

# Waimārama School Charter 2015

“Be the best that you can be”

School Number 2718



## **About Waimārama School**

Waimārama School is a unique rural primary school set in a stunning environment that caters for students from Year 1-6. We are part of a close knit coastal community with strong family involvement and support.

We are situated 20 minutes from Havelock North and pride ourselves in offering the best education in a unique family atmosphere. We have links with the local marae, Kohanga reo and surf lifesaving club.

At present we have between 20 and 30 students with a strong proportion of these being Māori. Waimārama School is driven to maximise the potential for all of our learners and celebrates the cultural richness of each student.

Students at Waimārama School are at the heart of learning that is centred on learning in our environment. We maximise learning for our students in our school gardens, the local beach and culturally rich and significant Māori Community (based at the Taupunga Marae).

At Waimārama School we have close working relationships with our community. Together, we are enriching the education of all of children. Parents, caregivers and community members are invited into our school to share with us in our learning journey.



## **Waimārama School Mission Statement:**

**‘To be the best that we can be’**

Waimārama School will develop in our learners the capability, skills and attributes that will enable them to be lifelong learners, so that they can be the best that they can be.

## Our Vision

At Waimārama School we have a unique environment, surrounded by the beach, the marae and our gardens. The koru symbolises all three aspects of our environment. We will use our environment to challenge our learners.

The Waimārama School learner will **REACH**.

**Respect**—show respect and care for self, others and the environment.

**Excel**— aim high to achieve their best.

**Ask**—is curious, will wonder, seek, apply and evaluate.

**Challenge**—persevere and possess a range of tools to embrace new learning.

**Happy**— be confident and secure in oneself and have a sense of belonging.



## Our Values

Our values are reflected in everything we do, are modelled every day by our staff, and are referred to daily in our classrooms. They align with the profile of our school leaver.

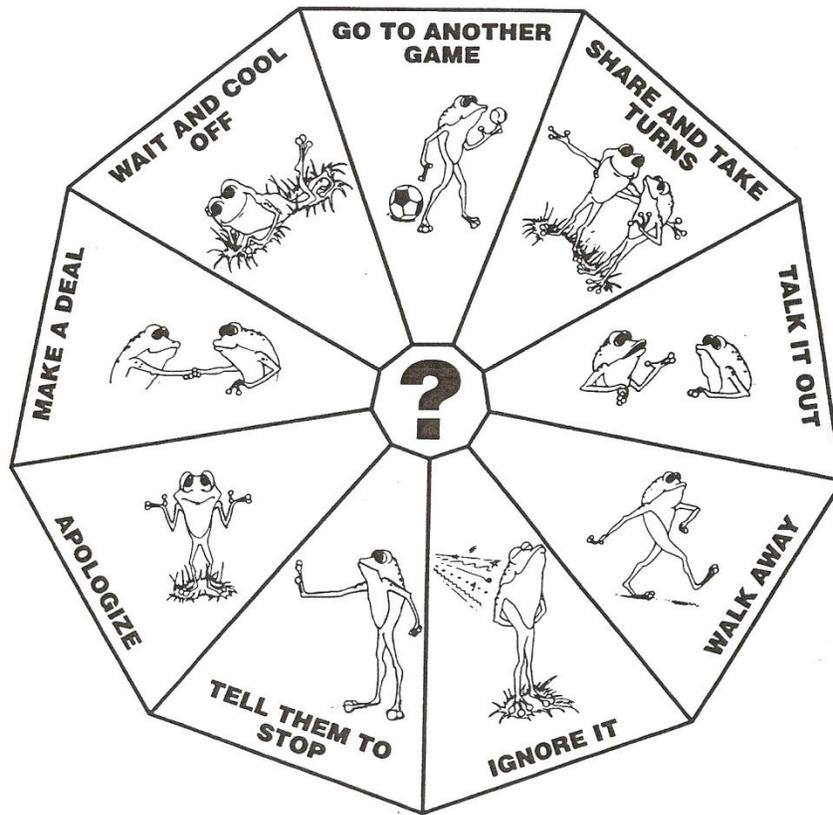
Respect  
Excel  
Ask  
Challenge  
Happy

