

Matauri Bay School Charter



2021



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Our School Community

Matauri Bay School is a four teacher school on the coast in Whangaroa area, 45km north of Kerikeri. Our school was founded on its present site in 1898. Parents, grandparents and great-grandparents of current students have attended the school. Matauri Bay School truly belongs to its community. Our children come principally from Matauri Bay, Wainui, Te Ngaere, Mahinepua, Matangirau, Pupuke and Takou Bay communities, but also include Kaeo. Whānau views the importance of te reo me ona tikanga and the other activities offered at the school. Five marae are included but not exclusively: Te Tāpui marae, Ngāti Ruamahue marae, and Ngai Tūpango, Matangirau and Pupuke marae. We are privileged to have a strong relationship with our local marae, kuia and kaumātua alike. We strive to involve our students in marae and tikanga learning in this environment.

Matauri Bay School delivers education for children from Years 1 to 8, inclusive of learners with special needs. A strong sense of belonging is evident in the school. Teachers, parents, friends and the community are regularly involved in the learning programs. We believe that the 'Whānau' atmosphere exists where people are valued, and their achievements are celebrated.

Our pupils are predominantly Māori. The mediums of instruction are in English and Te Reo Māori, with a strong goal to raise the level of Te Reo Māori me ōna Tikanga knowledge used daily within the school. Te reo Maori instruction is under the kaupapa of the Te Ataarangi learning method. The Board makes a strong commitment to ensure Te Reo Māori me ngā Tikanga o Ngā Puhi particular to Ngāti Kura, Ngāti Torehina, Ngai Tupango, Ngāti Ruamahue, Ngati Kahu ki Whangaroa, Ngāti Rēhia and Ngati Uru are acknowledged.

Te Reo Māori, Literacy and Numeracy incorporated with digital learning are our priorities.

Mission Statement

Ko te mahitahi tātou kia anga whakamua

Vision : Kei te kura

- There are high expectations for tamariki to achieve academically
- There are high expectations for tamariki to behave properly
- Cultural identity is valued and celebrated
- All members of the school community are respected

Beliefs : Ngā whakapono

- Teaching is culturally linked and relevant
- Teaching involves reflection and continuous improvement through professional learning
- Positive whānau and community support and participation enhance student progress
- All members of the school community are entitled to enjoy a safe learning environment

Values for learning : Ngā ūara

- Whānaungātanga: Building and maintaining positive relationships
- Ahuatanga akō: Being a lifelong learner
- Rangatiratanga: Empowering leaders
- Manaakitanga: Caring, supporting and sharing

Ko te mahitahi tātou kia anga whakamua **(We will work together to move forward)**

Whanaungātanga

Positive whānau and community support to enhance student outcomes

Ahuatanga Akō

Students are engaged in and own their learning

Rangatiratanga

Staff reflect and strive for continuous improvement

Manaakitanga

All members of the school community are respected and have a safe learning environment

STRATEGIC PLAN: 2021 – 2023

FRAMEWORK FOR EDUCATIONAL GOALS (National Admin. Guidelines (NAGs))	STRATEGIC GOALS (Vision - By 2023 we want to be here)	STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)		
		End of 2021	End of 2022	End of 2023
<p>NAG 1: Curriculum, Design and Delivery: The BoT through the principal and staff, is required to:</p> <p>a) Develop & implement teaching and learning programmes giving priority to literacy, numeracy, and regular quality physical activity.</p> <p>b) Gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated.</p> <p>c) Identify students and groups of students who are not achieving, who are at risk of not achieving, who have special needs (including gifted & talented students), and aspects of the curriculum which require particular attention.</p> <p>d) In consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students.</p>	<p>a) Over the next three years Matauri Bay School will have designed a more uniform curriculum that outlines student learning expectations and outcomes in Reading, Writing and Mathematics using the learning progressions.</p> <p>b) increasingly responds to children's interest, strengths and learning needs,</p> <p>c) enhances the bicultural curriculum as well as local curriculum elements.</p> <p>d) strengthen the learning of te reo Māori throughout the school, and</p> <p>e) promotes teachers' capability as adaptive experts</p> <p>Matauri Bay School will have proven performance in the delivery of the NZ National Curriculum, assessment of student progress, and reporting to parents.</p> <p>Increase ākonga/learner's participation and sense of responsibility, with a specific focus on supporting them to be self regulated ākonga/learners (Rangatiratanga)</p> <p>Enable our ākonga/learners to achieve success as Maori by focusing on the learning capabilities and potential of ākonga/learners</p>	<p>Complete the 3-year programme of revising the Maths, Reading and Writing curriculum, including school wide PLD for all teachers. Having completed Maths (2019, 2020)), 2021 will focus on Reading: including a review of:</p> <ul style="list-style-type: none"> • The curriculum delivery • Assessment programme • Consistency of student achievement data • Reporting to parents <p>Target groups of "priority learners" based on 2020 and end-of-year data and up to date data to provide accelerated programmes to maximise their progress.</p> <p>Through a targeted reading programme we will provide professional support and training for teachers to maximise the use of differentiated approaches to teaching and learning, so that students' learning opportunities are maximised.</p> <p>Continue building a partnership with local hapu, associated marae working across the school, growing our effectiveness in reaching our treaty objectives.</p>	<p>The school will seek PLD options for ensuring quality training for all teachers and the effective implementation of this new curriculum document.</p> <p>School wide PLD and delivery of new Technology Curriculum</p> <p>Continue building a partnership with local hapu, Ngati Kura and other associated marae working across the school, growing our effectiveness in reaching our treaty objectives.</p>	<p>2023 focus is yet to be decided.</p>

