



RAPAURA SCHOOL

Charter 2018 - 2020

School No: 2971

Rapaura School Community

Rapaura School is a full primary school situated amongst the vineyards of Marlborough, north west of Blenheim. The well-kept grounds and rural location provide students with a pleasant environment in which to learn and play. Positive relationships between school staff, students and the wider community are evident and the Board of Trustees works diligently to cultivate an open and sharing relationship with parents. Students and parents say they appreciate the family atmosphere, the professional and caring attitude of the staff, the leadership opportunities that are created and provide experiences of new and respect the traditions of the past.

The school is staffed by a Principal, 7 teachers, 3 teacher aides, a part-time office administrator, a part-time finance officer, a part-time library assistant and a cleaner / caretaker. A wide range of outside agencies support the school and these include a Public Health Nurse, Advisory Services, Property Maintenance Services and Group Special Education Services.

There are 3 teaching blocks where staff collaboratively teach, a Stem room and an administration area. The school has a new library space that provides an extra space for teaching and learning. The school also has storage sheds, a caretaker's shed, a PE shed, a swimming pool, an all weather turf, an adventure playground, a sand pit, area for bikes and a large grassed play area.

The school is the focal point for the community.

Special features of the school include:

- Supportive school community, BOT and staff
- Passionate teaching and coaching leading to well balanced children.
- A leading inquiring curriculum involving community
- School Library
- Swimming Pool
- Rural setting to extend the learning
- Digital tools for our learners to connect with the outside world
- A bus service
- Extensive sports programmes
- School band
- Kapa Haka - senior and junior
- Learning spaces designed by our learners
- Country Harvest Fair
- Friends of Rapaura School parent group.

REACH FOR SUCCESS

At Rapaura School we **REACH** from within
and to the community as we strive for **SUCCESS**.



RESPECT

Ourselves, our peers, our families, our culture, our school, our property and our community.



EXCELLENCE

Attitude towards learning, building skills to achieve as a learner, pride, values, manners, setting expectations.



ADAPTABLE

To be innovative, a problem solver, self-managing learner and a creative thinker. Be curious to ask questions and explore the world.



COLLABORATION

Building knowledge and skills, to work constructively with others. To celebrate each other's strengths, and to share and develop ideas.

'Alone we can do so little; together we can do so much,' Helen Keller.



HAUORA

Well - being: physically, mentally and emotionally, socially and spiritually. These 4 dimensions represent the four walls of a whare -

each is necessary for strength and symmetry. *Dr Mason Durie*

PROVERB

Me ka tuohu koe

If you bow/bend your head

Me he maunga teitei

Let it be to a lofty mountain

SUCCESS AT RAPAURA SCHOOL

OUR STUDENTS GRADUATE –

1. With strong literacy, numeracy skills that are evident in all learning areas.
2. Holding high expectations and self belief as a learner.
3. With experience of leadership, supporting others and running school wide events.
4. Knowing how to self-manage, adapt and collaborate with others.
5. With opportunities of working with other peers here at Rapaura School and beyond.
6. Knowing how to inquire and pursue learning of a topic chosen by themselves.
7. With experiences sought from outdoor the classroom (EOTC).
8. Understanding to make progress, failure can be part of the process.
9. Realising that they don't need to know everything, but have the skills to find the answer or contact.
10. Knowing a 21st century learner, is about being adaptable, self-managing and seeking learning opportunities to be successful.
11. With understanding the importance of well being and taking care of oneself.
12. Knowing the importance of fun and wellbeing.

National Education Priorities

The School will determine its priorities by focussing on national priorities and identifying local priorities.

The National Priorities are articulated in the National Administration Guidelines. They are:

NAG 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

1. student achievement in literacy and numeracy, especially in years 1-8; and then to
2. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) 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; and

(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (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.

NAG 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter;
- (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each board of trustees is also required to:

- (a) provide a safe physical and emotional environment for students;
- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each board of trustees is also 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.

NAG 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

Recognising New Zealand's Cultural Diversity

Rapaura School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

In recognizing this, Rapaura School will take all reasonable steps to provide instruction in Tikanga Māori (Māori Culture) and Te Reo Māori (Māori Language) for full time students whose parents request it.

To achieve this at Rapaura School, should a parent request a higher level of Tikanga and / or Te Reo than is at present evident in our school, Rapaura School's programme, the staff and family will explore possibilities, which could include one or more of the following:

- Further explain the existing programmes
- Further extend the existing programmes if & as appropriate
- Combine with a neighbouring school for parts of the day / programme
- Dual enrolment with Correspondence School
- Provide in school support & resources to further enhance inclusion of Te Reo & Tikanga within the child's classroom
- Explore other schools who may offer programmes closer to their expectations
- Use local Resource people such as the Resource Teacher of Maori

Supporting Documents

The following documentation supports us in improving student achievement

- School policies
- Programmes of work
- Assessment Plan
- Professional Development Programme
- Curriculum Delivery Plan
- Curriculum Progress / Achievement Statement i.e. Long Term Planners

