



CHARTER 2017

“LEARNING IS OUR TREASURE TO SEEK AND SHARE FOR LIFE.”

RESPECT, PERSEVERANCE, INTEGRITY, EMPATHY, AIM HIGH

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CHARTER 2017 - 2019

“Learning is our treasure to seek and share for life.”

SCHOOL VISION, 2004 (Reviewed 2015)

PHILOSOPHY	All students will treasure, seek and share learning, in an environment that empowers them to reach their full potential whilst demonstrating our core school values.
CORE BELIEFS	<ul style="list-style-type: none"> • Recognise and pursue their talents • Be reflective and valuable contributors to the community <ul style="list-style-type: none"> • Have strengths in Literacy and Numeracy • Be active seekers, users and creators of KNOWLEDGE • Have an awareness and appreciation of their environment
OUR VALUES	<p>Respect - Valuing oneself, others and the community</p> <p>Empathy - Understanding the feelings of others by putting yourself in their place</p> <p>Perseverance - Trying again and again to achieve one's goals</p> <p>Integrity - Being honest and truthful in one's actions</p> <p>Aim High - Doing the best you possibly can...always</p>

Stepping Stones	Values	Key Competencies	Description
SEEKER	Aim High Perseverance	Using Language Symbols and Texts Thinking	Students SEEK and use the things around them to create and communicate messages and meaning.
			Students use critical and creative thinking to make sense of the things around us.
THINKER (CRITICAL THINKER)			
SORTER	Empathy	Relating to Others	Students apply a range of strategies to SORT information and develop positive relationships.
			PROBLEM SOLVER (COLLABORATION)
SHAPER	Integrity	Managing Self	Students value learning and see themselves as capable learners able to SHAPE their world.
			CREATOR (CREATIVITY)
SHARER	Respect	Participating and Contributing	Students interact and SHARE learning within communities.
			COMMUNICATOR (COMMUNICATION)

THE SCHOOL AND COMMUNITY

South Makirikiri is a co-educational full state primary school catering for students from Year 0-8. Our roll in February 2016 was 146. We have a special school culture that is built around our school 'Stepping Stones to Learning'. We see Seeker, Sorter, Shaper and Sharer as the skills that will enable our students to be successful today, and into the future.

South Makirikiri School has a rich and strong history. Makirikiri means stony creek in Maori and is represented by a creek that originally flowed through the area. This creek was home to four taniwhas and three trolls.

South Makirikiri School has been around since at least 1873. School history prior to this is unknown. It is likely though that children commenced being taught here in 1859–1860 when it was a private school known as Upper Rangitikei School.

Local farmers cleared the land and built the school. Many of these descendants still farm the area and have children attending the school.

The school is, to this day, surrounded by farmland with sweeping views of the local landscape. The great peaks of Mount Ruapehu and Mount Taranaki are clearly visible.

We enjoy a positive partnership with our school community and have a Friends Of School committee that works tirelessly to provide resources and funding to assist the Board of Trustees. This has seen the complete resealing of our school tennis courts. Our parents are actively involved in all aspects of school life.

Combined community support has been instrumental in the success of the school. This support has seen the development of tree planting programmes, tennis court construction, field clearing, adventure playgrounds, an Arts, Media and Technology centre, car park, covered walkway, Room 7 - our McKean Family Outdoor Classroom and most recently the remodernising of our classrooms, concreting projecting and new shade sails for our outside areas. Members of the community are also involved in the coaching and managing of sports teams. Sport is a key aspect of life at South Makirikiri School.

- The school is well provided for in regards to buildings and facilities. The school has generous grassed playing fields and paved playground areas. There is a fenced netball/ tennis court area.
- There is bus transport for the surrounding area each school day.
- There is an enthusiastic group of parents who support the school on a regular basis.
- Effort is given in addressing the special needs and special abilities of individual students.
- Cumulative records of students' achievements are kept and appropriate information provided to parents/caregivers and the Board of Trustees.
- A clear and consistent behaviour management programme is in place throughout the school.
- The children participate in a range of sporting and cultural activities using both school and community amenities.

South Makirikiri School is very well resourced for teaching and learning. The school continues to develop a strong infrastructure to support ICT. We have a 1:1 device per student ratio in our three senior classrooms allowing the students to utilise the use of MacBook Airs and iPads. There are also a number of devices in the middle and junior school.

Our school actively promotes and lives our school vision -

'Learning is our treasure to seek and share for life'.

Outcome and Process Indicators

The indicator framework includes two types of indicators: outcome and process indicators.

Outcome indicators signal, or provide specific measures of, the impact of certain actions. **Indicators of student achievement and progress in relation to** are a direct measure of what schools are expected to achieve. **Indicators related to student confidence in their identity, language and culture, wellbeing, and participation and contribution** are important both as outcomes in themselves and integral to achievement and progress.

Process indicators describe school practices and processes that contribute to overall school effectiveness and improvement and can be manipulated in the achievement of valued outcomes. The process indicators in ERO's framework are organised in terms of six key domains that work together to promote and support equity and excellence in student outcomes.

Where evidence related to outcome indicators suggests poor performance, the process indicators can be used to investigate the school conditions that are contributing to this performance. The process indicators can also be used in identifying areas for improvement. Where the outcome indicators suggest high performance, the process indicators can be used to validate or explain the success of school processes and activities.

The Indicators Framework

The framework for the indicators identifies six domains that current research and evaluation findings show have a significant influence on school effectiveness and improvement. Each domain contributes to the goal of improving student outcomes. Effective communities of learning are characterised by high quality practices in all domains and those practices are integrated and coherent.