FRAMEWORK FOR EDUCATIONAL GOALS (National Admin. Guidelines (NAGs) here)	STRATEGIC GOALS (Vision - By 2023 we want to be here)	STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)		
		End of 2021	End of 2022	End of 2023
<p>NAG 2: Planning/Assessment/Self Review: The BoT, with the principal and teaching staff, is required to:</p> <p>a) Develop a strategic plan which documents how they are giving effect to the National Education Guidelines, curriculum, National Standards, assessment and staff professional development.</p> <p>b) Maintain an on-going programme of self-review in relation to policies, plans and programmes, including evaluation of information on student achievement.</p> <p>c) Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.</p> <p>NAG 2A to be included.</p>	<p>Matauri Bay School's level of communication with parents, whānau & the wider community will be at a consistently high standard with a focus on student achievement, learning and support for all students.</p>	<ul style="list-style-type: none"> • This Strategic Plan is the framework for completing section (a) of this NAG. • Effectively use School Docs policies software package with staff and whānau. • Linked to NAG 1 (above), complete the review of core areas of Math's, Reading and Writing. Completing this review will be linked to a new format for reporting student achievement to parents. The first use of this new format is planned for mid-year reporting at the beginning of Term 3. • Develop a new format for reporting school wide data to the Board of Trustees. Using Hero-Linc-ed. • Implement the Hero Linc-ed in real time online communication of reporting to parents 	<ul style="list-style-type: none"> • Review the effectiveness of the new "School Docs" software and the effectiveness of community consultation and keeping policies up to date through this. • Review the new format for reporting on student progress to parents in light of developments in 2020 <ul style="list-style-type: none"> - Whānau hui - Survey - Suggestions 	<p>2023 focus is yet to be decided.</p>

FRAMEWORK FOR EDUCATIONAL GOALS (National Admin. Guidelines (NAGs))	STRATEGIC GOALS (Vision - By 2023 we want to be here)	STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)		
		End of 2021	End of 2022	End of 2023
<p>NAG 3 Personnel & Employment: The board of trustees is required to:</p> <p>a) Develop and implement personnel and industrial policies to promote high levels of staff performance, use educational resources effectively and recognise the needs of students.</p> <p>b) Be a good employer and comply with conditions contained in employment contracts.</p>	<p>Effective, targeted professional development is driving the ongoing development of pedagogical knowledge & high-quality class programmes for the benefit of ākonga learning.</p>	<ul style="list-style-type: none"> • Use PACT and LLP's and NLP's • Provide PLD for all teachers for the teaching of reading, • Provide targeted professional development to staff to enhance student achievement • Support teachers doing personal PLD identified by them as areas for improvement. 	<p>Provide PLD for all staff in the new Technology Curriculum</p> <p>Personalised PLD for staff needs and student needs.</p>	<p>2023 focus yet to be decided</p>
<p>NAG 4 Financial/Property Management: The board of trustees is required to:</p> <p>a) Allocate funds to reflect the school's priorities as stated in the charter.</p> <p>b) Monitor and control school expenditure and ensure accounts are prepared and audited.</p> <p>c) Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure the school's buildings and facilities provide a safe, healthy learning environment for students.</p>	<p>Matauri Bay School will increase revenue other than Ministry funding to have our own independent energy source (Solar panels) and improved water supply through better tank system reducing the cost to the school. Implement a school wide exterior painting programme. (Cyclical Maintenance)</p>	<ul style="list-style-type: none"> • Complete new 10YPP and 5YA. And begin implementation of priority items. • Continue school wide exterior painting programme. • Upgrade toilet blocks as soon as possible in 5YA • Continue to build on good fiscal management policies and procedures to keep Matauri Bay School in a positive financial position. 	<ul style="list-style-type: none"> • Implement property projects included in the 5YA for 2021 • Maintain good fiscal management policies and procedures to keep Matauri Bay School in a positive financial position. 	<ul style="list-style-type: none"> • Continue to build on good fiscal management policies and procedures to keep Matauri Bay School in a positive financial position.