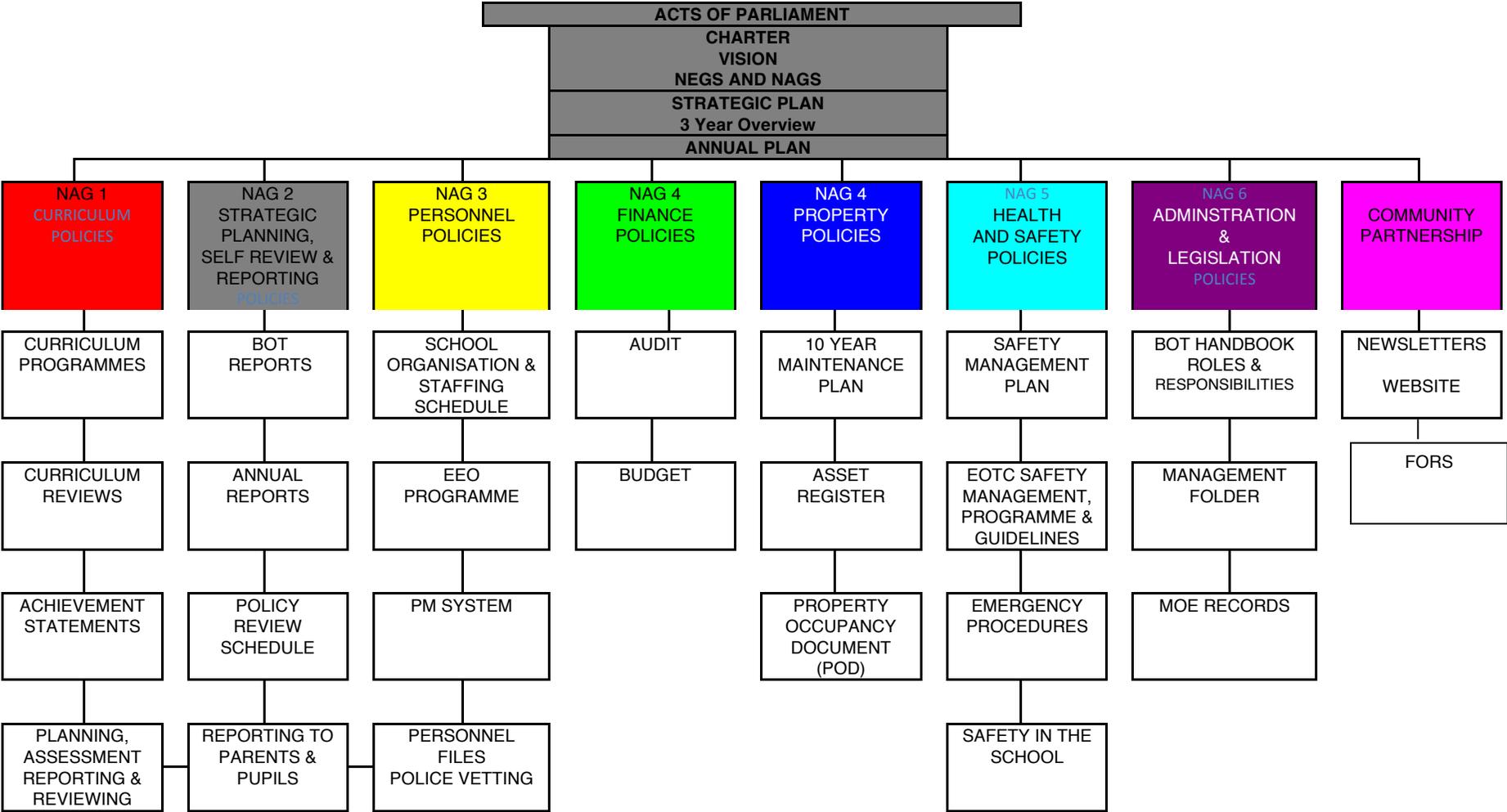
The following documentation supports us in developing good management practices and effective organisational systems:

- Charter
- Policies
- Performance Appraisal Plan
- EEO Plan
- Annual Budget
- Procedures for controlling / monitoring expenditure
- Ten Year Property Plan
- Board of Trustees' Terms of Reference
- Staff Job Descriptions / Performance Agreements
- Board of Trustees Handbook
- Teachers' Handbook
- Monthly Financial Report
- Meeting Minutes
- Board of Trustees / Portfolio committees
- Staff Meeting Minutes
- Self-Review Programme

The following documentation supports us in fostering positive community partnerships:

- Parent Information Book
- Newsletters - Parents / Caregivers
- Reporting System
- Community meetings and consultation
- FORS Constitution
- School website
- School Facebook Page
- Seesaw and student blogs