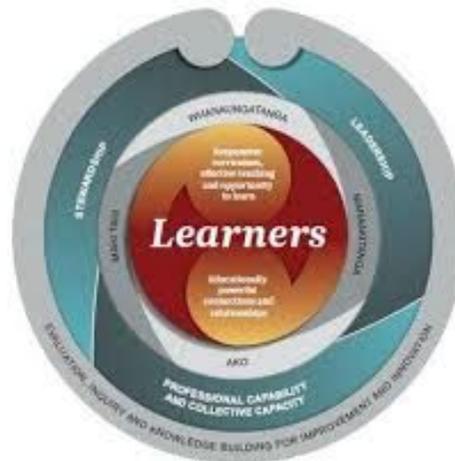
The domains **educationally powerful connections and relationships and responsive curriculum, effective teaching and opportunity to learn** have the most significant influence on outcomes for students.

The relative impact of these domains on student outcomes is driven by **stewardship, leadership of conditions for equity and excellence, professional capability and collective capacity** and the effective use of **evaluation, inquiry and knowledge building processes for improvement and innovation**.

At South Makirikiri, our strategic planning is based around the School Evaluation Indicators, which identify six domains that have the most significant influence on improving student outcomes, each of which relates to the National Administration Goals (NAGs) as follows:

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

All of these domains are interdependent and success relies on all of them, not just one.



The following tables identify learner-focused outcome indicators and process indicators. The **learner-focused outcome indicators** are organised in terms of the vision of The New Zealand Curriculum and Te Marautanga o Aotearoa: "**confident, connected, actively involved, lifelong learners**". These indicators are drawn from The New Zealand Curriculum and Te Marautanga o Aotearoa and reflect the education system's aspirations for every learner as an outcome of schooling in New Zealand.

Outcome Indicators at South Makirikiri School

<p>Confident in their identity, language and culture as citizens of Aotearoa New Zealand.</p>	<p>Socially and emotionally competent, resilient and optimistic about the future.</p>
<ul style="list-style-type: none"> ● Is confident in their identity, language and culture. ● Values, and is inclusive of, diversity and difference: cultural, linguistic, gender, special needs and abilities. ● Represents and advocates for self and others. ● Promotes fairness and social justice and respects human rights. ● Uses cultural knowledge and understandings to contribute to the creation of an Aotearoa New Zealand in which Maori and Pakeha recognise each other as full Treaty partners. ● Shows a clear sense of self in relation to cultural, local, national and global contexts. 	<ul style="list-style-type: none"> ● Enjoys a sense of belonging and connection to school, whanau, friends and the community. ● Feels included, cared for, and safe and secure. ● Establishes and maintains positive relationships, respects others' needs and shows empathy. ● Can take a leadership role and makes informed and responsible decisions. ● Is physically active and leads a healthy lifestyle. ● Self manages and self regulates and shows self efficacy and personal agency. ● Is resilient and adaptable in new and changing contexts.
<p>A successful lifelong learner.</p>	<p>Participates and contributes confidently in a range of contexts - cultural, local, national and global.</p>
<ul style="list-style-type: none"> ● Demonstrates strong literacy and mathematics understanding and skills and achieves success in the learning areas of The New Zealand Curriculum and/or Te Marautanga o Aotearoa. ● Is curious and enjoys intellectual engagement. ● Draws on multiple perspectives and disciplinary knowledge to actively seek, use and create new knowledge and understandings. ● Is technologically fluent taking a discerning approach to the opportunities provided by, and impacts of, technology. ● Is digitally literate using a range of e-learning tools to support learning. ● Maori enjoy education success as Maori. ● Confidently tackles challenging tasks and is resilient and perseveres in the face of error and failure. ● Uses multiple strategies for learning and problem solving. ● Collaborates with, learns from, and facilitates the learning of, others. ● Understands the performance levels required, sets personal goals, self-monitors and self evaluates. ● Develops the learning to learn capabilities to reflect on their own thinking and learning processes. ● Achieves success in relation to National Standards in mathematics, reading and writing in primary education. ● Determines and participates in future-focused education pathways that lead to further education and employment. 	<ul style="list-style-type: none"> ● Thinks critically and creatively, applying knowledge from different disciplines in complex and dynamic contexts. ● Is energetic and enterprising, effectively navigating challenges and opportunities. ● Works collaboratively to respond to problems not previously encountered, developing new solutions and approaches. ● Understands, participates in, and contributes to cultural, local, national and global communities. ● Is a critical, informed, active and responsible citizen. ● Can evaluate the sustainability of a range of social, cultural, economic, political and environmental practices. ● Is an ethical decision-maker and guardian of the world of the future.

Process Indicators at South Makirikiri School

Domain 1: Stewardship
<ul style="list-style-type: none">• To have an effective Board of Trustees that is consultative, responsive and who provide a clear vision and strategic direction and monitors outcomes against these goals.
Domain 2: Leadership of conditions for equity and excellence
<ul style="list-style-type: none">• To have a consultative leadership team that communicates a clear, consistent educational vision that delivers measureable outcomes consistent with the schools vision, the needs and aspirations of our community (esp Maori/Pasifika) and our strategic plan.
Domain 3: Educationally powerful connections and relationships
<ul style="list-style-type: none">• To provide opportunities for all our parents, whanau and school community to actively engage in an inclusive and non-threatening environment.
Domain 4: Responsive curriculum, effective teaching and opportunity to learn
<ul style="list-style-type: none">• To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.
Domain 5: Professional capability and collective capacity
<ul style="list-style-type: none">• All students are provided with motivated, highly skilled and knowledgeable teaching staff that is reflective and flexible in order to meet the needs of their learners. Teaching needs to be in line with current best practise and reflective of our school values.
Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation
<ul style="list-style-type: none">• All students are actively engaged in their learning in order to make progress and achieve to their full potential in all areas of the New Zealand Curriculum, with a particular focus on reading, writing and mathematics as evidenced by the National Standards.