FRAMEWORK FOR EDUCATIONAL GOALS (National Admin. Guidelines (NAGs))	STRATEGIC GOALS (Vision - By 2023 we want to be here)	STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)		
		End of 2021	End of 2022	End of 2023
<p>NAG 5 Health and Safety: The board of trustees is required to:</p> <p>a) Provide a safe physical and emotional environment for students (PB4L)</p> <p>b) Promote healthy food and nutrition for all ākongā/learners.</p> <p>a) Comply with all legislation to ensure the safety of students and employees.</p>	<p>Matauri Bay School will maintain an ongoing commitment to build a safe, healthy, inclusive and caring environment which helps all ākongā/learners to enjoy being at school and enhancing learning through the use of PB4L</p>	<ul style="list-style-type: none"> Maintain the responsibility the BOT has in relation to health and safety and the role the principal has in reporting to the BOT Improve the safety of children around vehicles entering the site Build a new playground at the front of the school Demolish/move the playgroup playground and flying fox behind the admin building Review systems for dealing with bullying and bad behaviour in school PB4L review of location specific behaviour. Create behaviour expectations school wide. 	<ul style="list-style-type: none"> Maintain the responsibility the BOT has in relation to health and safety and the role the principal has in reporting to the BOT Demolish the playgroup playground and flying fox behind the admin. Tidy trees and look to utilise space effectively as well as maintaining safety Embed wholeschool T4PB practices and Restorative practices 	<ul style="list-style-type: none"> Maintain the responsibility the BOT has in relation to health and safety and the role the principal has in reporting to the BOT
<p>NAG 6 Legislative Compliance: The board of trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.</p> <p>NAG 7 The board is required to update the school charter annually.</p> <p>NAG 8 the board is required to provide a statement of analysis of any variances between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the updated school charter.</p>	<p>All Matauri Bay School Policies and Procedures will be up-to-date to comply with all general legislation and the school charter by mid-year 2020. In addition Policies and Procedures will be available on-line for staff, board members, whānau and the community.</p>	<ul style="list-style-type: none"> Continue use of "School Docs" software package to improve the school's programme of policy reviews and updates. Review school attendance patterns and systems for dealing with truancy/poor attendance. 		

FRAMEWORK FOR EDUCATIONAL GOALS National Education Goals (NEGs)	STRATEGIC GOALS (Vision - By 2023 we want to be here)	STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)		
		End of 2021	End of 2022	End of 2023
NEG 1 Highest standard of achievement through programmes that develop the values needed to become a full member of NZ society.	All ākonga/learners are committed to and buy into the WARM values that are embodied as values in action throughout the school.	<ul style="list-style-type: none"> Review the WARM values and the location specific behaviour expectations for students. 	<ul style="list-style-type: none"> Complete the WARM values review and the location specific behaviour so they are embedded through the school 	
NEG 2 Equality of Education for all students, by identifying and removing barriers to achievement.	All ākonga/learners are proud to celebrate their own achievements and achievements of others.	<ul style="list-style-type: none"> Maintain celebratory assemblies, including WARM certificates, Star student awards 	Maintain celebratory assemblies, including WARM certificates, Star student awards	Maintain celebratory assemblies, including WARM certificates, Star student awards
	Ensure all ākonga/learners have the opportunity to achieve to their best ability through targeted and individualised programmes.	<ul style="list-style-type: none"> Every student receives at least one WARM or Star student award in a year. The SENCO unit holder will access all resources available to facilitate the students learning within SENCO. Reward Trip at the end of the year. 	<ul style="list-style-type: none"> Every student receives at least one WARM or Star student award in a year. The SENCO unit holder will access all resources available to facilitate the students learning within SENCO. Reward Trip at the end of the year. 	
NEG 3 Development of knowledge, understanding and skills needed to compete successfully in the modern, ever-changing world.	All ākonga/learners are creative thinkers, problem solvers and have basic life skills	<ul style="list-style-type: none"> Implement Megaskills programme school wide Monitoring the electricity usage across the school and maximising solar power benefits. Embed our garden to table programme building on 2020 School Pride project – the whole school involved in cleaning up sections of the whēnua as an Inquiry topic. 	<ul style="list-style-type: none"> Review Megaskills programme school wide Embed systems and commitments to strong environment programmes as part of the school culture. - Garden to Table - Power use - School Pride Programme 	