RAPAURA SCHOOL STRATEGIC MANAGEMENT 2018



Piritahi Kahui Ako Annual Plan 2018

Whiria nga tahi nga ākonga - Weave Learners together

<p>Vision</p> <ul style="list-style-type: none"> ● Learners collaborating for success. ● Highly literate students achieving across Piritahi 	<p>We Value</p> <ul style="list-style-type: none"> ● Relationships - networks of mutual trust ● Respect - for all ● Achievement - for all
<p>Our actions</p> <ul style="list-style-type: none"> ● Respond effectively to the needs of all learners. ● Strengthen learner capacity, capability and collective efficacy. ● Foster learner wellbeing, agency, advocacy and resilience. ● Raise all student achievement through collaboration and culturally responsive practice 	<p>Achievement Challenge – Writing Year 1 to 10</p> <ul style="list-style-type: none"> ● To reduce the number of students not reaching the standard in writing to 592 or less by the end of 2018. ● To reduce the number of Maori students not reaching the standard to 114 or less by the end of 2018. ● To reduce the number of Pasifika students not reaching the standard to 32 or less by the end of 2018. ● To reduce the number of boys not reaching the standard to 300 or less by the end of 2018.
<p>Learning</p> <ul style="list-style-type: none"> ● Identify target groups ● Baseline data is collected by the end of week 4 Term 1 ● Progress is analysed on a termly basis for collation by the CoL, evaluated and reported. <p>Teaching</p> <ul style="list-style-type: none"> ● Consistent moderation practices using LLP's and PaCT embedded across Piritahi ● Define effective writing practice across Piritahi with links to cultural competencies/pedagogies ● Spirals of Inquiry embedded across Piritahi <p>Community</p> <ul style="list-style-type: none"> ● Promotion of effective teaching and learning to Piritahi community ● Engagement with whānau and aiga ● Engagement with our business community and agencies. <p>Leading</p> <ul style="list-style-type: none"> ● Develop leadership capability in evaluation, inquiry, and system design to enable creativity and innovation ● Continue to grow effective, collaborative, and trusting relationships ● Define contextual roles and responsibilities 	

**Rapaura School: Te Ara
Whakamua (Our Plan
Moving Forward)**

LONG-TERM GOALS

We want ...

**STRATEGIC
OBJECTIVES**

We will see ...

INITIATIVES

We will develop ...

EXPECTED OUTCOMES

So that ...

**GOAL ONE
ACHIEVEMENT**

All akonga

to achieve educational and personal success

Collaborative inquiry (using spirals of inquiry) to inquire into teaching practices that accelerate student progress and achievement

- **Assessment:** Student led strategies to accelerate achievement
- **Writing:** Innovative programmes of learning in literacy to accelerate student achievement
- **Reading:** Innovative programmes of learning in literacy to accelerate student achievement
- **Math:** Innovative programmes of learning in mathematics to accelerate student achievement

Students take a leadership role to contribute towards their learning including being able to identify strategies that will accelerate their learning (Student Agency)

**GOAL TWO
ENGAGEMENT**

All akonga

to have the skills and knowledge to maximise their potential to make a difference

Collaborative inquiry into deep learning curriculum models and practices to enhance opportunities for our student's learning

- **New Pedagogies:** With learners (ako) at the center, learning will be empowered by explicit teaching to recognize the culture of all.
- **Learning Partnerships:** Effective teaching to create cultural experiences of the learner.
- **Learning Environment:** Involve all partners to create learning.
- **Leveraging Digital:** Differentiated learning that allows choice and achievement.

Teachers taking a leadership role (leading from the middle) in reflecting and refining their teaching practice to engage students in deep learning experiences (Teacher Agency – Leading from the middle)

**GOAL THREE
PARTNERSHIPS**

All akonga

to make meaningful connections between students, staff, whanau, community and other learning networks

Collaborative inquiry into learning partnerships (local, national, global) to enhance opportunities for our student's learning

- **NPDL:** A global partnership that implements deep learning across the whole educational systems, to enable new pedagogies, 6 competencies and accelerated by technology.
- **Cultural responsiveness:** Create context that are responsive to the cultural experiences of the learner.
- **Whanau:** Student led initiatives that involve their peers, whanau, iwi and the wider community

Learning partnerships contribute to deep learning experiences for all students from local community and beyond. (Community Agency)

RAPAURA SCHOOL - STRATEGIC VISION 2018 – 2020

We achieve our Vision by focusing on the six dimensions of a successful school.

Student Learning – REACH for SUCCESS.

Leading and Managing	Leading and managing – Our leadership is by example; it is supportive, collaborative and inspired from a sound foundation of pedagogy (the science of teaching and learning).
School Culture	School Culture – Our school is a safe, fun and positive learning environment where everyone has a shared vision, models positive relationships and celebrates success. We have a culture of continual improvement, celebrating diversity and making decisions that are evidence based, reflective and child centered.
Student Learning	Student learning – All of our students are highly engaged and experience success in their learning. They contribute positively to our community and are developing the values, knowledge and competencies that will enable them to live full and satisfying lives
Teaching	Teaching Goal – Every teacher adds something special to our school is committed to achieving our vision and is passionate about maximizing learning opportunities and outcomes for all students.
Governing	Governing – Our Board of Trustees are visionary custodians of our school resources. They effectively represent the community’s aspirations, have a mixed skill base and make decisions focused on improving student learning outcomes
Engaging Families	Engaging Families – Every family contributes something special to our school, is fully engaged in their child(ren)’s learning and is actively involved in wider school activities.

<p align="center">Strategic Goal 1: Leading and Managing</p>	<p align="center">2018</p>	<p align="center">2020</p>
<p align="center">Our leadership is by example. It is supportive, collaborative and inspired from a sound foundation of pedagogy (the science of teaching and learning).</p>	<p>Core Educator will continue to work alongside leaders and staff to foster deep learning so all learners contribute to the common good, address global challenges and flourish in a complex world. Staff will be supported to: grow pedagogical practices, create learning partnerships, enhance learning environments and maximize digital competencies. Throughout the learning, staff will include and evaluate the 6 Competencies of NPDL: Collaboration, Critical Thinking, Creativity, Communication, Character and Citizenship.</p>	
	<p>Appraisal Connector System (through Inter lead) will be the common tool for staff to record self-managed and collaborative Spiral of Inquiries aligned to Piritahi Kāhui Ako challenge and own identified learning goals.</p>	
	<p>Develop effective questioning with staff to enable students to inquire more deeply with their learning.</p>	
	<p>Literacy provider and WSL will support staff with identifying the deliberate acts of teaching particularly in writing.</p>	
	<p>Continue to establish stronger relationships with Māori/Pasifika whanau and iwi and seek to develop an understanding of Maori/Pasifika succeeding as Māori.</p>	
	<p>Resourcing will be used effectively to enhance student achievement. Staff will grow pedagogical knowledge of best practices when collating and analysing formative and summative data, by articulating and showing evidence of the deliberate acts of teaching.</p>	