Domain 1: Stewardship

In the New Zealand setting, the location of governance at the school level creates a close relationship with leadership. Trustees, principals, school staff and students work strategically and collaboratively to achieve the school community's vision, values, goals and priorities.

Evaluation indicators:	2017	2018	2019
<p>The board of trustees represents and serves the education and school community in its stewardship role.</p>	<p>Establish a culturally responsive relationship with the different cultures in our school to ensure their active participation in the life of the school - particularly with our Maori community.</p> <p>The members of the BoT have a presence in school-wide and community events.</p> <p>Board members take an active role in the establishment of the SRCoL.</p> <p>Board to investigate the idea of setting up a gardening group with our parents.</p> <p>Complete Fitness Track</p>	<p>The members of the BoT continue to have a presence in school-wide and community events.</p> <p>Board members take an active role in the progress and development of SRCoL</p>	<p>Investigate options for installing a Hockey Turf on site</p>
<p>The board of trustees scrutinises the work of the school in achieving valued student outcomes.</p>	<p>Principal to share a transparent assessment structure for BoT, Staff and Parents that outlines explicitly the types and timings of assessments that are completed throughout the year.</p> <p>Provide more regular data to the BoT on the progress of boost students throughout the school.</p>	<p>Board members have the opportunity to visit classrooms in action to get a better understanding of the teaching and learning programmes</p>	
<p>The board of trustees evaluates the effectiveness of board performance in its governance and stewardship role.</p>	<p>In 2017 the Board will attend a series of workshops internally through NZSTA to help strengthen our understanding and effectiveness of governance and stewardship.</p> <p>BoT to contribute to the staffing allocation</p>	<p>Continue to review our policies and procedures to ensure they are aligned of relevant current practises.</p> <p>BoT to contribute to the staffing allocation</p>	<p>BoT to contribute to the staffing allocation</p>
<p>The board of trustees effectively meets statutory requirements.</p>	<p>Continue to develop and refine our School Charter using the new ERO Evaluation Indicators so that it meets the long-term goals and annual targets we have set as a School Community.</p>		<p>BoT elections</p>

Domain 2: Leadership of conditions for equity and excellence

Effective leadership is a defining feature of communities of learning that are successful in achieving excellence and equity in student outcomes. Effective leaders focus on improving teaching and learning for every student, are a strong instructional resource for teachers and actively participate in, and lead, teacher learning and development. The key dimensions of leadership practice that have a significant impact on student outcomes include: establishing goals and expectations; designing, evaluating and coordinating the curriculum and teaching; leading professional learning; ensuring an orderly and supportive environment; and resourcing strategically.

Evaluation indicators:	2017	2018	2019
Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence	<p>Priority goals and targets will be set for student's who are at risk of underachievement and they will be tracked online using e-tap.</p> <p>The school vision and values continue to be promoted in school - making them more visually present in the outdoor spaces.</p>	<p>Continue to focus on priority goals and targets will be set for student's who are at risk of underachievement and they will be tracked online using e-tap.</p> <p>Provide opportunities for personnel in Senior Management Team to develop leadership skills</p>	Review our school vision and curriculum.
Leadership establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing.	<p>Seek out and attain quality across all subject areas</p> <p>Investigate the 'student well being survey' and how this may be utilised at South Makirikiri.</p> <p>Investigate ways of enhance the student leadership programme in the senior school. Look at assigning special roles to students to form action groups eg Enviro Ambassadors, Charity Leaders etc. Assign teachers to specific leadership programmes. Investigate the potential of utilise YMCA for building student leadership.</p> <p>Deliver Keeping ourselves Safe unit for Junior School and Sexuality Road unit for Seniors</p> <p>Enhance our 'shared spaces' to ensure they are modern and user friendly eg media centre, playground, covered outdoor areas.</p>	<p>Investigate professional development opportunities for developing Mindfulness with staff and students.</p> <p>Provide a leadership camp for our senior students at the beginning of the year, focusing on developing leadership in students.</p> <p>Investigate options for playground upgrade</p>	
Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching.	<p>Continue to encourage collaboration of planning, resources and assessments between teachers within and across teams. Promoting the philosophy that we have a collective responsibility of all students at South Mak.</p> <p>Continue to investigate ways of improving EOTC experiences for all students. Plan Abel Tasman adventure for Year 7&8 students along with camp experience for Year 6.</p> <p>Review maths curriculum.</p>	Review inquiry model & the planning and teaching of Inquiry.	