Evidence of our values at Waimārama School will be:-

Respect—	<ul style="list-style-type: none"> <li>good manners</li> <li>cleanliness</li> <li>time management</li> <li>good communication skills</li> <li>make good choices</li> <li>think about others</li> <li>keep environment tidy</li> <li>create a more sustainable environment</li> </ul>
Excel-	<ul style="list-style-type: none"> <li>good work habits</li> <li>high standards of bookwork</li> <li>high standards of achievement</li> </ul>
Ask-	<ul style="list-style-type: none"> <li>be curious</li> <li>ask interesting questions</li> <li>thinking / problem-solving skills</li> </ul>
Challenge-	<ul style="list-style-type: none"> <li>'can-do' attitude</li> <li>perseverance</li> <li>motivation</li> <li>go outside ones comfort zone</li> </ul>
Be Happy-	<ul style="list-style-type: none"> <li>enjoy learning</li> <li>encourage others</li> <li>playing happily in the playground</li> <li>including others</li> </ul>

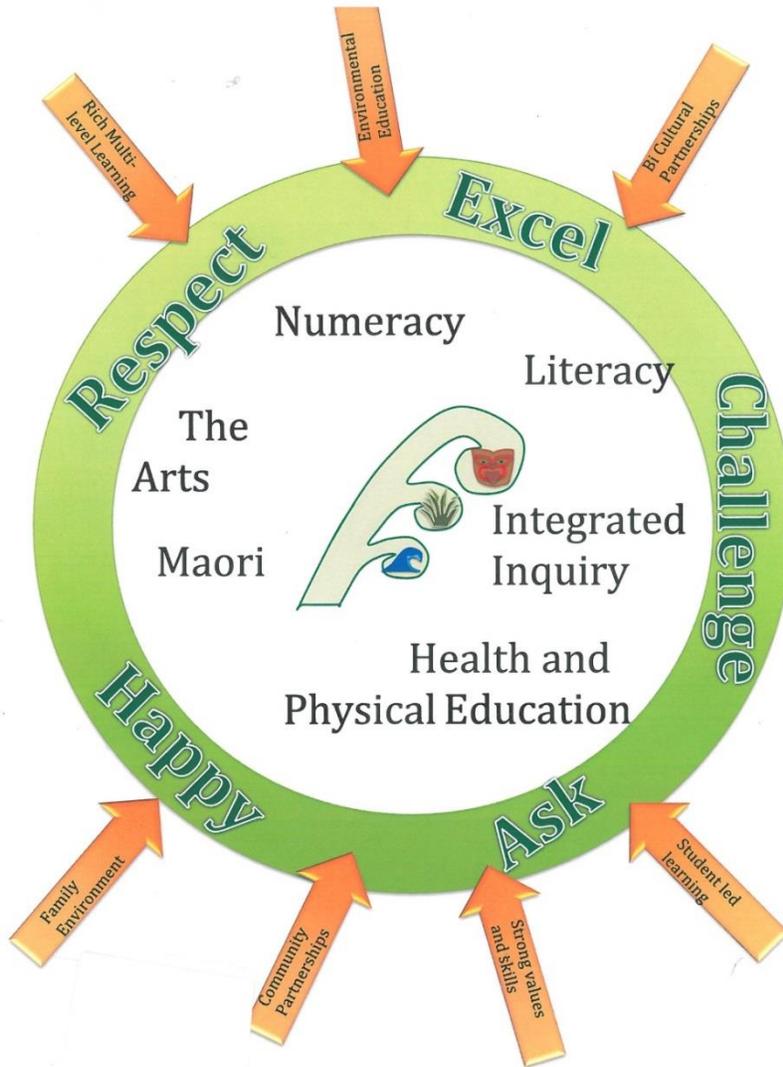
## Behaviour Management.

At Waimārama School we aim to empower our students to take responsibility for their actions and development by giving them the tools and strategies to actively deal with different kinds of situations and school, and at home. The Kelso's Choices conflict-management curriculum for primary students is designed around Kelso the Frog, this program offers nine options students can choose from to resolve minor conflicts on their own. Students will be able to determine the difference between minor problems they can handle and serious problems that require an adult's help. At Waimārama School teachers, staff and parents reinforce these choices to enable our children to become more independent problem solvers.



## Learning at Waimārama School

The school curriculum that is taught at Waimārama School is unique to this place and its' community. Planning for learning takes place through three distinct lenses. This means through all learning, teachers consider how the three key elements of Waimārama can be woven into learning. The three key elements are the environment, the local marae (and Māori culture) and the beach. These give authentic real word contexts for learning and give meaning to the identity of students, their backgrounds and what they bring with them to the classroom.