<p align="center">Strategic Goal 2: School Culture</p>	<p align="center">2018 2020</p>
<p align="center">Our school is a safe, fun and positive learning environment where everyone has a shared vision, models positive relationships and celebrates success. We have a culture of continual improvement, celebrating diversity and making decisions that are evidence based, reflective and child centered.</p>	<p>School values (Manaakitanga), 'Reach for Success' and Charter will guide best practices and highlight our school culture.</p>
	<p>Rapaura School strives to maintain the collaborative welcoming environment that is owned by all partners. Partners of the school will focus on systems that best include new families and whānau.</p>
	<p>Trusting and supportive relationships, by all partners, will continue as a focus to ensure a sense of belonging at Rapaura School. This needs to be modelled consistency throughout the year.</p>
	<p>The school community nurtures respect, adaptability and excellence to support the learning programmes, which are designed to cater for all students' needs and diversities.</p>
	<p>Children continue to develop as self-managing learners and accepting responsibility for their own actions. This is supported and maintained by all staff, families and whānau.</p>
	<p>A child-focused philosophy is maintained to ensure our students have an active voice and choice in decision-making around curriculum, school events and leadership skills.</p>
	<p>The school continues to provide contexts for learning where the language, identity and culture of Māori/Pasifika learners and their whānau are affirmed (Tangata Whenuatanga).</p>

<p align="center">Strategic Goal 3: Student Learning</p>	<p align="center">2018</p>	<p align="center">2020</p>
<p align="center">All of our students are highly engaged and experience success in their learning. They contribute positively to our community and are developing the values, knowledge and competencies that will enable them to live full and satisfying lives.</p>	<p>Annual targets will be set for identified individuals and clusters of students according to evidence of achievement collected as well as maintaining school wide achievement results above the national and regional averages.</p>	
	<p>An authentic community based curriculum, covering the learning areas of the New Zealand Curriculum, will be planned and implemented to cater for the diversity of all students.</p>	
	<p>Progress and achievement for all students will be carefully planned, monitored and evaluated. Particular focus will be on the deliberate acts of teaching that have made a difference.</p>	
	<p>The Schools Management System will collate and report student progress and achievement to families and whānau. Report forms will align with the chosen reporting administered by the new Government.</p>	
	<p>A STEM (Makerspace) area will be created by staff and students, to support the learning of the 21st century.</p>	
	<p>The teaching and fostering of the key competencies, school values and NPDL 6 competencies will be an explicit part of the school curriculum with the aim of developing self-managing, resilient life long learners to ensure success as 21st century learners.</p>	
	<p>Teaching and learning will be based across the school in Innovative Learning environments.</p>	

<p align="center">Strategic Goal 4: Teaching</p>	<p align="center">2018</p>	<p align="center">2020</p>
<p align="center">Every teacher adds something special to our school. They are committed to achieving our vision and are passionate about maximizing learning opportunities and outcomes for all students.</p>	<p>Literacy provider, WSL and NPDL lead teacher will support and enhance systems for staff to identify deliberate acts of teaching. This evidence will be collaborative and captured on Interlead as evidence to comply with the Practicing Teachers Criteria.</p>	
	<p>The school will include the leveraging digital with draft Digital and Technology Curriculum as support is offered by Ministry of Education.</p>	
	<p>The teaching staff will provide a curriculum that ensures success and achievement for the diverse range of ako including the gifted and talented as well as those requiring special adaptations to the curriculum.</p>	
	<p>Teaching programmes will provide 21st century learners, opportunities that build the skill set to be confident risk takers, creative, self-managing, adaptable and problem solvers.</p>	
	<p>Support will be targeted as staffs move to lead learning as a team.</p>	
	<p>Staff knowledge and expertise will be utilized with the STEM area.</p>	

<p align="center">Strategic Goal 5: Governing</p>	<p align="center">2017 2019</p>
<p>Our Board of Trustees are visionary custodians of our school resources. They effectively represent the community's aspirations, have a mixed skill base and make decisions focused on improving student learning outcomes.</p>	<p>An ongoing and varied programme of consultation with the community will be implemented.</p>
	<p>The Board will perform an ongoing and robust self-review of the governance role to ensure Board effectiveness.</p>
	<p>The Board will provide for and monitor effective use of resourcing for personnel, environment and curriculum delivery to ensure strategic goals are met.</p>
	<p>The Board will monitor student progress and achievement and annual targets through regular reporting by management.</p>
	<p>The Board will provide regular communications and reports to the community including whānau and iwi.</p>
	<p>Board will use the document, Hautū, Māori cultural responsiveness self review tool for Boards of Trustees. This will identify how culturally responsive our school is for Māori and identify priorities for development.</p>
	<p>The Board will review the school's enrolment scheme to ensure that overcrowding is avoided.</p>