Leadership promotes and participates in a coherent approach to professional learning and practice.	<p>Performance Management systems will move online where teachers and leaders will use Google Docs to record their professional learning while reflecting on development against PTCs and TAI.</p> <p>Opportunities for sharing professional readings amongst teaching staff is promoted by the leadership team.</p> <p>Principal to be appraised through EdLead along with joining a PLG with fellow principals.</p> <p>Staff collectively read 'Learning in the Fast Lane' by Suzy Pepper Rollins to explore ways of accelerating learning for all students.</p>	Investigate options for 360 appraisal systems which involve parents and students.	
Leadership builds capability and collective capacity in evaluation and inquiry for sustained improvement and innovation.	<p>Classroom observations of teachers will focus on of developing capability in phonic-based teaching in Literacy and Numeracy.</p> <p>Teaching as Inquiry progress is consistently monitored by the leadership team. Opportunities of sharing and completing requirements is provided at team level. Potentially sharing at BoT level</p>		
Leadership builds relational trust and effective participation and collaboration at every level of the school community.	<p>Continue to build on our Home-School Partnership by holding an information evening on Numeracy and Literacy.</p> <p>Strengthen our communication and relationships with the community from all levels, School, Bot, FOS via newsletters, school app and school wide events</p>	Parent Information Evening based around Inquiry Learning and Mindfulness	BOT/Staff PD on building culture.

Domain 3: Educationally powerful connections and relationships

Parents, families and whānau have a primary and on-going influence on the development, learning, wellbeing and self-efficacy of children and young people. Schools and educators have a significant role in engaging and involving parents, families and whānau in learning and school activities to enable success for all students.

Evaluation indicators:	2017	2018	2019
Learning centred relationships effectively engage and involve the school community.	<p>In 2017 there will be a focus on 'School Community Events' and how we can bring the community together for functions each term. These will be:</p> <ul style="list-style-type: none"> • Community Evening and or Picnic • Involve the community in learning celebrations. • Recognise and celebrate the expertise within our community. • Involve the community in school and curriculum evenings so they are well informed of their child/rens learning expectations. 	<p>Further focus around Whanau Engagement through SCRoL</p> <p>Hold a South Makirikiri Open Day where we open the classes up to current and future families to share our learning.</p>	<p>Further focus around Whanau Engagement through SCRoL</p> <p>Whole School overnighter</p>

	<p>Whanau Engagement is a focus through the SCRoL. Utilise all expertise and opportunities to develop this throughout the year</p> <p>Ensure a good number of house/school wide events and competitions are held</p>		
<p>Communication supports and strengthens reciprocal, learning centred relationships.</p>	<p>Continue to enhance and promote the goal setting and next learning step process with students and their families.</p> <p>Provide more information to parents on progress of students in PAT testing.</p>	<p>Investigate the benefits of parent portals through e-tap.</p> <p>Investigate the benefits of Google Classroom or Sites for student portfolios</p>	
<p>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support.</p>	<p>Promote with use of Google Classroom at home. Share this knowledge with parents in the senior school.</p> <p>Promote use of online tools to support the learning at home eg Mathletics, IXL, STEPS etc</p>	<p>Provide google classroom training for parents</p>	
<p>Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.</p>	<p>In 2017 we will hold parent information evenings for Numeracy, Literacy and Sexuality Education.</p> <p>Investigate the 'student well being survey' and how this may be utilised at South Makirikiri and at home.</p> <p>Seek out opportunities for parents and community members to support us in our Enviro projects within and outside school eg gardening, chicken coop installation, bee keeping, native tree planting, orchard around fitness track.</p> <p>Provide opportunities for our students to interact with other organisations in the local community - community service such as kindergartens, rest homes etc</p> <p>Promote parent engagement in the establishment of the SCRoL</p>	<p>Provide learning opportunities for families around Mindfulness and how the brain works (Brainwave Trust)</p> <p>Utilise opportunities provided through SCRoL</p> <p>Investigate developing partnerships with Ngati Apa.</p>	<p>Continue to utilise opportunities provided through SCRoL</p> <p>Investigate alternative energy sources for school eg wind, solar</p>

Domain 4: Responsive curriculum, effective teaching and opportunity to learn

The New Zealand Curriculum and Te Marautanga o Aotearoa set out the valued education outcomes for New Zealand students, as well as their entitlement in terms of breadth and depth of learning opportunities in compulsory schooling. These curriculum documents articulate the vision, values, principles, key competencies and areas of learning that will enable young people to be successful in an increasingly complex and uncertain world. The New Zealand Curriculum and Te Marautanga o Aotearoa are supported by National Standards in mathematics, reading and writing in primary education and national standards that contribute to the National Certificate of Educational Achievement (NCEA) in senior secondary education.

Evaluation indicators:	2017	2018	2019
Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and Te Marautanga o Aotearoa.	<p>Continue the roll out of using the PACT throughout the school. Continue with Writing moderation and start using this for Maths. Teachers will use the frameworks to inform their teaching and provide next learning steps for students.</p> <p>As part of on-going self-review we want to incorporate more student voice into our curriculum planning and design.</p>	<p>Continue roll out of PACT for moderation and judgement. Focus on introduction of PACT for Reading</p>	<p>Review assessment schedule to align with introduce of PACT</p>
Students participate and learn in caring, collaborative, inclusive learning communities.	<p>In 2017 we will continue to unpack our School Values and show how children can be acting out these values in their daily lives.</p> <p>Introducing Circle Time or similar programme to promote the values of our school and providing students with strategies to deal with conflict.</p> <p>Explore ways to introduce and enhance the rural aspects of our School Community.</p> <p>Reinvigorate 'Cool Schools' programme</p> <p>Work in House groups to locate our House streams. Investigate possibilities of visiting streams to study ecology and/or planting.</p>	<p>Provide Mindfulness opportunities for staff and students.</p> <p>Investigate options for collaborative teaching and learning in the Senior school (Room 6 & 7)</p>	
Students have effective, sufficient and equitable opportunities to learn.	<p>Continue the focus of explicit instruction of phonics for spelling and reading.</p> <p>Review the South Mak Maths Curriculum to ensure our current programmes are aligned with expectations. A particular focus will be on the balance of numeracy vs strand.</p> <p>Continue to identify 'at risk' students at the beginning of the year and provide additional support in the form of resources and or teacher time.</p>	<p>Introduce rubrics for appraising teachers in maths</p> <p>Continue to identify 'at risk' students at the beginning of the year and provide additional support in the form of resources and or teacher time.</p> <p>Establish Robotics and Coding as part of the weekly senior programme.</p>	<p>Introduce rubrics for appraising teachers in Literacy & Inquiry</p> <p>Introduce kayaking and</p>