## Cultural Diversity

Waimārama School curriculum programmes will encourage children to understand and respect the different cultures which make up New Zealand society. This includes big ideas that incorporate diversity and classroom that celebrate the cultures of all students who are part of the class.



Waimārama School has approximately 85% Māori pupils.

The Māori Language, Te Reo Māori and Tikanga Māori, i.e. the Waimāramatanga values, attitudes and behaviour, will be part of the Waimārama School Curriculum.

Consultation with our Māori community is held annually to discuss Māori learning. A Marae representative is appointed to the Board of Trustees to support liaison with the local Marae.

Te Reo is taught, along with Tikanga Māori, waiata and kapa haka. Te Reo lessons will ensure our pupils are familiar with greeting, social phrases, instructions and terms, which are used on a daily basis and will emphasise the bi-cultural heritage that contributes to their identity as New Zealanders.

The staff will consider Kahikatea and Tātaiako as part of classroom planning and set goals as part of their professional development. The school employs a Kaiako to work with the staff and children on a Māori curriculum that is planned from consultation with the community.

Students will participate in cultural festivals and maintain effective partnerships with Taupunga Marae, Hakikino, Waimārama Kohanga Reo and the Urupā.

The BOT will consider all requests for instruction in Te Reo Māori in light of the school's resourcing and capabilities at the time the request is made.

## Enviro-Education

Enviroschools are an action-based approach to education through which children and young people plan, design and implement sustainable projects and become catalysts for change in their families and the wider community. At Waimārama School the students actively care and maintain the school grounds and gardens as part of the daily programme. Also students will look for opportunities to promote sustainability and build a bank of renewable resources that will benefit the school, as well as the local community. An essential component of enviro-education is the need to build partnership and reciprocal relationships with the local marae and wider community to gain expertise, as well as providing opportunities for children's learning. The school will connect with community organisations to realise the diverse culture that exists within the community of Waimārama. Organisations like; the Surf Club, M.A.F, Fire Brigade, Marae Committee, Taiwhenua Health initiative, etc.

Through exploration and discovery, tamariki and students develop learning and language, care and creativity, relationships and responsibilities suited to their developmental stage. What emerges is a connection with nature and a sense of belonging to the environment and community. Through these connections with the environment tamariki and students can consider the world we are a part of, and look to how we make decisions to improve the physical and social environment of our places, our community and our world. These are the key principles we wish to impart to our tamariki at Waimārama School.

# Annual Plan 2015

## NAG 1

### Curriculum

Continue to strengthen the use of inquiry learning school wide.

Focus on formative assessment to enhance student learning and achievement.

Moderation for national standards across reading, writing and math

Provide PD to support teacher appraisal goals

Incorporate e-learning in teaching and learning.

Information sessions for parents in literacy, numeracy, health and e-learning.

Continue with the Reading Together Programme for parents and whanau.

## NAG 2

### Self Review

Annual policy reviews to be continued

Use data analysis to drive further improvement in student achievement

BOT to attend governance training where possible.

Kahikatea, Tātaiako and measurable gains framework used in self review for further improvement with the staff and bot.

Continue to strengthen use of teacher as inquiry through the Mutukaroa method.

## NAG 3

### Personnel

PD to support classroom teacher appraisal goals and school target areas

Maintain effective appraisal with strengths in cultural competence.

Employ teacher aide for students with extra needs.

Secure student numbers to sustain second teacher.

Principal to undertake the First Time Principals course

## NAG 4

### Property and Finance

Build relationship with new property manager- create strategic plan moving forward

Ensure there are sustained funds to support the strategic direction of the school maintaining Waimārama School as a leading learning environment

Build up school reserves.

School house maintenance

Playground markings, carving maintenance and painting.

## NAG 5

### Health and Safety

Maintain buildings and grounds for safety

Review behaviour management plan to include restorative practice and Kelso's choices.

Review Health and Safety procedures where needed

## NAG 6

### Legislation

Administration policy reviews as needed

## NAG 7

### Annual Charter

Revised annual charter to the ministry by the 1<sup>st</sup> of March  
Consultation with community around the annual charter

## NAG 8

### Achievement Data Reporting

Achievement targets will be reported to the ministry of education with an analysis of variance.

The data and variance from 2014 data will inform 2015 targets and priorities.