<p align="center">Strategic Goal 6: Engaging Families</p>	<p align="center">2017 2019</p>
<p align="center">Every family adds something special to our school, is fully engaged in their child(ren)'s learning and is actively involved in wider school activities.</p>	<p>A shared understanding of 'Māori achieving success as Māori', will be developed through the establishment of stronger engagement and contribution from parent, families and whānau, hapu, iwi, Māori organisations, communities and businesses. A shared understanding of Pasifika succeeding as Pasifika will be developed through the establishment of stronger relationships with Pasifika learners, parent, families and community.</p>
	<p>Systems of reporting to parents will be regular shared to educate and acknowledge the paradigm shift of 21st century learning. Families will be supported with the changes to reporting achievement. The students will largely share reporting, with support from staff.</p>
	<p>Provide opportunities for staff to get-to-know our parent community at our school with particular focus on new families to the school.</p>
	<p>Relationships with experts in the wider community and globally will be extended in order to enhance and grow our delivery of the curriculum.</p>

ANNUAL PLAN - Strategic Goal 1 – Leading and Managing				
Annual Aim	Action	Responsibilities	Resources	Variance
Core Educator will continue to work alongside leaders and staff to foster deep learning so all learners contribute to the common good, address global challenges and flourish in a complex world. Staff will be supported to: grow pedagogical practices, create learning partnerships, enhance learning environments and maximize digital competencies. Throughout the learning, staff will include and evaluate the 6 Competencies of NPDL: Collaboration, Critical Thinking, Creativity, Communication, Character and Citizenship.	<ol style="list-style-type: none"> The school commences the second year of deep learning. The staff will be led with the implementation of the 6 competencies from lead staff and management. Staff will work collaboratively to take our existing systems and procedures and 'deepen' by assessing, designing, implementing and reflecting on change. 	Principal/management Within School position 2BCOS. Lead teacher - Management	\$2000 (US) per annum \$1500 (NZ) per annum to cover NZ costs. 2 days per term 2BCoS release	
Appraisal Connector System (through Inter lead) will be the common tool for staff to record self-managed and collaborative Spiral of Inquiries aligned to Piritahi Kāhui Ako challenge and own identified learning goals.	<ol style="list-style-type: none"> Following the school's appraisal system staff will self-manage their appraisal against the PTC. They will identify goals, meet with management and Within School led as they undertake the required professional learning. Evidence will be shared with other staff of the school and the COL group. Staff inquiries will include the 2BCoS focus: Boys writing. 	All staff WSL will guide and support all teachers' inquiries.	CRT release Staff meeting time allocated 2 days per term 2BCoS release. Staff meeting and release with Interlead facilitator. \$1500	
Develop effective questioning with staff to enable students to inquire more deeply with their learning.	<ol style="list-style-type: none"> All staff will attend a day's learning in Nelson lead by Kath Murdoch to up-skill as teachers of Inquiry learning. Techniques will learn to help our students become independent, curious, courageous inquiries. 	All staff Students Community	Kath Murdoch TOD - June 2018 \$2438 (incl. gst)	
Literacy provider and WSL will support staff with identifying the deliberate acts of teaching particularly in writing.	<ol style="list-style-type: none"> Review and update plan, 'What good writers do and finalise school-wide systems and resources. New staff's strengths will be included into the school's system particularly with MLE spaces. 	Principal Staff team	Staff meetings PLD funding	
Continue to establish stronger relationships with Māori/Pasifika whanau and iwi and seek to develop an understanding of Māori/Pasifika succeeding as Māori.	<ol style="list-style-type: none"> Continue to identify experts and utilize resources from Culturally Responsive online learning course (2017). Continue to meet and involve Māori whānau regularly. 	Principal Māori whānau Whaea Merehira	Salary: \$4500	
Resourcing will be used effectively to enhance	<ol style="list-style-type: none"> Whole staff will be involved with creating 	Principal	NPDL expenses	

<p>student achievement. Staff will grow pedagogical knowledge of best practices when collating and analysing formative and summative data, by articulating and showing evidence of the deliberate acts of teaching.</p>	<p>systems and resources that best capture the achievement for each child. Evidence will be provided supported with conversations around the shifts and differences made. This will support the staff pedagogy knowledge of assessment.</p>	<p>Literacy provider NPDL lead teacher</p>		
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ANNUAL PLAN - Strategic Goal 2 – School Culture				
Annual Aim	Action	Responsibilities	Resources	Variance
School values (Manaakitanga), 'Reach for Success' and Charter will guide best practices and highlight our school culture.	1. Consolidate understanding of Reach for Success through classroom learning and behaviour. 2. Establish consistency of teaching practices, visuals and students interpretation to grow the culture.	All staff	Vision and values	
Rapaura School strives to maintain the collaborative welcoming environment that is owned by all partners. Partners of the school will focus on systems that best include new families and whānau.	3. Learning programmes/events include the reinforcing of Key Competencies and School Values unique to Rapaura School.	All staff Whaea Merehira Community	\$4500	
Trusting and supportive relationships, of all partners, will continue as a focus to ensure a sense of belonging at Rapaura School. This needs to be modelled consistency throughout the year.	4. Collaborative planning, learning and celebrating will continue to be the main avenue of celebrating each students learning.	All staff Inquiry learning programmes Community	\$4000 for Inquiry learning	
The school community nurtures respect, adaptability and excellence to support the learning programmes, which are designed to cater for all students' needs and diversities.	5. The learning shared will focus on excellence along with growing the knowledge and capabilities of our students learning within the community of Marlborough.	All staff Community		
Children continue to develop as self-managing learners and accepting responsibility for their own actions. This is supported and maintained by all staff, families and whānau.	6. Staff to teach and support the students to self managed their learning. Teams of staff and students will create new learning for Rapaura School.	All staff		
A child-focused philosophy is maintained to ensure our students have an active voice and choice in decision-making around curriculum, school events and leadership skills.	7. Involve student voice in curriculum programmes, self-managed learning, behavior management, vision, and future developments of Rapaura School.	All staff Students		
The school continues to provide contexts for learning where the language, identity and culture of Māori/Pasifika learners and their whānau are affirmed (Tangata Whenuatanga).	8. Explicit teaching of skills, language, history, waiata and protocols will be delivered weekly. Create opportunities for Whaea Merehira to connect to areas of learning in particular Inquiry learning.	Whaea Merehira All staff	\$4500	