	Continue to provide opportunities to enrich and extend the curriculum for our students eg EPro8, Tournament of Minds, AgriKids, Mathex, Computer Coding, Jump Jam, Dance	Investigate the options of running a city class for seniors in Palmerston North or Wellington.	waterskiing club.
Effective and culturally responsive pedagogy supports and promotes student learning.	<p>Continue to develop the use of Google Classroom from Year 5 – 8's. Introduce chromebooks for Year 6 and 7 students.</p> <p>Investigate the benefits of 'Learning through Play' in the Junior School with a particular focus in the New Entrants and Year 1. Move new entrant classroom to library space. Purchase resources/equipment that will support this initiative.</p> <p>Continue relationship with BA productions. Build on momentum of newly formed Kapa Haka group. School visit to Putiki Marae in Term 2. Student workshops eg weaving, myths and legends, crafting, hangi prep</p>	<p>Concept Inquiry Review</p> <p>Provide further opportunities for staff for development in play based learning. Review how we could utilise elements of this into our existing programme.</p> <p>Establish relationship with Ngati Apa. Dedicate a week to Maori Culture.</p>	
Effective assessment for learning develops students' assessment and learning to learn capabilities.	<p>Continue to refine our school wide assessment schedule, making it more specific for particular areas of the school and priority students.</p> <p>Using Online PAT reporting to help provide evidence to evaluate the student's achievement and progress and develop next steps.</p> <p>Continue roll out of PACT for Writing and Maths.</p>	<p>Students will complete PAT assessment online.</p> <p>Focus on PACT for Reading.</p>	

The building of professional capability and collective capacity is a core function of effective leadership. Engagement in continuing professional learning opportunities increases teachers' knowledge and skills, developing adaptive expertise and improving the quality of teaching, and organisational change.

Evaluation indicators:	2017	2018	2019
A strategic and coherent approach to human resource management builds professional capability and collective capacity.	<p>Principal to meet with staff at the beginning of the year to finalise job descriptions, delegate responsibilities and discuss future career pathways</p> <p>Update the induction of new teachers folders so that they reflect the changes that have happened throughout the school in 2016.</p> <p>Utilise Google Docs/Sites in 2017 to provide a coherent performance management system.</p>		
Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities.	<p>Use of leadership, syndicate and staff meetings focusing on our priority learners and how we can improve student outcomes.</p> <p>In 2017 staff will have professional development through Liz Kane, ULearn and internally.</p>	<p>Investigate how the teaching of mindfulness can benefit priority learners and reduce anxiety in all students.</p> <p>Develop idea of student agency in the senior classes (Year 5-8)</p>	
Organisational structures, processes and practices enable and sustain on-going learning, collaborative activity and collective decision-making.	<p>Continue to work collaboratively with regards to curriculum design across the whole school. Particularly in regards to Literacy and Mathematics.</p> <p>Explore opportunities for staff to work collaboratively within the newly formed SRCoL</p> <p>Through Inquiry monitor and evaluate the impact of actions on student learning and outcomes.</p> <p>Upgrade our sandpit facilities</p>	Review swimming programme	Investigate options for installing a school pool.
Access to relevant expertise builds capability for on-going improvement and innovation.	<p>In 2017 Identifying 'curriculum leaders' with associated job descriptions and actions plans.</p> <p>SMT along with Liz Kane and SCRoL Leaders to provide professional development to staff in Literacy and Numeracy.</p> <p>Establish mentoring relationships with teaching staff.</p> <p>Provide support for IT initiatives eg Google Docs, Classroom</p>	<p>Investigate external expertise for staff in Maths and Inquiry</p> <p>Utilise realise teachers for teaching music and or science.</p>	

Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation The New Zealand Curriculum and Te Marautanga o Aotearoa emphasise teaching as a process of inquiry, and the importance of professional leaders and teachers having the expertise to inquire into practice, evaluate its impact on student outcomes and build organisational and system knowledge about what works.			
Evaluation indicators:	2017	2018	2019
Coherent organisational conditions promote evaluation, inquiry and knowledge building.	<p>Review current classroom timetabling to ensure sufficient coverage is happening for all curriculum areas.</p> <p>Increase the amount of storage space around the school</p>	<p>Install road signage to make South Mak more visible to the general public.</p> <p>Investigate enhancements of the carpark and entrance way to make it more inviting.</p> <p>Create more workable spaces in the office area, for office and teaching staff. Look at redesigning school office to factor in privacy of information.</p>	Investigate options for installing a school pool.
Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.	<p>Use Teaching as Inquiry model to enhance teacher capability and improve achievement outcomes particularly for priority students.</p> <p>Review the Technology programme currently offered to our Year 7&8 students at Rangitikei College.</p>		
Evaluation, inquiry and knowledge building enable engagement with external evaluation and contribution to the wider education community.	<p>Look to utilise any Cluster initiatives in 2017.</p> <p>Continue to evaluate and reflect on community events that are on offer through school.</p> <p>Principal to continue to network with other principals within the area and country. PLG through cluster, Principal Conference in Queenstown.</p>	Investigate options for external appraisals for Senior Management Team	

