



Waerenga School



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School Charter Strategic and Annual Plan for **Waerenga School**

Make yourself proud

2020 - 2022

Principals' endorsement:	Haydn Wright 
Board of Trustees' endorsement:	Jo Hosking 
Submission date to Ministry of Education:	Feb 29th 2020

Waerenga School 2020 - 2022

1.0 Introductory Section - Strategic Intentions

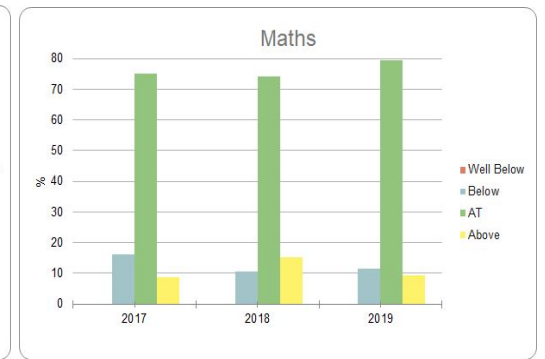
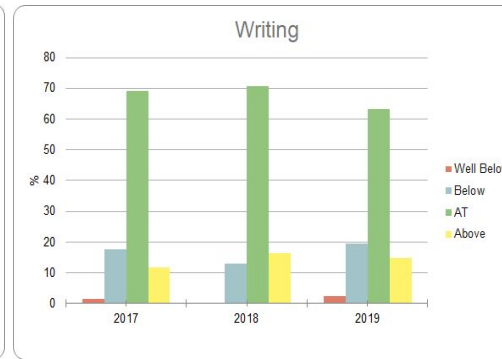
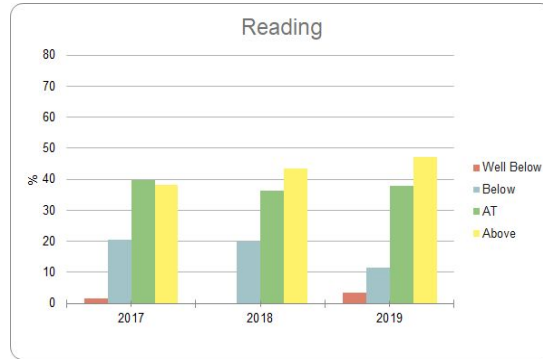
Mission Statement	Make Yourself Proud
Vision	The aim of Waerenga School is for all our learners to be successful, confident, life-long learners, and to have the skills to fully participate in their families, their whānau and their communities. We want all our learners to make a positive contribution to society and the economy.
Values	Represented by the Kahikatea Tree - Resilience, Resourcefulness and Reliability
Principles	<p><u>The Waerenga Way</u></p> <p>Waerenga School is a friendly, helpful and caring school where everyone is able to feel safe and happy, and to learn effectively.</p> <p>Staff, students, parents and the community work as a team to provide effective learning for the students.</p> <p>1. HELP EVERYONE TO DO THEIR BEST</p> <p>This means we get on with our learning, try our hardest, and let others do the same.</p> <p>This gives everyone a chance to make a success of their time at school.</p> <p>2. RESPECT OTHER PEOPLE AND THEIR PROPERTY</p> <p>This means we only touch other people or their belongings if we have their permission.</p> <p>This helps everyone to feel safe and happy.</p> <p>3. BEHAVE IN SAFE AND CORRECT WAYS</p> <p>This means we obey school and classroom rules and avoid doing anything that may harm ourselves or others.</p> <p>This helps us to make our school a credit to our community, and a safe and effective place in which everyone may learn.</p>