ANNUAL PLAN - Strategic Goal 3 – Student Learning				
Annual Aim	Action	Responsibilities	Resources	Variance
Annual targets will be set for identified individuals and clusters of students according to evidence of achievement collected as well as maintaining school wide achievement results above the national and regional averages.	1. All staff will collaboratively create learning programmes that provide robust opportunities for all students with particular attention to Charter target groups. Evidence of learning will be submitted on a term-by-term basis against the shifts in learning.	All staff	2BCoS: Deep Learning PLD. Action Plans with evidence	
An authentic community based curriculum, covering the learning areas of the New Zealand Curriculum, will be planned and implemented to cater for the diversity of all students.	2. Overarching theme for 2018 is Globalisation. Areas identifies are Social Media, Global Warming, & The Arts (Marae visit). All school partners will be invited to support and plan learning that provides opportunities that make a difference for each student.	All three partnerships	Staff Visitors Marlborough community	
Progress and achievement for all students will be carefully planned, monitored and evaluated. Particular focus will be on the deliberate acts of teaching that have made a difference.	3. Term by term action plans will identify students and evidence will be shared with whole staff. 4. All staff will support one another to best maximize opportunities for each child.	All staff	PLD - literacy	
The Schools Management System will collate and report student progress and achievement to families and whānau. Report forms will align with the chosen reporting administered by the new Government.	5. Management will create a reporting form to best suit our community needs. This will be supported with the online templates of our student management system.	Musac/Edge staff All three partners		
A STEM (Makerspace) area will be created by staff and students, to support the learning of the 21 st century learner.	6. Staff's expertise and knowledge from Mindlab and research will facilitate learning opportunities for the STEM learning areas. This space will allow classes and groups of students to grow their knowledge and understanding in this field.	All staff	FORS sponsoring space	
Teaching and learning will be based across the school in Innovative Learning environments.	7. All teaching spaces are set up as teams of two with the exception of NE. Support and release has been and will continue to be provided to maximize the learning outcomes for staff and students. Whanau will be invited and encouraged to visit to learn how the spaces work and how mixed ability groups can make a difference with children's learning.	All staff	Release for staff	

ANNUAL PLAN - Strategic Goal 4 - Teaching				
Annual Aim	Action	Responsibilities	Resources	Variance
Literacy provider, WSL and NPDL lead teacher will support and enhance systems for staff to identify deliberate acts of teaching. This evidence will be collaborative and captured on Interlead as evidence to comply with the Practicing Teachers Criteria.	<p>1. All staff will critique and deepen existing learning programmes using the 6 competencies of NPDL. The students will use a rubric to monitor their learning.</p> <p>2. Lead teacher will support and guide this with staff as they work with facilitators and other lead staff of other schools.</p>	All staff NPDL Lead teacher WSL	\$2000 US \$1500 NZ Release as required.	
The school will include the leveraging digital with draft Digital and Technology Curriculum as support is offered by Ministry of Education.	3. As support is delivered to schools, staff will be supported with the extra requirements of the new curriculum area.	Ministry of Education		
The teaching staff will provide a curriculum that ensures success and achievement for the diverse range of ako including the gifted and talented as well as those requiring special adaptations to the curriculum.	4. The gifted and talented register will be revisited and updated. Staff will plan meetings, and provide learning to cater for the needs. Students on the register will be tracked against the learning they design and create.	Principal Gifted and Talented lead teacher Parent focus group	Management release time	
Teaching opportunities will provide 21 st century learners, opportunities that build the skill set to be confident risk takers, creative, self-managing, adaptable and problem solvers.	5. Staff will continue to grow as teachers of 21 st century with school-wide focus of NPDL, Inquiry PLD, (Kath Murdoch TOD) and school-wide Literacy programme.	All staff Kath Murdoch TOD - June 2018 \$2438 (incl. gst)		
Support will be targeted as staffs move to lead learning as a team.	Release time, CRT time and visits will be planned to allow staff to confirm the systems and processes in their learning spaces.	All staff CRT time Release time		
Staff knowledge and expertise will be utilized with the STEM area.	Staff who have completed Mindlab and other teaching staff will lead and organize CRT release time and groups. Equipment and resources will be purchased to allow the learning and creating. The materials will be a variety of devices and 'raw' materials.	Lead staff FORS sponsorship Management		