SOUTH MAKIRIKIRI



ANNUAL PLAN 2017

SEEKER	SORTER	SHAPER	SHARER
AKO - Practice in the classroom & beyond	MANAAKITANGA - Values- integrity, trust, sincerity, equity	TANGATA WHENUATANGA - Place-based, Socio-Cultural awareness and knowledge.	WHANAUNGATANGA - Relationships (Students, school-wide, community) with high expectations
To provide students with the opportunities to seek learning experiences in all curriculum areas, with an emphasis on Literacy & Numeracy. The minimum expectation is to be achieving at National Standards.	To enable students to be well-balanced, life long learning, with a focus on catering for their well-being and effective strategies for positive interactions with others	To continue to enhance our learning environments and programmes to ensure students are engaged and learning at their full potential.	To develop educationally powerful connections with Parents and Whānau

SEEKER**GOAL ONE:**

To provide students with the opportunities to seek learning experiences in all curriculum areas, with an emphasis on Literacy & Numeracy. The minimum expectation is to be achieving at National Standards.

Headings	Actions	Evaluative Criteria (Evidence)	Monitoring: Who? When?	Reflections/Reporting
Assessment & Monitoring	<ul style="list-style-type: none"> Continue to refine our school wide assessment schedule, making it more specific for particular areas of the school and priority students. Identify target students and priority groups (Maori, Boys writing etc) in each class early in the school year. Regular monitor the progress of these students using assessment data. Use staff and team meetings to track the progress of these students and report to Board termly on the progress these students are making Continue to use Data Boards to track the achievement of all the students in teams Continue to use PaCT for Writing and implement this for Maths moderation 	<ul style="list-style-type: none"> Assessment Schedule updated and referred to in Team and SMT Minutes Results entered on etap when stated on the schedule. Staff and Team meeting minutes will reflect focus on student achievement with particular evidence about target students and progress made. Target students will be identified in Term 1 by classroom teachers. These students will be discussed at teacher appraisal meetings with Principal. Teachers will articulate actions to accelerate progress in TAIs Data boards will show progress of all students, particularly targeted students. Progress recorded termly. All students will put through PACT for writing. Cohort group will be put through PACT for Maths. Teacher comments and feedback will reflect an increase in confidence and competence in teaching maths and writing and further confidence in making OTJs 	Teachers SMT - All year	
Learning Support	<ul style="list-style-type: none"> Continue to provide literacy intervention across the school for priority students using the STEPS programme. Provide additional teacher aide support in the junior school to cater for learning needs of priority students in literacy. Teacher Aide sessions will be dedicated for maintenance on skills and concepts already taught by the classroom teacher. 	<ul style="list-style-type: none"> Termly progress will be monitored on these students. Student voice recorded to measure shift in confidence. Progress of ALIM students will be recorded through ALIM teacher reports. 	Literacy - all year Sharyn Drylie Tash Clarke Stu Devenport Maths - all year Matt Bell Stu Devenport Craig Beer (ALIM) ORRS Anna Louise Maas	

	<ul style="list-style-type: none"> ● Provide 'boost' sessions with support teacher in Numeracy. The priority will be for students in Years 5,6&7. These boost sessions will be maintenance on concepts already taught by the classroom teacher. 			
Teaching as Inquiry	<ul style="list-style-type: none"> ● All classroom teachers to undertake an inquiry into their practice based on our priority learners from our 2016 end of year data. Progress on their inquiry will monitored closely throughout the year by SMT. Teachers will be required to present their progress to the teaching team at the end of the year . 	<ul style="list-style-type: none"> ● Evidence of target children identified in teacher TAI. ● Evidence of professional learning that relate to TAI subject. ● Relevant assessment and student voice recorded. 	All year All teachers Stu Devenport	
Teacher Appraisal & Professional Development	<ul style="list-style-type: none"> ● Teachers will receive mentorship and guidance by Liz Kane to help build confidence and competence in teaching literacy particularly phonic teaching ● Maths Appraisal: A rubric system introduced to appraise teacher competence and confidence in the teaching of maths ● Staff Professional Reading: 'Learning in the Fast Lane'. Use this resource to develop a collective understanding on how to accelerate the learning for all students 	<ul style="list-style-type: none"> ● Diagnostic and Summative teacher knowledge will be collated on phonological awareness to measure progress. ● Teacher observations will identify shift in practice where necessary. ● Evidence of factors that promote accelerating of learning will be evident in the classrooms and through team minutes. 	Stu Devenport	
Digital Technology	<ul style="list-style-type: none"> ● Roll out of Chromebooks for Year 6 & 7 students ● Utilise Google Classroom in the 3 senior classrooms to share, collaborate and celebrate work completed digitally. ● Continue to investigate ways we can utilise ipads and chromebooks to support or priority students in literacy, particularly in writing. 	Evidence of improvements in student engagement from ICT will recorded through anecdotal teacher notes, student voice, and TAIs	Stu Devenport Matt Bell Kimberly Kelly	