<p>NEG 4 Sound learning foundation in early years including support for parents in their vital role.</p>	<p>Year 8 students will be transitioned into the local high school as part of our school participation in the Whangaroa Kahui Akō</p>	<ul style="list-style-type: none"> • Through engagement with the Whangaroa Kahui Akō year 8 students will transition, attend and excel at high school. 	<p>-Through engagement with the Whangaroa Kahui Akō year 8 students will transition, attend and excel at high school.</p>	
<p>NEG 5 A broad education through a balanced curriculum covering essential learning areas. Priority given to develop high levels of competence in te reo māori, literacy and numeracy, science and technology, and physical activity.</p>	<p>Greater than 70% of all ākonga/learners are competent in literacy and numeracy. (Refer NAG 1) including 70% Māori ākonga.</p>	<p>Principal to share Mid Year and Year-end achievement data share analysis of these results. Report to include recommendations on how to improve student achievement results for ALL students in the following year and additional resources required to realise the improvement.</p> <ul style="list-style-type: none"> • Encourage a holistic approach to the Arts/Music/Kapahaka 	<p>-Teachers to be available</p>	

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		<ul style="list-style-type: none"> Investigate internal release for teachers to teach specialist areas. Encourage Parent helpers coming in and participating in the school 		
NEG 6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance and programmes to meet individual needs.	All ākonga/learners are discoverers of personal talents and enjoy their own success, and the success of others, through a variety of school designed celebrations.	<ul style="list-style-type: none"> Provide a wide range of opportunities in leadership, sports competitions, kapahaka, music and the arts Teachers are to ensure that each student has learning goals set in Term 1 and progress reported on these in Term 3. 	<ul style="list-style-type: none"> Provide a wide range of opportunities in leadership, sports competitions, kapahaka, music and the arts Teachers are to ensure that each student has learning goals set in Term 1 and progress reported on these in Term 3. 	<ul style="list-style-type: none"> Provide a wide range of opportunities in leadership, sports competitions, kapahaka, music and the arts Teachers are to ensure that each student has learning goals set in Term 1 and progress reported on these in Term 3.
NEG 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.	Matauri Bay School will continue to build a safe, inclusive and caring environment which enhances learning and helps all ākonga, including those with special needs, to enjoy success at appropriate levels.	<ul style="list-style-type: none"> SENCO to lead this process and report to the Board each term. Review our inclusiveness policy and procedures. 	<ul style="list-style-type: none"> SENCO to lead this process and report to the Board each term. 	<ul style="list-style-type: none"> SENCO to lead this process and report to the Board each term.
NEG 8 Encourages a high level of student participation in post-school education.	All ākonga/learners are motivated, lifelong learners.	<ul style="list-style-type: none"> Increase focus on students learning about local history through hands-on visits to places of significance. - Career expo for year 7&8 	<ul style="list-style-type: none"> Increase focus on students learning about local history through hands-on visits to places of significance. 	<ul style="list-style-type: none"> Increase focus on students learning about local history through hands-on visits to places of significance.
NEG 9 Increased participation and success by Māori through the advance of Māori education initiatives including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.	Māori ākonga/learners will be succeeding in our education system, achieving equitable results by the end of year eight, with a growing confidence in the collective school identity, language and culture by the end of 2021 school year.	<ul style="list-style-type: none"> Student achievement to be monitored and reported to the Board at least twice each year Work collaboratively with whānau to improve the school's goal of helping Maori students achieve success as Māori. 	<ul style="list-style-type: none"> Student achievement to be monitored and reported to the Board at least twice each year Work collaboratively with whānau to improve the school's goal of helping Maori students achieve success as Māori. 	<ul style="list-style-type: none">

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NEG 10 Respect for the diverse ethnic and cultural heritage of NZ people and the unique place of Māori.	All ākonga/learners are cooperative and community minded working together with students to help each other.	<ul style="list-style-type: none"> • Use the Poutiria te Aroha approach to help young students settle into school with older students pairing up with new arrivals and helping them settle in and become positive and confident students. • Teachers to be inclusive of all ākonga/learners. 	<ul style="list-style-type: none"> • Use the Poutiria te Aroha approach to help young students settle into school with older students pairing up with new arrivals and helping them settle in and become positive and confident students. • Teachers to be inclusive of all ākonga/learners. 	