ANNUAL PLAN - Strategic Goal 5 – Governing				
Annual Aim	Action	Responsibilities	Resources	Variance
An ongoing and varied programme of consultation with the community will be implemented.	Seeking feedback from staff and community will be ongoing. Staff will use SeeSaw and Class Dojo to communicate directly with whānau. Provide opportunities for staff to speak to the community in regards to topical events/developments and like wise.	Management Office staff		
The Board will perform an ongoing and robust self- review of the governance role to ensure Board effectiveness.	Board will follow self-review cycle to inform the school community.		Schooldocs	
The Board will provide for and monitor effective use of resourcing for personnel, environment and curriculum delivery to ensure strategic goals are met.	Board sets and monitors closely a budget that allocates resources to support student learning, staff professional goals and school environment.	Board and principal		
The Board will monitor student progress, achievement and annual targets through regular reporting to the Board by management.	Principal will report regularly via Principal Report, on Charter targets. Principal will also report on beginning of year and end of year for all students.	Principal		
The Board will provide regular communications and reports to the community including whānau and iwi.	Board will continue to support meetings provided for whānau. Board will look at Ministry resources to enhance learning eg. Tataiako/Hautu	Principal - one hui involving all whānau. NZSTA training if provided		
Board will use the document, Hautū, Māori cultural responsiveness self review tool for Boards of Trustees. This will identify how culturally responsive our school is for Māori and identify priorities for development.	Board will include the resources to self-review early in the year. Outcomes will be determine next-steps and way forward.	Board NZSTA support materials		
The Board will monitor the school's enrolment scheme to ensure that overcrowding is avoided.	Following a Ministry meeting, plans will be created with a way forward in regards to the future of the school and it's enrolment zone.	Board		

ANNUAL PLAN - Strategic Goal 6 - Engaging Families				
Annual Aim	Action	Responsibilities	Resources	Variance
<p>A shared understanding of 'Māori achieving success as Māori', will be developed through the establishment of stronger engagement and contribution from parent, families and whānau, hapu, iwi, Māori organisations, communities and businesses.</p> <p>A shared understanding of Pasifika succeeding as Pasifika will be developed through the establishment of stronger relationships with Pasifika learners, parent, families and community.</p>	<p>Regular contact with whānau is paramount to continue to build a working relationship for all.</p> <p>A junior and senior group will represent our Kura at Taiopenga.</p> <p>Weekly instruction, led by kāiako, continues as means of support for staff in Te Reo and programmes of learning to enhance our Inquiry programme. In particular, expertise will be sought from our kāiako and other experts with our Marae visit.</p>	<p>Principal Kāiako - Whaea Merehira All staff</p>	\$5000	
<p>Systems of reporting to parents will be regular shared to educate and acknowledge the paradigm shift of 21st century learning. Families will be supported with the changes to reporting achievement. The students will largely share reporting, with support from staff.</p>	<p>Students will share their learning goals with their whānau prior to parent/teacher interviews to allow discussion and thought. Whānau will be communicated with around the changes to reporting following the removal of National Standards.</p>	<p>All staff Students</p>	Edge	
<p>Provide opportunities for staff to get-to-know our parent community at our school with particular focus on new families to the school.</p>	<p>Online sharing of learning will be created for the parent community to view and participate in: Junior School SeeSaw and Y4 - 6 Classroom Dojo. Y7/8 own blogs. These will be central tools as means of communication for whānau.</p>	<p>Staff Y4-8 Staff 0-3</p>	<p>Google Classroom Seesaw</p>	
<p>Relationships with experts in the wider community and globally will be extended in order to enhance and grow our delivery of the curriculum.</p>	<p>Through all lens of learning the immediate community will be included. Staff will ensure global connections are part of the learning particularly with our future focused area being Globalisation.</p>	<p>All staff Visitors, events.</p>	<p>\$4000 (Inquiry budget allocation)</p>	

Strategic Aim: Student progress and development is paramount with annual curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum

Annual Aim: Mathematics 2018

Overall 88% of students will be achieving at or above the suggested curriculum level in Math.

Baseline data:

Analysis of school-wide math data in November 2017 showed that an overall 94% were achieving 'at' or 'above' national standards. 17 out of 17 Maori students were achieving 'at' or 'above' national standard. Further analysis identified a group of eight across the school not meeting national standard. Data remains the same as 2016 for students 'well below' standard, and it was pleasing to see the number below and well below standard had not increased. The number of students 'at' standard remained the same as last year but pleasingly we had an increase of 3.2% of students 'above' standard. The small number 'below' standard will form the target group along with some other students.

Targets:

1. Nine students will make accelerated progress with the aim of achieving the curriculum level or above outlined in the New Zealand Curriculum by December 2018.
2. The school will focus on the Y7/8 girls group looking at attitude and overall achievement in math.

Actions to achieve targets	Led by	Resourcing	Timeframe
1. Review assessment practices with staff and inform new staff of school wide systems.	Classroom teachers/lead teacher	Staff meeting	Term 1
2. Analyse data and create next steps for the students	Classroom teachers/syndicates		Term 1
3. Direct teaching in class programmes at least 4 times per week – particularly targeted to math strategy and knowledge.	Classroom teachers		Ongoing
4. Build in regular maintenance within daily practice to help maintain skills learnt.	Classroom teachers		Ongoing

<p>5. Provide support in the home with online programme - Maths Buddy/Mathletics. Support will be provided for new staff from provider and lead teacher.</p> <p>6. Staff to build relationship with each child, to create a math programme that aligns to each child's interests. These will be included as part of the math programme to help with visualizing the learning.</p> <p>7. Facilitator will visit once in term 1 to meet new staff and provide support for those who request it. The ongoing yearly visits are to ensure and support lead teacher and the introduction of new staff.</p> <p>8. Interviewing and regular checking in with Y7/8 girls will be recorded.</p>	<p>Maths Buddy provider</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p>		<p>Term 1</p> <p>Ongoing</p> <p>Late March.</p> <p>Ongoing</p>
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Strategic Aim: Student progress and development is paramount with annual curriculum targets set for reading, writing and mathematics in relation to the National Standards

Annual Aim: Writing 2018

Overall 88% of students will be achieving at or above the suggested curriculum level in writing.