	<p>4. SPEAK AND ACT POLITELY This means we are well mannered, considerate and friendly to each other, to staff and to visitors. This makes our school a pleasant place for everyone.</p> <p>5. RESPOND TO REASONABLE REQUESTS FROM OTHERS This means we cooperate with others and consider their needs. This makes it easier for us to live and learn together.</p> <p>6. LOOK AFTER OUR SCHOOL AT ALL TIMES This means we avoid doing things that will damage school equipment and buildings, as we keep classrooms and grounds looking good. This makes the school a pleasant and safe place for all of us. We will all gain a lot from the school and each other if we behave in The Waerenga Way.</p>
<p>Māori Dimensions and Cultural Diversity</p>	<p>Waerenga School’s curriculum will continue to recognise the bicultural nature of New Zealand, and the unique position of Maori within New Zealand society. It will provide students with experiences and understandings in cultural traditions, language and local and national histories. Waerenga School provides learning opportunities in Tikanga Maori and Te Reo Maori for students, incorporating it into the day-to-day teaching and learning in the classroom, as well as incorporating it into community events and performances. Kapa haka is taught for students in years 4-6 with regular performances at school activities. Professional development will be provided to staff as needed to upskill in this area. A whanau group is also encouraged to facilitate and grow communication between home and school. Waerenga School also recognises the values and uniqueness of other cultures and religions represented at this school. Several policies are in place to meet the needs of cultural diversity and biculturalism in New Zealand, including Te Tiriti o Waitangi, Recognition of Cultural Diversity, Inclusive Education.</p>

Baseline Data or School Context

Students' Learning

2019 students, "At" or "Above":
 Reading 85.06%
 Writing 81.39%
 Mathematics 88.37%



(8425) OTJ Reading 2019 Haydn Wright Whole School Uses Ethnic 1 Only

		Well Below Standard	Below Standard	At Standard	Above Standard	
NZ Maori	Male	1		3	2	6
	Female			1	4	5
NZ European	Male	1	8	12	12	33
	Female	1	2	15	21	39
Samoan	Male					0
	Female					0
Tongan	Male					0
	Female					0
Cook Isl	Male					0
	Female					0
Other P Isl	Male					0
	Female					0
Asian	Male					0
	Female					0
Other	Male				1	1
	Female			2	1	3
Total		3	10	33	41	87

(8457) OTJ Writing 2019 Haydn Wright Whole School Uses Ethnic 1 Only

		Well Below Standard	Below Standard	At Standard	Above Standard	
NZ Maori	Male		1	5		6
	Female			3	2	5
NZ European	Male	1	12	18	2	33
	Female	1	4	26	8	39
Samoan	Male					0
	Female					0
Tongan	Male					0
	Female					0
Cook Isl	Male					0
	Female					0
Other P Isl	Male					0
	Female					0
Asian	Male					0
	Female					0
Other	Male			1		1
	Female			2	1	3
Total		2	17	55	13	87

(8489) OTJ Mathematics 2019 Haydn Wright Whole School Uses Ethnic 1 Only

		Well Below Standard	Below Standard	At Standard	Above Standard	
NZ Maori	Male		1	4	1	6
	Female		1	3	1	5
NZ European	Male		4	28	1	33
	Female		4	31	4	39
Samoan	Male					0
	Female					0
Tongan	Male					0
	Female					0
Cook Isl	Male					0
	Female					0
Other P Isl	Male					0
	Female					0
Asian	Male					0
	Female					0
Other	Male			1		1
	Female			2	1	3
Total		0	10	69	8	87