	<ul style="list-style-type: none"> Mathletics offered to all students from Room 3-7. Utilise as a maintenance tool for school and home. 			
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SHARER	GOAL TWO: To develop educationally Powerful Connections with Parents and Whānau			
Heading	Actions	Evaluative Indicators (evidence)	Monitoring: Who? When?	Reflections/Reporting
Parent Evenings	Build on the success of the literacy information last year. Topics to cover: <ul style="list-style-type: none"> Literacy - Phonological Awareness Maths - The teaching of Numeracy Concept Inquiry ICT - Google Classroom Health - Sexuality Road 	Community survey results will reflect improvement in understanding of classroom programmes. Evidence of parent engagement in home learning will be measured through parent/teacher communication.	Julie Rowe Sharyn Drylie Matt Bell Stu Devenport	
Community/School Events	Provide opportunities for our families to connect with the school, teachers and each other.	Community Survey results Head counts of parent attendance.	Stu Devenport	
Whanau Consultation	<ul style="list-style-type: none"> Consult our community on similar parameters as last year. Consult with our Maori Community to seek their views on South Makirikiri School to identify areas of strengths and areas of improvement. 	Community feedback will reflect increased involvement in learning programmes.	Stu Devenport BOT	
Utilising Expertise	Continue to investigate how we can utilise expertise from the school and wider community to support our learning programmes eg gardening, bee keeping, chicken coop construction, local waterways knowledge, farming expertise.		Stu Devenport	
Celebrating Successes	Continue to share the positive things that are happening at South Makirikiri School with the parent community and wider.	Parent feedback will reflect a better understanding of how and why learning happens in the classroom.	All teachers Stu Devenport	

	Hold 'Celebration of Learning' Evenings in Term 2 and 4 which will invite parents to share the learning of their children.	This will provide an authentic audience for children to share their learning.		
Online Tools	Utilise Facebook, the school website and the school app to communicate with our parent community.	All teachers will have utilised communicating through the school app. Reductions noted in lack of communication between home and school	Stu Devenport	
Community of Learning	Utilise the initiatives of the newly formed Southern Rangitikei Community of Learning on further ways to engage of parent community	Progress/improvement will be recorded against SRCoL Achievement Challenge of Whanau Engagement	Kim Gordon Stu Devenport	
Connecting with community groups	Investigate ways we can connect our students with established groups in our community to support our learning programmes and make learning authentic. eg Local Kindergartens, Edale Rest Home	This will provide an authentic audience for children to share their learning.	Stu Devenport	

SHAPER	GOAL THREE: To continue to enhance our learning environments and programmes to ensure students are engaged and learning at their potential.			
	Actions	Evaluative Indicators (evidence)	Monitoring: Who? When?	Reflections/Reporting
Enviroschools	Using our big idea 'Act Local, Think Global' we will channel a lot of our concept inquiry learning around the environment. At the same time we will endeavour to bring some of the rural aspects of our environment into the school and the learning programmes eg worm farm, composting, vege gardens, chickens, bee hives.	Teacher planning will reflect this Physical Evidence of these projects around the school	Emma Christensen Team Leaders Stu Devenport	
Learning through play	With moving our new entrant class into our Library and Breakout space, it allows for more flexibility of learning outdoors. Investigate the benefits of the 'learning through play' philosophy in the two junior classes so our new entrant programmes are aligned with practice from the early childhood centres. Focus on purchasing resources	Teacher observations will note progress in the following: <ul style="list-style-type: none"> ● Encourages communication ● Improves cognitive development ● Encourages relationship building 	Liz Gordon Julie Rowe Stu Devenport	

	and equipment that support this initiative. Investigate the possibility of constructing sandpits outside Room 1 and 2.			
ICT	Purchase 30 new chromebooks to be introduced in the two senior classes. This will mean all senior classes have 1:1 devices. Utilise Google Education functionality especially google Classroom and promote sharing and collaboration of work.	Increase student engagement noted in teacher observation. Examples of student/teacher collaboration evident to student work.	Stu Devenport Kimberly Kelly	
Shared Spaces (Indoor & Outdoor)	<ul style="list-style-type: none"> Investigate the upgrade of the media centre (flooring and new windows) Complete Fitness Track and Stations. Investigate options for enhancement the entrance (covered area) of the school. 	Physical evidence of these projects around the school	Stu Devenport	
Curriculum Review	Continue to refine and familiarise teachers with the South Makirikiri Curriculum in Literacy, Maths and Concept Inquiry.	<ul style="list-style-type: none"> Classroom practise reflects what is stated in the curriculum document. Team/Staff meeting minutes reflect review/discussion of these areas. Teacher observation reflects South Mak practice 	Stu Devenport Sharyn Drylie Matt Bell Julie Rowe	
Tikanga Maori	<ul style="list-style-type: none"> Employ BA productions to run our Tikanga Maori programme through the school. Planning to be shared with teachers to ensure new learning is being reinforced back in the classrooms Continue to build on the success of the newly formed Kapa Haka group in senior school using BA productions, focusing on performance and powhiri protocol. Establish a Marae visit to Putiki in Term 2 in consultation with BA productions 	<ul style="list-style-type: none"> Classroom planning Evidence of tikanga and te reo maori on display in classrooms Student voice 	Sharyn Drylie	

SORTER

GOAL FOUR:

To enable students to be well-balanced, life long learning, with a focus on catering for their well-being and effective strategies for positive interactions with others