National Education Priorities			
1.Success For All	2. A Safe Learning Environment	3. Improving Literacy and Numeracy	4. Better Use of Student Achievement Information
<p>All students at Waimārama School have opportunity for success. The teaching and learning programmes will:</p> <p>Meet the students learning needs opportunities to achieve success and celebrate success</p>	<p>Waimārama School provides a safe, stimulating learning environment for students.</p> <p>Through planning and regular monitoring, the Board and staff ensure the physical surroundings are maintained and enhanced. Potential hazards are identified and dealt with.</p>	<p>A high priority on improving literacy and numeracy achievement is reflected in the Charter through the strategic goals.</p> <p>Student progress is closely monitored with targets set. Professional development for staff is provided where needed.</p> <p>The BOT provides funding for a teacher aide to work with children in target areas as directed by the principal.</p>	<p>Through a range of assessment practices, the teaching staff gather information on student progress and achievement, maintain individual records and report to BOT, parents and community.</p> <p>School-wide assessment data allows teachers to detect trends and establish teaching and learning programmes for students, as well as target setting.</p>
5. Improving Outcomes for Priority Learners	6. Improving Māori Outcomes	7. Providing Career Information	8. Reporting
<p>Students identified as being at risk, through assessment procedures and teacher observation, or students identified as having special learning needs (remedial or extension) are supported in a variety of ways.</p> <p>Programmes include teacher aide time, cross-class grouping, and the use of I.E.Ps.</p> <p>A wide range of outside agencies also support the school. These include R.T.Literacy, RTLB, Public Health Nurse and advisory services.</p>	<p>The staff and Board see Te Reo, Tikanga Māori as an integral part of our environment and we encourage a close liaison with our Kohanga and Marae.</p> <p>Kaiawhina are employed to help teachers improve their knowledge</p> <p>Tuakana / teina learning opportunities are provided daily.</p> <p>We take part in a local Māori Culture Festival each year.</p> <p>Māori consultation is ongoing and gives direction for further development in school programmes.</p> <p>Achievement of Māori students is gathered and analysed and appropriate programmes put in place.</p>	<p>Providing role models for students. Duffy Role models.</p>	<p>Written reports in plain English, with reference to the National Standards, are given to parents twice a year, in July and December. Goal setting conferences occur in March and July.</p> <p>Reports to the BOT :</p> <p>et groups reported on twice yearly.</p> <p>School-wide achievement in literacy and numeracy twice yearly.</p> <p>Other curriculum areas throughout the year.</p> <p>BOT to consider resource implications related to reported students achievement as part of the yearly budgeting process.</p>

# Strategic Goals

## National Goals

The students of Waimārama School will strive for excellence in literacy and numeracy.  
 The students of Waimārama School will develop skills to be lifelong learners and productive members of society.  
 Priority learners will receive targeted programmes of support.

## Local Goals

The school curriculum will utilise the local environment to provide students with rich authentic learning experiences.  
 The board of trustees and staff will actively promote the growth of the school in our own community and in the wider community.  
 Our school will celebrate cultural diversity and maintain strong relationships with our community.

## Process Goal

Staff will be involved in moderation processes to ensure that overall teacher judgements, in relation to The National Standards, are valid.

<b>Strategic Goal: National Goal 1</b>				
The students of Waimārama School will strive for excellence in literacy and numeracy.				
<b>Current Situation:</b>				
Quality learning programmes have focussed on English and Mathematics. In 2014 students had made good progress in these subject areas, however there are some students who need to continue to make accelerated progress to be achievement national standard bench marks.				
<b>Objectives</b>	<b>Strategies</b>	<b>Resourcing</b>	<b>When</b>	<b>Self- Review</b>
<b>What we are planning to do</b>	<b>How we are going to do it</b>			<b>Where have we got to and what we intend to do next</b>
Use teacher inquiry to maximise accelerated student achievement progress.	Teacher inquiry journey into key areas related to achievement targets. Check in regularly on teacher inquiry journey, documentation in learning journal. Professional learning	Teacher inquiry model Lead teacher capability Learning journal/e portfolio	Begin term 1	
Strong appraisal process linked to school wide achievement goals.	Regular meetings around appraisal and achievement targets. All staff aware of achievement targets.	Release time / meetings	Begin term 1	

Formative assessment used in both classrooms.	Teacher professional learning to strengthen use of formative assessment. Goal setting and reflection with students. Observation of effective use of formative assessment in other classrooms.	PD leaders Formative assessment texts.  Release time Travel	Beginning term 1 Developed throughout.	
Develop ideas around culturally responsive teaching.	Teacher inquiry and PD into effective teaching of Māori and Pacific island learners. Reflect and refine classroom strategies to celebrate cultural diversity. Build resource bank of culturally responsive texts, stimuli, resources etc.	Professional reading and PD.  Liaison with Ngati Kahungungu trust, development of cultural competencies. Kahikatea, Taitako and measureable gains frame work.		