	<p>Waerenga School has a good track record for student learning, with the vast majority of students achieving “At” or “Above” the expected standard. Specific goals to further improve achievement have been identified in the learning goals section of this document.</p>
Student Engagement	<p>Waerenga School is a friendly, caring and helpful school where everyone is able to feel safe and happy, in which quality teaching and learning can occur. Our school has a ‘family’ feel to it, all the children play together and help look out for one another; families are welcome to come in anytime and they do. Children feel respected and are happy to voice their opinions and ideas. Student voice was important this year in shaping the review of our strategic plan.</p> <p>Attendance data: 90.26% for the school year of 2019</p>
School Organisation and Structures	<p>At the beginning of 2019 SchoolDocs was implemented at Waerenga School, providing a comprehensive range of up-to-date policies by which to guide the governance of the school. These policies cover all areas including Health & Safety, Personnel and Property. The principal is delegated responsibility for managing much of this; as well, a board member is allocated responsibility for overseeing Health & Safety; Personnel; Property; Finance. Regular checks are carried as relevant for each of these areas, plus budget allocations are made for each year.</p> <p>Health and Safety - the Health & Safety Culture is becoming embedded at Waerenga School. Evidence of this can be seen with the regular checks and discussions carried out at school, at staff meetings and at BOT meetings.</p> <p>Property - Regular checks are carried out and cyclical maintenance and equipment replacement plans are in place and are part of the budget.</p> <p>Personnel - along with all regular policies and procedures, mental health is an area that will be introduced into staff and BOT agendas.</p> <p>Waerenga School’s planning year is December 1 to November 30. The implementation of the school’s plans is from the beginning of the new school year.</p>
Review of Charter and Consultation	<p>The Waerenga School Board of Trustees consults annually with the school and wider community. In preparation for this plan, processes for consultation included brainstorming sessions with Board of Trustees, staff and PTA; surveys with students and the wider community; consultation with representatives of our maori community; feedback via School Newsletters, Parent Teacher Association and Board of Trustees. Throughout the year, opportunities for consultation with the whole community are provided through a variety of ways including the aforementioned plus Student led conference, face to face meetings with parents and family and the schools open-door approach to communication.</p>

2.0 Strategic Section

Strategic Goals		Core Strategies for Achieving Goals ["we aim to...."] 2020 - 2022
Students' Learning	SG1. Effective learning for all	<p>All learners;</p> <ol style="list-style-type: none"> 1. Ensure all learners are achieving to their full potential in the curriculum. 2. Promote ownership of individual achievement by involving learners in setting their own goals 3. Integrate ICT into everyday learning to ensure readiness for their next stage of learning 4. Support and encourage 'well-being' and endeavor to meet the needs of students with special/learning needs 5. Strengthen leadership for learning and improve knowledge in current research and practise for high quality teaching and learning in literacy and numeracy, particularly for priority learners <p>Priority learners;</p> <ol style="list-style-type: none"> 6. Priority learners/ accelerated learners to achieve success 7. Māori learners achieving success at Waerenga School
	SG2. Provide a full and balanced curriculum	<ol style="list-style-type: none"> 1. Provide a full curriculum to support student learning, focussing on literacy, numeracy, science & technology, arts and physical activity, but also allowing varied experiences and opportunities for each student to enjoy success in their own way 2. Provide a localised curriculum which incorporates our local natural resources, people, and stories to connect our children with what is unique to Waerenga School and their environment, heritage, culture, and community
Student Engagement	SG3. Integrate Te Reo Māori and Te Ao Māori into everyday school life	<ol style="list-style-type: none"> 1. Develop and implement a plan to improve culturally responsive practises 2. School leaders, staff and learners to be aware of what it means for Māori to be Māori, understanding Māori perspectives, and being responsive and empathetic. 3. Te Tiriti o Waitangi to be understood and considered as the foundation for decision making throughout the school
Community Engagement	SG4. Build strong school/home/whanau relationships to assist in improving student achievement	<ol style="list-style-type: none"> 1. Actively empower parents, caregivers and whanau to support students to achieve success in learning through strong school/home/whanau relationships built on engagement, involvement, and communication 2. Support and encourage diversity by acknowledging other communities, particularly our maori and Pasifika communities. 3. Ensure that staff well-being is given high priority 4. Engage in "Educationally Powerful Connections" to support identified accelerated learners