	Actions	Evaluative Indicators (Evidence)	Monitoring: Who? When?	Reflections/Reporting
Values & KC	Continue to promote the importance of our school values in the classroom programme. They will provide a platform for reinforcing positive behaviour in the classroom, out in the playground. Students will unpack these values so they can articulate what they look, sound and feel like. Investigate options for having these visuals 'present' around the school.	<ul style="list-style-type: none"> ● Classroom planning ● Teacher evaluation of teaching and learning ● Student voice 	Stu Devenport Team Leaders	
Circle Time	Utilise the resources of the RTLB to upskill the teachers and students in the benefits of Circle Time. Areas of development with this initiative are: <ul style="list-style-type: none"> ● Listening and concentrating ● Discussing feelings and alternative points of view ● Being Kind & developing friendships ● Co-operation ● Solving Problems ● Resolving conflict ● Achieving 	<ul style="list-style-type: none"> ● Classroom planning ● Teacher evaluation of teaching and learning ● Student voice ● Team/Staff Meeting Minutes ● Reduction in playground conflict 	Stu Devenport Classroom teachers	
Student Leadership	Refine of Senior School Leadership programme. Senior students will have the opportunity to undertake a school change or development project. Student voice is encouraged and monitored. Peer mediation is used as a tool to assist with resolving conflict in the playground.	<ul style="list-style-type: none"> ● Increase presence of students in decision making 	Matt Bell	
Student Agency	Promote self-directed learning in the classroom programmes where students set challenging, relevant goals for themselves based on their next learning steps. Encourage questioning, sharing and collaboration of learning.	Increase in student motivation and achievement in school.	All teachers	

MAORI ACHIEVEMENT STATEMENT

South Makirikiri School has high expectations for all students.

Recognising New Zealand's Cultural Diversity

South Makirikiri School, as appropriate to its community, will develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori. South Makirikiri School will extrapolate and collate assessment and attendance data for our Maori students from our school wide data to ensure Maori students achieve and succeed.

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

- Dual enrolment at the Correspondence School
- Provide further opportunities within the child's classroom using local resource people
- Other negotiated actions

LEARNERS WITH SPECIAL NEEDS/INCLUSION

The Board will ensure that learners with special learning needs are supported in their learning so they can participate and make progress in relation to The New Zealand Curriculum/National Standards and fully participate and contribute to the life of the school and the community.

The Board will ensure that learners with special learning needs are supported by:

- Developing policies and procedures that foster inclusive school practices
- Welcoming learners with diverse learning potential
- Including ORS and SLS learners where applicable
- Writing IEPs for ORS, SLS, and other learners as required
- Celebrating a variety of learning abilities
- Including learners in The New Zealand Curriculum learning contexts
- Expecting learners to make progress towards the appropriate national standard levels, according to their diverse potential
- Dual enrolment with Te Aho o Te Kura Pounamu (The Correspondence School) where applicable
- Providing opportunities for learners to fully participate in school activities and contribute to the life of the school and community
- Extending the progress of learners with special learning abilities, including gifted and talented

Inclusion

The Board will develop an inclusive school culture that:

- Is welcoming of all learners
- Ensures the school has a collaborative, respectful ethos
- Fully engages all learners in the New Zealand Curriculum and/or Te Marautanga o Aotearoa
- Expects high achievement from all learners
- Respects, supports and celebrates the identity, language and culture of Maori, Pasifika and other ethnicities
- Recognises and supports learners with special education needs within the school community
- Buildings and grounds are physically accessible for all
- Learners are emotionally safe and free from bullying
- Transition is effectively managed and monitored for all learners enrolling or moving to intermediate or secondary school.

PROCEDURAL INFORMATION

Annual Planning and Reporting Dates

The Charter/Annual Report will be lodged with the Ministry of Education each year after our first Board of Trustees' Meeting. The first annual report, based on the School Charter and including South Makirikiri School's Annually Updated Targets for Improvement will be lodged in **February**.

South Makirikiri School will report on this year's Annual Plan in **throughout the year at board level**.

Consultation

South Makirikiri School consults with its community, including its Maori community, as part of the cycle of self review. Consultation includes:

- Parent Surveys
- Meet the Teacher at the beginning of Term 1
- Learning Conversations/Goal Setting at the end of Term 1
- Student Reports to go home in Term 2 & 4 (Year 4-8). Anniversary reporting for Year 1-3 students
- Formal student reports go home at the end of Term 4 to parents/caregivers
- Board of Trustees meetings
- Meetings with Maori regarding aspirations for their children at school
- Curriculum meetings for parents
- Friends Of School (FOS) meetings
- Self review processes including policy review
- Newsletters
- Website – information and community communication/consultation
- Maori Development Plan

Personnel, Finance and Property:

South Makirikiri School board will:

- Act as a good employer to teaching and non teaching staff
- Prepare a budget to monitor and control school expenditure
- Allocate funds to meet the school's priorities so that student achievement is enhanced
- Implement the 5 Year/10 Year Property Plans to ensure the school's facilities provide a safe, healthy learning environment.

Education Guidelines

The South Makirikiri School Board of Trustees will integrate the National Education Guidelines (NEGS) and the National Administration Guidelines (NAGs) at governance and operational levels by giving them full consideration when planning school developments and school/class programmes. The Board will meet all statutory obligations.

Supporting Documentation:

- South Makirikiri School Policies and Procedures
- South Makirikiri School Curriculum
- South Makirikiri School 2016 Budget

- South Makirikiri School 10 Year/5 Year Property Plan
- South Makirikiri School Self Review Programme
- South Makirikiri School Professional Development Programme
- South Makirikiri School 2016 Appraisal Process
- South Makirikiri School Behaviour Management Programme
- South Makirikiri School Maori Development Plan