<b>Strategic Goal: National Goal 2</b>				
The students of Waimārama School will develop skills to be lifelong learners and productive members of society.				
<b>Current Situation:</b>				
Waimārama School vision and values promotes students to reflect and develop qualities of respect, excellence, asking questions, challenging themselves, and being happy. They will also become independent decision makers when dealing with interpersonal problems. These qualities promote high standing members of society.				
<b>Objectives</b> What we are planning to do	<b>Strategies</b> How we are going to do it	<b>Resourcing</b>	<b>When</b>	<b>Self- Review</b> Where have we got to and what we intend to do next
Develop school wide reflection.	Reflection developed through formative assessment pd. Reflective tools; journals, goal setting. Reflection as a key element to discovery time. Teachers to model ongoing reflection to students. Learning Kete and goals	Goal templates for each student.	<b>Implemented term 1</b> <b>Ongoing implementation and strengthening.</b> <b>Class blogs term 2.</b>	

Ongoing development of school values and leadership amongst students	REACH- values taught explicitly in the classroom and rewarded. Opportunities for leadership, monitors etc.  Kelso's choices taught with links to the whanau.	Posters for values. PE leaders through Sport HB  Prizes for assembly	Ongoing	
Teaching of social skills and importance of being healthy.	Classroom social skills, role plays, modelling and reflection. Health units like keeping ourselves safe, fuelling our bodies, puberty etc. Kia kaha unit important to maintain anti-bullying culture and differentiate between big and small problems.	Kiakaha kits updated. Teaching resources for units Kelso's Choices framework	Health unit twice a year.  Social skills ongoing- focussed around needs of the children.	
Give students the opportunity to problem solve and build a variety of skills.	Guided discovery learning for purpose. Authentic hands-on learning experiences to bring classroom learning to life.  Lunch time clubs utilising skills of community members. Planned lunch time activities- water play, building etc.	Discovery learning book and PD for new teachers.  Materials for clubs and lunch time activities. Parent support.	Ongoing.  Term 2 PD for new teacher.  Lunch time clubs in Term 2 and 3.  Planned activities balanced with free play.	
Promoting thinking skills and information processing in students. *	Inquiry learning process used regularly in the classroom and guided by the students in the senior room. Research skills Thinking maps used in both classrooms Open ended tasks across the curriculum with a focus on maths	School curriculum  Research process and thinking maps templates.  Open ended mathematics text for use at staff PD	Ongoing	

<b>Strategic Goal: National Goal 3</b>				
Priority learners will receive targeted programmes of support.				
<b>Current Situation:</b>				
In the unique small school environment, priority learners are easily identified. There are groups of students who require special support for 2015, particularly in the junior school.				
<b>Objectives What we are planning to do</b>	<b>Strategies How we are going to do it</b>	<b>Resourcing</b>	<b>When</b>	<b>Self- Review Where have we got to and what we intend to do next</b>
IEP plans for priority learners.	Assessment identifies priority learners. IEP developed amongst whole staff for priority learners. Support of RTLB, RT LIT where necessary	Contact with support agencies.  School IEP template.	Beginning term 1	
Regular review of the progress of priority learners.	Implement a robust monitoring tool for student progress and achievement. Assessment expectations for teachers Teacher inquiry for each student. At least twice termly whole staff meetings about target students.	Scheduled staff meetings.  Assessment schedule.	Ongoing, beginning term 1	
Strengthen school systems for priority learners.	Review special needs procedure. IEP training for all staff. Initial meeting with all staff and support agency members- RTLB, RTLIT, Special Ed.  Implement the Mutukaroa Home-school partnership early in term 1.	Procedure  \$\$ for refreshing at meeting	Term 1	
Developing effectiveness of school leadership around priority learners.	Training and professional learning.	ERO reports PD Professional learning	Ongoing	

Reflect on cultural responsiveness of Waimārama School	Maintain partnerships with community. Ensure the classroom environment reflects the cultures that are present. Build teacher inquiry of cultural responsiveness in the classroom, curriculum and school environment.	Pd and professional reading, ERO reports etc.	Ongoing	
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**Strategic Goal: Local Goal 1**

The school curriculum will utilise the local environment to provide students with rich authentic learning experiences.