3.0 Annual Section

2020 Annual School Improvement Plan – SUMMARY [actions we will take to achieve Strategic Goals]

Domain	Strategic Goal	Core Strategies	2020 Annual Goals	Expected Outcomes
Students' Learning	SG1. Effective learning for all	<p>All learners;</p> <ol style="list-style-type: none"> 1. Ensure all learners are achieving to their full potential in the curriculum 2. Promote ownership of individual achievement by involving learners in setting their own goals 3. Integrate ICT into everyday learning to ensure readiness for their next stage of learning 4. Support and encourage 'well-being' and endeavor to meet the needs of students with special/learning needs 5. Strengthen leadership for learning and improve knowledge in current research and practise for high quality teaching and learning in literacy and numeracy, particularly for priority learners 	<ol style="list-style-type: none"> 1. Establish clear learning objectives in partnership with students, monitor student performance against those objectives using quality data (testing, observation and communication with the learner and their family/whanau and the community in general), and programmes to meet individual needs. 2. Involve learners in setting their own goals 3. Use ICT to enhance learning as per digital implementation plan <ol style="list-style-type: none"> a. Foster lifelong skills and interest in computer and ICT awareness. b. Knowledge, Skills and Attitudes by students to ICT should be monitored to enhance student learning. 4. Focus and support student wellbeing through <ol style="list-style-type: none"> a. education via Harold and Life Education Trust b. use of appropriate government agencies and funds c. Research Mindfulness PD available d. regular physical activity 5. Review staff educational opportunities, equipment, resources, training and implement changes as needed 	<ul style="list-style-type: none"> ● >80% of students achieving "At" or "Above" curriculum standard. ● Digital Implementation Plan presented to BOT by Term 2 ● Plan for Systems/processes intended to achieve quality T&L to be presented to BOT by Term 1 ● Student surveys to assess parts of the school ● Report to the BOT on mindfulness PD

			<ol style="list-style-type: none"> 6. Use of internal and external moderation to provide cross-fertilisation of ideas and to support quality teaching and learning 7. Implement appropriate systems and processes for high quality teaching and learning accountability 	
		<p>Priority learners;</p> <ol style="list-style-type: none"> 6. Priority learners/ accelerated learners to achieve success 7. Māori learners achieving success at Waerenga 	<ol style="list-style-type: none"> 1. To create & implement student cohort education journey map for priority learners/accelerated learners 2. Regular monitoring and assessment of progress 3. While achievement by maori at Waerenga School is not an area of concern (>80% achieving 'at' or 'above' in all subjects); continue to monitor achievement. See SG3 for engagement. 4. Ensure there is a focus on participation and success by Māori through the advancement of Māori education initiatives, including education in te reo Māori, consistent with the principles of the Treaty of Waitangi (SG3). 	<ul style="list-style-type: none"> ● Accelerated learning target for identified cohorts of 40% reduction in the number of students requiring acceleration over one year
	SG2. Provide a full and balanced curriculum	<ol style="list-style-type: none"> 1. Provide a full curriculum to support student learning, focussing on literacy, numeracy, science & technology, arts and physical activity, but also allowing varied experiences and opportunities for each student to enjoy success in their own way 2. Provide a localised curriculum which incorporates our local natural resources, people, and stories to connect our children with what is unique to Waerenga School and their environment, heritage, culture, and community 	<ol style="list-style-type: none"> 1. Develop, monitor and review an annual curriculum plan which encompasses literacy, numeracy, science & technology, physical activity, the arts, languages, social studies. 2. Social studies to include a component focussed on localised curriculum, plus awareness of other communities as well as maori, including pasifika 3. Review staff educational opportunities, equipment, resources, training and implement changes as needed 	<ul style="list-style-type: none"> ● Annual curriculum plan developed with staff, to be presented to BOT by Term 1 ● Rangiriri visit for localised curriculum to support teaching about the local wars. ● Local Marae visits
Student Engagement	SG3. Integrate Te Reo Māori and Te Ao Māori into	<ol style="list-style-type: none"> 1. Develop and implement a plan to improve culturally responsive practises 	<ol style="list-style-type: none"> 1. Develop a plan to improve culturally responsive practices <ol style="list-style-type: none"> a. As as well maori, the plan will acknowledge other communities 	<ul style="list-style-type: none"> ● Culturally Responsive Practises plan to be presented to BOT by Term 4

