School Curriculum - The Canopy  Teachers’ Handbook  Curriculum Implementation Plans  Assessment Map and Timeframe  Whole School Development Programme for PLD  Self Review Programme  Special Needs Programme: including Support Programmes and GATE Programmes  Behaviour Management Plan  Reporting Student Achievement Programme / Analysis of Variance / Annual Report  Student Portfolios / Pupil Files  Teaching and Learning Planning - Branching Out  Associated Policies and Procedures  Strategic and Operational Plans | **Human Resources**  *Key School documents that inform Makauri School’s Charter relating to Personnel include:*  Job Descriptions / Performance Agreements  ‘My Portfolio’ online - for documenting Appraisal & Attestation processes  Professional Learning and Development Programme  Roles and Responsibilities  School Parent Booklet  EEO Plan  Insurance  Associated Policies and Procedures  Strategic and Operational Plans |
| **Finances** *Key School documents that inform Makauri School’s Charter relating to Finance include:*  Annual Budget  10 Year Property Plan / 5YA  SUE Reports / Banking Staffing  Asset Register  Auditor’s Reports  Associated Policies and Procedures  Strategic and Operational Plans | **Property**  *Key School documents that inform Makauri School’s Charter relating to Property include:*  10 Year Property Plan  5 Year Agreement for Capital Property Projects  Maintenance Schedule  Hazard Register  Evacuation Procedures  Associated Policies and Procedures  Strategic and Operational Plans |
| **Health and Safety**  *Key School documents that inform Makauri School’s Charter relating to H & S include:*  Hazard Identification  Evacuation Procedures  Associated Policies and Procedures  Strategic and Operational Plan |  |

**SUPPORTING DOCUMENTATION**

**The following documentation supports Makauri in improving student achievement**

**and is kept at the school.**

* Makauri Curriculum
* School Policies
* Curriculum Implementation Plans
* Assessment Schedule
* Moderation for OTJ Model
* Reporting Student Achievement / Annual Report
* Professional Learning and Development Programme
* Special Needs Programme - SENCO
* Gifted and Talented Programme - GATE
* Behaviour Management Plan
* Reporting Student Achievement Assessment Folder

**The following documentation supports Makauri in developing good management practices and effective organizational systems.**

* Charter
* Strategic Plan
* Annual Plan
* School Policies
* Performance Management Plan
* EEO Plan
* Annual Budget
* Ten Year Property Plan
* Hazard Identification Manual
* Board of Trustees Roles & Responsibilities
* Operations Manual
* Meeting Minutes
  + BOT
  + Lead Team
  + Staff
  + Syndicate
* Self Review Programme

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

* Parent Manual
* Newsletters
  + Community
  + Class
* Student Portfolio
* Student Pupil File