2021 ANNUAL PLAN

FRAMEWORK FOR EDUCATIONAL GOALS	STRATEGIC GOALS (Vision - Where do we want to be by 2021?)	STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)		
		Actions	Resourcing	Who? / When?
National Admin. Guidelines (NAGs)				
<p>NAG 1: Curriculum, Design and Delivery: The BoT through the principal and staff, is required to:</p> <p>a) Develop & implement teaching and learning programmes giving priority to literacy, numeracy, and regular quality physical activity.</p> <p>b) Gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated.</p> <p>c) Identify students and groups of students who are not achieving, who are at risk of not achieving, who have special needs (including gifted & talented students), and aspects of the curriculum which require particular attention.</p> <p>d) In consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students.</p>	<p>a) Matauri Bay School will begin to design a more uniformed curriculum that outlines student learning expectations and outcomes in Reading, Writing and Mathematics.</p> <p>b) This must respond to children's interest, strengths and learning needs,</p> <p>c) enhances the bicultural curriculum elements in the curriculum,</p> <p>d) strengthen the speaking and learning of te reo Māori throughout the school using Te Ataarangi.</p> <p>e) promotes teachers' capability as adaptive experts</p> <p>Matauri Bay School will begin raising its performance in the delivery of the NZ National Curriculum and assessment structures, and, strived for excellence in the accuracy of overall teacher judgement (OTJs) and reporting to parents.</p> <p>Increase ākonga/learner's participation and sense of responsibility, with a specific focus on supporting them to be self-regulated ākonga/learners (kotahitanga)</p> <p>Enable our Maori ākonga/learners to achieve success as Maori by focusing on a strengths based model.</p>	<p>Revise our Maths, Reading and Writing curriculum by engaging with SAF (Rhona Leonard) including school wide PLD for all teachers. Having completed Maths (2019, 2020) 2021 will focus on Reading: including a review of:</p> <ul style="list-style-type: none"> The curriculum delivery Assessment programme Consistency of student achievement data Reporting to parents <p>Target groups of "priority learners" based on 2020 and end-of-year data and up to date data to provide accelerated programmes to maximise their progress.</p>	<ul style="list-style-type: none"> MOE funding of PLD in Maths and Te Reo working with Ali Robinson and Lisa Watson PLD Budget used for and teaching staff to attend required training. Determine groups and learning goals to bring students up to standard (Reading programme) Apply for RTLB funding for programme support of target students Monitor student progress and report to BOT for these identified groups 	<p>Led by Principal and Teaching and Learning unit holder the programme to be throughout the year with Reports to Board on a regular basis</p> <p>Teaching staff Term 1</p> <p>SENCO Term 1</p> <p>SENCO, second Board meeting each term</p> <p>Principal and Teaching and Learning MU holder to coordinate PLD and report to the Board at the first Board meeting of Term 2 and 4.</p>

Through a concerted remedial reading programme we will provide professional support and training for teachers to maximise the use of differentiated approaches to teaching and learning, so that students' learning opportunities are maximised.

- Organise programmes of staff PLD to improve pedagogical practice and classroom programmes.

FRAMEWORK FOR EDUCATIONAL GOALS	STRATEGIC GOALS (Vision - Where do we want to be by 2020?)	STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)		
		Actions	Resourcing	Who? / When?
<p>NAG 2: Planning/Assessment/Self Review: The BoT, with the principal and teaching staff, is required to:</p> <p>a) Develop a strategic plan which documents how they are giving effect to the National Education Guidelines, curriculum, Learning progressions, assessment and staff professional development.</p> <p>b) Maintain an on-going programme of self-review in relation to policies, plans and programmes, including evaluation of information on student achievement.</p> <p>c) Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.</p> <p>NAG 2A to be included.</p>	<p>Have an ongoing focus on student achievement, learning and support, Matauri Bay School's level of communication with parents, whanau & the wider community will be clear, consistent and transparent.</p> <p>Be familiar with the new Hero Linc-Ed system and start to share learning with parents by the end of 2020.</p>	<ul style="list-style-type: none"> • This Strategic Plan is the framework for completing section (a) of this NAG. • Continue to use "School Docs" policies software package • Linked to NAG 1 (above), complete the review of core areas of Maths, Reading and Writing. Completing this review will be linked to the new format for reporting student achievement to parents from 2020. The first use of the new Hero Linc-Ed is planned for mid year 2020 to rolled out to parents • Use the Hero Linc-Ed format for reporting school wide data to the Board of Trustees. • Begin to use updated cumulative records manual and digital. 		<p>Principal and Board.</p> <p>Principal and Administrator to roll out term 1 2020</p> <p>New Reporting format to be used at end of Term 2</p> <p>Teachers mid year</p> <p>Term 2-4</p>