	everyday school life	<ol style="list-style-type: none"> 2. School leaders, staff and learners to be aware of what it means for Māori to be Māori, understanding Māori perspectives, and being responsive and empathetic. 3. Te Tiriti o Waitangi to be understood and considered as the foundation for decision making throughout the school 	<p>including Pasifika, in order to support and encourage diversity</p> <ol style="list-style-type: none"> b. Incorporate Te Reo through the use of short phrases, waiata routines, children’s artwork, other projects. 2. Review staff educational opportunities, equipment, resources, training and implement changes as needed, specifically, for staff to continue upskilling on Te Ao and Te Reo Māori, enabling them to integrate these into their teaching and learning. 3. Develop a plan to engage in “Educationally Powerful Connections” to improve learning partnerships with parents and whanau of students who are not achieving 	<ul style="list-style-type: none"> ● Report from staff as to learnings from training ● Target outcomes for learners; inclusive education, respect for all, sense of belonging, cultural awareness ● Greater links to our local maori community and history; enhanced awareness of the bicultural status of NZ ● Present plan for achieving “Educationally Powerful Connections” to BOT by Term 3 ● Whanau group established with next steps for Maori at Waerenga
Community Engagement	SG4. Continue to build strong school/whanau relationships to assist in improving student achievement	<ol style="list-style-type: none"> 1. Actively empower parents, caregivers and whanau to support students to achieve success in learning through strong school/home/whanau relationships built on engagement, involvement, and communication 2. Support and encourage diversity by acknowledging other communities, particularly our maori and Pasifika communities. 3. Ensure that staff well-being is given high priority 4. Engage in “Educationally Powerful Connections” to support identified accelerated learners 	<ol style="list-style-type: none"> 1. Continue to encourage and create positive home and school relationships, through existing activities such as; <ol style="list-style-type: none"> a. open-door policy continues to be embraced b. Student led conferences/Open classrooms c. Regular communication with the community (fortnightly newsletter, end of term newsletter, families invited to school events, end of year concert) d. and new activities; whanau group 2. Ensure the plan to improve Culturally Responsive Practises (SG3.1.) also includes building strong school/whanau relationships 3. Consider and monitor staff well-being; take action where needed 	<ul style="list-style-type: none"> ● Survey the community to gauge effectiveness of communication and other aspects of the Kura ● Reporting on staff wellbeing to be added to BOT agenda

			Note. The plan for engaging in “Educationally Powerful Connections” is covered in SG3.	
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4.0 2020 Improvement Plan - Learning

Annual Target 1.

After 3 years at school, >40% of the 6 students identified “below” for reading to achieve accelerated learning by being at least “At” the standard

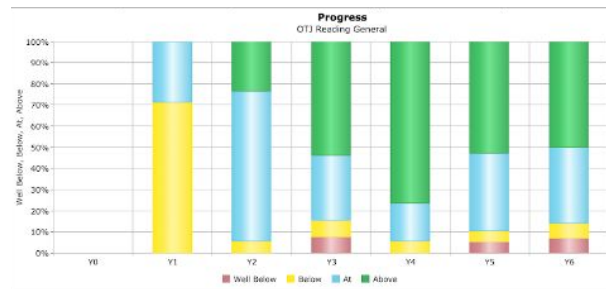
Strategic Goal SG1. Effective learning for all

Annual Learning Goal

Accelerated learning target for cohorts of 40% reduction in the number of students requiring acceleration over one year

Baseline data

6 students (6%) who have been at school for 2 years have been identified as “below”the curriculum standard for reading.