Baseline data:

Analysis of school wide data writing data in November 2017 showed that an overall 87% were achieving 'at' or 'above' national standard. 17 out of 18 Maori students were achieving 'at' or 'above' national standard. Further analysis identified a group of 13 across the school not meeting national standards. There has been a decrease of 1.5% achieving 'at' and a decrease of 9.3% achieving 'above' standard. The decrease of the above students is due to the upskilling and consistency of staff moderating and the school wide systems we have in place.

Targets:

1. For a group of thirteen students across the school will make accelerated progress with the aim of achieving the curriculum level or above outlined in the New Zealand Curriculum by December 2018.
2. Y1/2/3 class will make accelerated progress with the aim of aim of achieving the curriculum level or above outlined in the New Zealand Curriculum by December 2018.

Actions to achieve targets	Led by	Resourcing	Timeframe
1. Phonics programme and guidelines of expectations and daily instruction.	Y0-2 classroom teachers	Release days	Term 1
2. Incorporate Discover/Play based/PMP activities to grow finer motor skills of our Y0-2 children.	Y0-2 classroom teacher and teacher aide	Discovery time workshop	Ongoing
3. Collaboratively plan and lead learning of literacy with two teaching staff and teacher aide to provide maximum learning opportunities.	Classroom teachers/NPDL and Within School lead to oversee	Teacher aide time four days per week.	Ongoing
4. Increase the amount of visual vocabulary within the			Ongoing

<p>classroom eg. Word walls, word lists pertaining to unit of work, thesaurus.</p> <p>5. Daily teacher modeling and explicit teaching - exposure of range of genre, scaffolding, graphic organisers.</p> <p>6. Teach the importance of the purpose of an audience.</p> <p>7. Identify experts and authentic experiences within the community to support the diversity of writing across the school. Inquiry learning areas will also be used to support the writing programme.</p> <p>8. Offer Steps to students with below spelling patterns.</p> <p>9. Within lead teacher to support all staff with their own spiral of inquiry including up to four 'target' children. All staff shares their inquiries at the end of each term.</p> <p>10. Within lead/NPDL lead and principal to re-craft school's literacy curriculum plan. Share and critique with staff.</p> <p>11. Whole staff to use Literacy Learning progressions for writing as visual guides for students learning. These will support the students to articulate and deepen their knowledge of next-steps.</p> <p>12. Literacy facilitator to support staff in the Y1/2/3 area with next steps for the group.</p>	<p>Classroom teachers</p> <p>Classroom teachers</p> <p>Community</p> <p>Teacher Aide/Learning Staircase support.</p> <p>End of each term</p> <p>Senior management</p> <p>All staff</p> <p>Classroom teacher Literacy facilitator (PLD funded)</p> <p>Literacy facilitator (PLD funded)</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Week 4, Term 1</p> <p>From Term 1</p> <p>By end of Term 4.</p> <p>By end of Term 4.</p> <p>From Term 1</p> <p>From Term 1</p>
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Strategic Aim: Student progress and development is paramount with annual curriculum targets set for reading, writing and mathematics in relation to the National Standards

Annual Aim: Reading 2018

Overall 88% of students will be at or above the suggested curriculum level in Reading.

Baseline data:

Analysis of school wide data reading data in November 2017 showed that an overall 90% were achieving 'at' or 'above' national standard expectation. 17 out of 17 Maori students were achieving 'at' or 'above' national standard. Further analysis identified a group of 13 students across the school that were achieving 'well below' or 'below' national standard. These statistics remain very similar to 2016 data. We are pleased with the consistency in this learning area. This result reiterates the staff's knowledge of the learners and the school's systems.

Target:

1. Sixteen students across the school will make accelerated progress with the aim of moving of achieving the curriculum level or above outlined in the New Zealand Curriculum by December 2018.

Actions to achieve targets	Led by	Resourcing	Timeframe
1. Review assessment data with staff and determine the particular individual learning needs of target students.	Classroom teachers Within School lead		End of March
2. Create term Action Plan for reading targets.	Classroom teachers		Each term
2. Support staff with next-step evidence, for all students particularly target students.	Within lead and Literacy facilitator	Literacy facilitator (PLD funded)	Ongoing
3. Invite RTL to support staff with current best practice when leading guided reading sessions and support resources.	Classroom teacher/RTL		Term 1 Ongoing
4. Reading materials to connect with learners/Inquiry	Classroom teacher		

<p>focus/other children's writing and other school resources.</p> <p>5. Review resources and being mindful of e-books</p> <p>6. Review literacy resources across all levels to ensure engagement and curriculum themes are represented.</p>	<p>Within lead teacher</p> <p>Syndicates to contact providers</p>	<p>\$2000</p>	<p>Ongoing</p> <p>Ongoing</p>
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