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		Actions	Resourcing	Who? / When?
<p>NAG 3 Personnel & Employment: The board of trustees is required to:</p> <p>a) Develop and implement personnel and industrial policies to promote high levels of staff performance, use educational resources effectively and recognise the needs of students.</p>	<p>Targeted professional development leading to development of pedagogical knowledge & high-quality class programmes raising student achievement.</p>	<ul style="list-style-type: none"> • Embed learning progressions • Provide PLD for all teachers for the Reading curriculum, We will use our SAF involvement to drive change and improvement and focus PLD decisions. 	<p>Liaise with Rhona Leonard for overall curriculum opportunities to improve.</p>	<p>Principal and teaching staff to lead this during Term 1. Any plans to be in place before teachers prepare for mid-year reports.</p> <p>Principal and Teaching and learning unit holder will lead this with PLD – All Year.</p>
<p>b) Be a good employer and comply with conditions contained in employment contracts.</p>		<ul style="list-style-type: none"> • Provide professional development • Support teachers doing personal PLD such as upskilling their knowledge around matahiko. 	<p>Included in annual PLD budget</p> <p>The BOT will look to support where possible these PLD costs</p>	<p>BOT approved and overseen by Principal</p>

<p>NAG 4 Financial/Property Management: The board of trustees is required to:</p> <ol style="list-style-type: none"> Allocate funds to reflect the school's priorities as stated in the charter. Monitor and control school expenditure and ensure accounts are prepared and audited. Comply with the negotiated conditions of any current asset management agreement and implement a maintenance programme to ensure the school's buildings and facilities provide a safe, healthy learning environment for students. 	<p>Matauri Bay School will explore the use of independent energy sources (Solar panels) and improved water supply through a better tank system reducing cost to the school.</p> <p>Implement a school wide exterior painting programme. (Cyclical maintenance)</p> <p>Continue to embed improved financial practices school wide.</p>	<ul style="list-style-type: none"> Complete new 10YPP and 5YA proposal. Begin implementation of priority items. Upgrade roof and water tanks to improve school dependence on water. Maintain good fiscal management policies and procedures to move Matauri Bay School into a positive financial position. 	<p>MOE funded awaiting approval mid-year.</p> <p>Funded from current 5YA.</p> <p>Funded from current 5YA.</p>	<p>Principal to work with MOE and Avail Pacific Ltd.</p> <p>Principal and BOT Chair Principal, MOE and Avail Pacific – work scheduled</p> <p>BOT– all year.</p>
<p>NAG 5 Health and Safety: The board of trustees is required to:</p> <ol style="list-style-type: none"> Provide a safe physical and emotional environment for students. Promote healthy food and nutrition for all students. Comply with all legislation to ensure the safety of students and employees. 	<p>Matauri Bay School will maintain an ongoing commitment to build a safe, healthy, inclusive and caring environment which helps all ākonga/ learners to enjoy being at school and enhancing learning through the use of PB4L</p> <p>Health and Safety policies and procedures will be thoroughly reviewed throughout 2020.</p>	<ul style="list-style-type: none"> Improve the role of Health and Safety and it's reporting role to the BOT Improve the safety of children around site entry and exit Improve safety of main playgrounds in the school Demolish the playgroup playground and flying fox behind the admin. Order outdoor basketball hoops lunchtime equipment for activities for students Review systems for dealing with bullying and bad 	<p>Ground maintenance</p> <p>Quotes for removal and disposal</p> <p>Quotes, Property funding initiative 2020 (Govt)</p>	<p>BOT and Principal</p> <p>Constable Rob "Wheels Week 2020"</p> <p>Principal reporting to BOT</p> <p>Principal</p> <p>Principal and Avail Pacific</p>

		<p>behaviour in school PB4L review of location specific behaviour</p> <ul style="list-style-type: none"> • Continue to embed “School Docs” software package to improve the school’s programme of policy reviews and updates. • Review school attendance patterns and systems for dealing with truancy/poor attendance. 	<p>PB4L school wide expectations</p> <p>BOT funded through Operations grant</p>	
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FRAMEWORK FOR EDUCATIONAL GOALS	STRATEGIC GOALS (Vision - Where do we want to be by 2020?)	STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)		
		Actions	Resourcing	Who? / When?
<p>NAG 6 Legislative Compliance: The board of trustees is expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.</p> <p>NAG 7 The board is required to update the school charter annually.</p> <p>NAG 8 the board is required to provide a statement of analysis of any variances between the school’s performance and the relevant aims, objectives, directions, priorities, or targets set out in the updated school charter.</p>	<p>Matauri Bay School Policies and Procedures will be up-to-date to comply with all general legislation and the school charter in 2020. In addition Policies and Procedures will be available on-line for staff, board members and the community.</p>	<ul style="list-style-type: none"> • Use “School Docs” software package to improve the school’s programme of policy reviews and updates. • Review school attendance patterns and systems for dealing with truancy/poor attendance. • Revamp the Strategic plan, Annual plan, charter and Analysis of variance through Principals PLD with Springboard Trust 	<p>Funded in 2020 budget</p>	<p>Principa, BOT and Administrator</p>