**Current Situation:**

.Waimārama school is very lucky to be situated beside a beautiful beach with a small reef, good surf and relatively safe swimming spots. The school is also surrounded by its own gardens and orchard. In the same vicinity as the school is the local marae, Kohanga reo and church. The school has a strong history of utilising these important aspects of the local environment.

<b>Objectives What we are planning to do</b>	<b>Strategies How we are going to do it</b>	<b>Resourcing</b>	<b>When</b>	<b>Self- Review Where have we got to and what we intend to do next</b>
Maintain links with the school environment throughout the curriculum and enviro education.	Green lense of Enviro-education handbook used during planning. Enviro-fit Garden planting throughout the year. Authentic contexts for reading and maths.	Seeds, seedlings, soil etc. School Journals Local expertise	Ongoing	
Access funding for development and maintenance of school grounds.	Council grant Fundraising		Beginning of the year	

Utilise local expertise	Hakikino nursery visit and mentoring. Parents and community members	Planting materials	Ongoing	
Integrate beach, local gardens etc into learning and school life where possible.	Beach trips for learning, fun and maintaining identity. Access of the bike track to the village for fitness.	Fine weather, sun hats, umbrellas  Bikes, parent help	Ongoing	

### Strategic Goal: Local Goal 2

The board of trustees and staff will actively promote the growth of the school in our own community and in the wider community.

### Current Situation:

The school roll has a long history of fluctuation. Over the last three years the school has been at the lowest it has ever been for a number of reasons, but reached a high of 30 students in 2014. The roll is now currently in the process of declining again which will affect the staff numbers, and quality of education for the students.

Objectives What we are planning to do	Strategies How we are going to do it	Resourcing	When	Self- Review Where have we got to and what we intend to do next
Build a positive image of the school in the public eye	Expand the reach of the school community School newsletters, website, Facebook. Positive exposure in newspaper. Stall at local events.	\$\$ for printing newsletter  Upkeep of website	Ongoing	<b>BOT meetings focus throughout the year.</b>
Provide quality teaching and learning promotes. Success will be widely known.	Strong strategic planning to address under achievement. Teacher as inquiry to strengthen quality of teaching. Invest in resourcing of teacher-teacher aides, etc.	\$\$\$ for teacher aides	Ongoing	<b>BOT meetings focus throughout the year</b>

<b>Strategic Goal: Local Goal 4</b>				
Our school will celebrate cultural diversity and maintain strong relationships with our community.				
<b>Objectives What we are planning to do</b>	<b>Strategies How we are going to do it</b>	<b>Resourcing</b>	<b>When</b>	<b>Self- Review Where have we got to and what we intend to do next</b>
Community engagement opportunities	<p>Invitations to assembly, welcoming and other school celebrations.</p> <p>Thank-you morning tea for parent helpers etc.</p> <p>Reading together sessions.</p> <p>Informal opportunities for parent engagement at the school gate.</p> <p>Student led conferences.</p> <p>Events catered to promote community involvement with school</p>	\$\$\$ for food	Ongoing	BOT meetings focus throughout the year
Development of Board of Trustees	<p>School vision development and training of Board of Trustees.</p> <p>New board of trustees member to replace outgoing member.</p>	<p>NZSTA training sessions</p> <p>\$\$ for advertising</p>	<p>Ongoing</p> <p>Term 1</p>	BOT meetings focus throughout the year

<b>Strategic Goal: National Goal 1</b>				
The students of Waimārama School will strive for excellence in literacy and numeracy.				
<b>Current Situation:</b>				
Quality learning programmes have focussed on English and Mathematics. In 2014 students had made good progress in these subject areas, however there are some students who need to continue to make accelerated progress to be achieving national standard bench marks.				
<b>Objectives What we are planning to do</b>	<b>Strategies How we are going to do it</b>	<b>Resourcing</b>	<b>When</b>	<b>Self- Review Where have we got to and what we intend to do next</b>
Students will make progress in literacy and numeracy.	Goal setting alongside students Quality teaching and learning Home school partnerships e.g. Mutukaroa Model Engaging learning programmes Effective use of assessment Monitoring of student progress and achievement through a range of assessments.	Formative PD  Goal setting templates  Parent info sessions  Assessment template	Term 1  Ongoing  Ongoing  Term 1	
Priority learners will be targeted for accelerated progress.	IEP plans in place for target students based on regular assessment.	IEP training  IEP template	Term 1	
Extra support sought for target students.	Outside agencies like RTLB, RTLIT, SLT Parents as partners in IEP's  Mutukaroa Model	Contact lists Referral forms Release time	Ongoing	

## Curriculum Development Plan

	2015	2016	2017	2018
<b>Develop</b>	Formative assessment Big Ideas- Across the curriculum Enviro Curriculum Māori Curriculums	Science and Technology Curriculum Writing Numeracy	School Curriculum Review Enviro Curriculum Literacy Curriculum	
<b>Implement</b>	Writing E-learning strategy and tools	Formative assessment Enviro education Māori Curriculum	Māori Curriculum Thinking Maps	
<b>Consolidate</b>	Mutukaroa Teaching as inquiry process Reporting on National Standards Reading best practice	E-learning strategy Writing	Reporting on National Standards School Curriculum Big Ideas	

## Curriculum Development 2015-2018

## BOT Programme of Self Review

	2015	2016	2017	2018
Term 1	Nag 4 Finance	Staff Handbook	Nag 4 Finance	Nag 6- Admin
Term 2	Property and 5 year/10 year building plan	Nag 1- Curriculum	Charter Review	Nag 1 Curriculum
Term 3	Charter review	Nag 3 Personnel	Nag 2 Self-review	Nag 5 Health and Safety
Term 4	Budget, asset register Job descriptions, Performance agreements, appraisal Data Collection, Development Plan, Targets and Action plans Annual Report			

## Annual Achievement Targets 2015

## 2015 Achievement Target 1

<u>Annual Aim</u> All students will achieve at or above the national standard in Reading.		<u>Historic Position</u> End of 2014 achievement data showed that 82% of students were at or above the national standard in reading. Two thirds of the students who are below or well below are in year 1-3 and the other third is in year 4-6. Two thirds of the students who are below or well below in reading are Māori, the other third are Pākehā.	
<u>2015 Target</u> Māori and Pākehā learners who are underachieving in reading will make accelerated progress in reading to be achieving at or above the national standard in reading.		<u>Measurable Outcomes</u> Running Record levels and reading behaviours suitable to the National standard expected at the end of year. Teacher observations of reading and comprehension across the curriculum.	
Actions	Responsibility	Resourcing	Timeframe
Individualised learning goals developed alongside students for reading.	School leader to develop formative assessment and goal setting teacher inquiry.  Classroom teachers to set goals alongside students.	Waimārama School reading goals for colour bands.  Formative assessment teacher inquiry.	Ongoing.  Goals developed as students fulfil expectations. Review each term for portfolios
Classroom teachers observe and analyse reading behaviours during running records and adapt groups and teaching of reading according to student needs.	Classroom teachers.  School leaders to give appropriate guidance for PRT around running records.	MOE Running Records resource (including DVD)  Possible release time needed.	By term one, week 4  Ongoing assessment used in both classes. More frequent Running records for target students.
Effective teaching of reading in both the junior and senior classroom. Teacher inquiry into effective reading at both levels and sharing back at staff meetings.	Whole school inquiry development led by Principal. Involvement in Accelerated Achievement in Literacy through Ministry of Education.	Effective Literacy Practice (Junior and Senior Books)  Other professional reading to lead teacher inquiry	Ongoing nature but teacher inquiry kick started in term 1.
Close monitoring of target students	Classroom teachers and School leaders to collate ongoing monitoring data to measure shifts.	School assessment schedule. Running record templates School Management System for storing data. Time at staff meetings to discuss	Twice a term reporting to staff meeting on student progress.
Reading lessons in the context of topics that meet the interests of Māori and Pacifica students.	Classroom teachers	Reading texts to be searched to culturally responsive texts- additional text to be purchased where required.	Ongoing.  Term 1 collection of culturally responsive texts collected and explored by

			staff members.
Teacher inquiry into the effective teaching of Māori and Pacifica learners	Led by school leaders.	ERO Report Kahikatea Tātaiako	Inquiry underway by the end of term 1.
Involvement of parents and caregivers in supporting reading progress. -Reading together -Incentives for parents and children -Alternative communication methods with whānau explored.	Whole school involvement in MOE Reading Together programme.	Reading together professional development and resources.  School newsletter  Twice termly meetings for parents.  Possibility of school cell phone.	Beginning term 1. Twice a term meetings with parents.  Discussion of cell phone for communication at first staff meeting.