FRAMEWORK FOR EDUCATIONAL GOALS National Education Goals (NEGs)	STRATEGIC GOALS (Vision - Where do we want to be by 2020?)	STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)		
		Actions	Resourcing	Who? / When?
NEG 1 Highest standard of achievement through programmes that develop the values needed to become a full member of NZ society.	All ākonga/learners are committed to and hooked on WARM values that are embodied as personal values.	<ul style="list-style-type: none"> Review transition procedure for 5-year-olds coming to school, and their social development. 		Board and Principal. Term 3.
NEG 2 Equality of Education for all students, by identifying and removing barriers to achievement.	All ākonga/learners are proud to celebrate their own achievements and achievements of others.	<ul style="list-style-type: none"> Maintain achievement assemblies, including WARM certificates, rewards box prizes. Every student receives at least one WARM certificate from a teacher per year. 	Costs included in PB4L budget.	Principal and teaching staff and support staff
NEG 3 Development of knowledge, understanding and skills needed to compete successfully in the modern, ever-changing world.	All ākonga/learners will become creative thinkers, problem solvers and have basic life skills.	<ul style="list-style-type: none"> Implement Mega skills programme school wide Look to partner with schools for technology 	<ul style="list-style-type: none"> Look to partner with schools for technology. Apply to the ministry for travel funding assistance. 	Principal Principal and MOE. Term 1.
NEG 4 Sound learning foundation in early years including support for parents in their vital role.	By Year 8, all ākonga/learners will work toward becoming passionate members of the Whangaroa community who responsibly use resources that care for the environment we live in.	<ul style="list-style-type: none"> Monitoring the electricity usage across the school and maximise solar power benefits. Embed our garden to table programme building on 2020 School Pride Project – the whole school involved in cleaning up sections of the whēnua as an Inquiry topic. 	<p>Embed systems and commitments to strong environment programmes as part of the school culture.</p> <p>Use the allocated budget. Implement through the year</p> <p>Explore Solar Panel schemes to save power costs and use it as a learning context</p>	Principal and staff. Ongoing. Principal and teaching staff Use the allocated budget. Implement through the year

<p>NEG 5 A broad education through a balanced curriculum covering essential learning areas. Priority given to develop high levels of competence in literacy and numeracy, science and technology, and physical activity.</p>	<p>Greater than 70% of all ākonga/learners are competent in literacy and numeracy. (Refer NAG 1) including 70% Māori ākonga.</p>	<ul style="list-style-type: none"> Principal to share MidYear and Year-end achievement data share analysis of these results. Report to include recommendations on how to improve student achievement results for ALL students in the following year and additional resources required to realise the improvement. Encourage a holistic approach to the Arts/Music/Kapahaka Planning Checks/Appraisal revamp 	<p>PLD budgets, class environment budgets and learning budgets are geared to achieving this goal.</p> <p>Targeted reading budget</p>	<p>Principal and Lead of teaching and learning to monitor through class visits. Ongoing.</p> <p>All Teachers.</p> <p>Principal, teaching staff and support staff</p>
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FRAMEWORK FOR EDUCATIONAL GOALS	STRATEGIC GOALS (Vision - Where do we want to be by2020?)	STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)		
		Actions	Resourcing	Who? / When?
<p>NEG 6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance and programmes to meet individual needs.</p>	<p>All ākonga/learners are discoverers of personal talents and enjoy their own success, and the success of others, through a variety of school designed celebrations.</p>	<ul style="list-style-type: none"> Provide a wide range of opportunities in leadership, sports competitions, kapahaka, music and the arts Teachers are to ensure that each student has learning goals set in Term 1 and progress reported on these in Term 3. 	<p>Curriculum budgets approved.</p>	<p>Principal, Teaching and learning management unit holder</p>
<p>NEG 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.</p>	<p>Matauri Bay School will continue to build a safe, inclusive and caring environment which enhances learning and helps all ākonga, including those with special needs, to enjoy success at appropriate levels.</p>	<ul style="list-style-type: none"> SENCO to lead this process and report to the Board each term. Review our inclusiveness policy and procedures. 		<p>SENCO,</p> <p>Reports to Board at end of each Term.</p>
<p>NEG 8 Encourages a high level of student participation in post-school education.</p>	<p>All ākonga/learners are motivated, lifelong learners.</p>	<ul style="list-style-type: none"> Increase focus on students learning about local history through hands-on visits to places of significance. 	<p>Curriculum budgets and individual class/team costings.</p>	<p>Principal</p>

<p>NEG 9 Increased participation and success by Māori through the advance of Māori education initiatives including education in Te Reo Māori, consistent with the principals of the Treaty of Waitangi.</p>	<p>Māori ākonga/learners will be working toward success in our education system, achieving equitable results by the end of year 8 with a growing confidence in their identity, language and culture by the end of 2020 school year.</p>	<ul style="list-style-type: none"> • Student achievement to be monitored and reported to the Board at least twice each year • Work collaboratively with local Hapu (Ngati Kura) to improve the school's goal of helping Maori students achieve success as Maori. 	<p>Board budget for consultation, including whānau hui and community wānanga and initiatives</p>	<p>Principal</p> <p>Board Chair and Principal. Ongoing.</p>
<p>FRAMEWORK FOR EDUCATIONAL GOALS</p>	<p>STRATEGIC GOALS</p> <p>(Vision - Where do we want to be by 2020?)</p>	<p>STRATEGIES FOR ACHIEVING GOALS (How are we going to get there?)</p>		
<p>NEG 10 Respect for the diverse ethnic and cultural heritage of NZ people and the unique place of Māori.</p>	<p>All ākonga/learners are cooperative and community minded working together with students to help each other.</p>	<p>Actions</p>	<p>Resourcing</p>	<p>Who? / When?</p>
		<ul style="list-style-type: none"> • Use the Poutiria te Aroha Framework to help young students settle into school with older students pairing up with new arrivals and helping them settle in and become positive and confident students. • Teachers to be inclusive of all ākonga/learners. 	<p>Kaitiaki programme costs</p>	<p>Principal, teaching and support staff.</p>

Matauri Bay School Charter:

School Operations, Governance and Management Section 2021

Curriculum

- The NZ Curriculum document
- Matauri Bay School Curriculum document
- Essential Kete covering the planning and teaching requirements for teachers.
- Assessment schedule
- Policies
- Matauri Bay School Strategic Plan
- Matauri Bay School Annual Plan

Finances:

- Annual Budget
- 10 year property plan
- SUE reports
- Auditors Reports
- Policies and Procedures
- Matauri Bay School Strategic Plan
- Matauri Bay School Annual Plan

Human Resources

- Job descriptions
- Performance Agreements
- Appraisals
- Staff Handbook Essential Kete
- Staff PLD
- Accidents and Medical Register
- Matauri Bay School Strategic Plan
- Matauri Bay School Annual Plan

Property

- 10 Year Property Plan
- 5 Year Property Plan
- Hazards Register
- Health and Safety register
- Evacuation procedures
- Insurance
- Policies
- Matauri Bay School Strategic Plan
- Matauri Bay School Annual Plan

Analysis of Variance Reporting

School Name:	Matauri Bay School	School Number:	1044
Strategic Aim:	To raise and accelerate the achievement for all learners at Matauri Bay School		
Annual Aim:	Matauri Bay School will raise its performance and consistency in the delivery of the NZ National Curriculum and assessment structures, and strive for excellence in accelerating student achievement, accuracy of overall teacher judgements and reporting to parents.		
Target:	Greater than 66% of all ākonga/learners are at the suggested levels (Literacy Learning Progressions) in literacy particularly reading and mathematics		
Baseline Data:	<p>Reading 2020</p> <p>30 out of 63 At or above 48%</p> <p>33 out of 63 Below or Well below 52%</p> <p>Mathematics 2020</p> <p>24 out of 72 At or above 33%</p> <p>48 out of 72 Below or Well below 67%</p>		

Actions <i>What did we try to do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> ● Students had clear learning objectives and success criteria explained in child speak. ● Consistently implement the reading boost programme ● Consistently monitoring and professional discussions or progress on target students. ● Regular class observations Feedback was frequent ● Target Students are monitored through the year. ● Online apps to support classroom programmes - STEPS web 	<ul style="list-style-type: none"> ● The analysis of the end of year data showed a downward trend for the greater number of students ● We did not achieve our target 	<ul style="list-style-type: none"> ● A global pandemic impacted attendance for many of the target students ● School curriculum is still developing. The learning process was not used effectively. ● High rates of staff illness and absenteeism from work. ● Targeted consistent delivering small group learning that is planned did not happen. 	<ul style="list-style-type: none"> ● A consistently planned and implemented reading programme from day one of the school year. ● Teachers must know the strengths and weaknesses of the students and teach to their strengths as well as addressing the challenges. ● Revamping of the Matauri Bay learning process. It must become embedded in day to day learning. ● Greater whānau engagement through tools such as infinity mapping. ● SAF with Rhona Leonard ● Improved target student PLC meetings fortnightly ● Report to parents when their child is not at the expected levels.

Planning for 2021

There is a school wide focus on reading as the target area for students below expected levels. Regular target student discussion (PLC) will be held fortnightly. Teaching and learning aspect focussed on each week in staff hui. Assessments must be scrutinised more closely. Remedial groups are up and running much earlier than last year.