## 2015 Achievement Target 2

<u>Annual Aim</u> All students will achieve at or above the national standards in reading.		<u>Historic Position</u> 2014 end of year school reading data saw 3/9 students were achieving below or well below the expected National Standard in reading in year 1 and 2. 2013 data also showed a similar number of year 1 and 2 students below or well below in reading A large majority of five year olds who first start at Waimārama School score poorly in the School Entry assessment indicating a gap in pre-school education.	
<u>2015 Target</u> Students in year one and two will be achieving at or above the national standard in reading.		<u>Measurable Outcomes</u> Running Records and reading behaviours that are expected at after one year and after two years National Standard. Six Year Net demonstrating chronological age results of literacy skills acquisition.	
Actions	Responsibility	Resourcing	Timeframe
Strong reading programme for junior students Teacher inquiry around this.	Classroom teacher in conjunction with school leaders.	Professional learning journal.	Beginning term 1.
Teacher aide support in the development of student alphabet knowledge and basic sight words	Classroom teacher to allocate time in time table.  PD for teacher aides around phonics and early words, organised by school leader	Teacher aide funding by BOT  Funding for PD  Flash cards Scrapbooks for early words	Beginning term 1  PD organised for early term 1 for Junior classroom teacher and 1 teacher aide.

Ongoing monitoring of reading achievement.	Classroom teacher, reporting back to school leader at staff meetings.	Running records Reading goal checklist	Begin week 1, term 1  Ongoing
A range of reading opportunities and also opportunity to see the reciprocal relationships with writing and oral language.	Classroom teacher to imbed this in the classroom programme.	Integrated resources.  Implementation of Talk-it oral language lesson and games as part of reading programme.	Ongoing
Explicit teaching of reading skills through formative assessment- identifies needs, setting learning intention with students and developing success criteria. Review of success criteria, self, peer.	School leader to ensure understanding of formative assessment amongst staff.	Modelling sessions during sessions of teachers who use Formative assessment effectively during reading.	Begin term 1
Involvement of parents and caregivers in supporting reading progress. -Reading together -Incentives for parents and children -Alternative communication methods with whānau explored.	Whole school involvement in MOE Reading Together programme.	Reading together professional development and resources.  School newsletter  Twice termly meetings for parents.	Beginning term 1. Twice a term meetings with parents.

### 2015 Achievement Target 3

<u>Annual Aim</u> All students will achieve at or above the national standard in writing.	<u>Historic Position</u> End of 2014 achievement data in writing shows that 18/23 students are at or above the National Standard in writing. The five students who are below the national standard in writing are all in year 1-4 and are split between Māori and Pākehā.
<u>2015 Target</u> Students in year 1-4 will make accelerated progress to be achieving at or above the national standard in writing.	<u>Measurable Outcomes</u> Writing samples collected in term 4 over a range of contexts and curriculum areas.  Students OTJ will see that students are achieving at or above the national standard in writing.  Range of samples will include an asttle writing prompt given in term 1 and again in term 4.

Actions	Responsibility	Resourcing	Timeframe
Writing buddies / pen pals to create an authentic context for writing.	Classroom teacher to set up.	Buddy class Stamps / email?	Term 2
Writing lessons in the context of topics that meet the interests of Māori and Pacifica students.	Classroom teachers	Stimuli for writing Scaffolds for writing Posters for classrooms	Ongoing. Term 1 collect stimuli and research around this subject area.
Teacher inquiry into the effective teaching of Māori and Pacifica learners	Led by school leaders.	ERO Report Kahikatea Tātaiako	Inquiry underway by the end of term 1.
Use of formative assessment for goal setting with students around writing progress.	School leader to organise professional learning.  Classroom teacher to practice, reflect and plan for further refinement of formative assessment in the classroom.	School writing goals for self-assessment.  Modelling books for group teaching.	Beginning term 1.  Ongoing  To be advised.
Celebrate writing success. -publishing in newsletter, websites, facebook. -competitions publishing to magazines. -publishing own books	Classroom teachers	Kids magazines  Use of iPad and computer technology for publishing.  School newsletter pages.	Ongoing
High quality writing examples shared with students. -Models broken down with students -Enjoy writing during reading -teacher to model own writing -Print saturated environment.	Classroom teachers  Students invited to contribute to the classroom displays with writing they like.	Posters  Library books  Magazines	Beginning term 1 but developed throughout.