8425	Well Below Standard	Below Standard	At Standard	Above Standard	Total
Y0					0
Y1		71% (5)	29% (2)		7
Y2		6% (1)	71% (12)	24% (4)	17
Y3	8% (1)	8% (1)	31% (4)	54% (7)	13
Y4		6% (1)	18% (3)	76% (13)	17
Y5	5% (1)	5% (1)	37% (7)	53% (10)	19
Y6	7% (1)	7% (1)	36% (5)	50% (7)	14
Totals	3.4% 3	11.5% 10	37.9% 33	47.1% 41	87

Key Improvement Strategies *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
On going	<p>Moderation of students work at all levels of the curriculum</p> <p>Pre and post test analysis of students.</p> <p>Support for beginning teacher in the area of Reading</p> <p>‘Open classrooms’ will be an opportunity to talk with parents and whanau about learning</p>	Staff	<p>Students priority based for QUICK 60.</p> <p>Teacher aids working either 1-1 or small groups with target students</p> <p>Students not making movement will require further investigating e.g.parents notified, RTLB, specific resourcing, in home support.</p>

Each term	Management will consider any available PD to support target students	Staff	By the end of term one, leaders will check all the students ' below' are accounted for. When staff go on PD they will share their learning and findings with the staff and aim to implement what they have learned
Each term	Teachers will do explicit acts of teaching and learning to support ' below' students	All staff	Each term, Teacher will identify the students ' below' and create growth plans for them. Teachers will adapt a plan and record explicit work identified for the target students. Notes will be recorded twice a term and shared with parents at open classrooms
Each term	Learners will know their gaps and specific learning needs		By the end of each term, learners will be aware of the next steps in learning to support their achievement.
<p>Monitoring <i>How are we going – check student outcomes every term Where are the gaps? What needs to change if this is not working?</i> By checking growth plans and evaluating progress. All will be on the growth plan document.</p>			
<p>Resourcing <i>How much money and time is needed? Who will help us?</i> Reading Resources \$4000 Reading Eggs \$1500</p>			

Annual Target 2.

After one more year at school, >40% of the 8 students identified below for writing to achieve accelerated learning by being at least "At" the standard

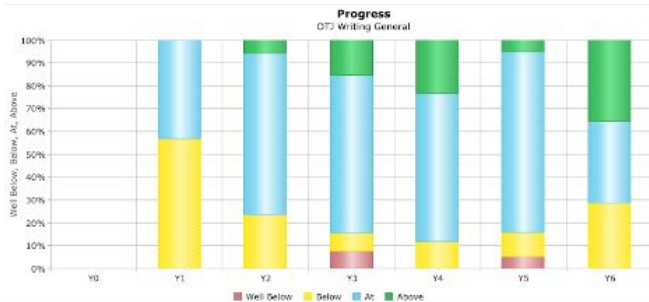
Strategic Goal SG1. Effective learning for all

Annual Learning Goal

Accelerated learning target for cohorts of 40% reduction in the number of students requiring acceleration over one year

Baseline data

8 students who have been at school for 1-2 years have been identified as "below"the curriculum standard for writing.



8457	Well Below Standard	Below Standard	At Standard	Above Standard	Total
Y0					0
Y1		57% (4)	43% (3)		7
Y2		24% (4)	71% (12)	6% (1)	17
Y3	8% (1)	8% (1)	69% (9)	15% (2)	13
Y4		12% (2)	65% (11)	24% (4)	17
Y5	5% (1)	11% (2)	79% (15)	5% (1)	19
Y6		29% (4)	36% (5)	36% (5)	14
Totals	2.3% 2	19.5% 17	63.2% 55	14.9% 13	87

Key Improvement Strategies *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Ongoing	Moderation of students work at all levels of the curriculum Pre and post test analysis of students. Staff PD offered around writing 'Open classrooms' will be an opportunity to talk with parents and whanau about learning	Staff	Goals identified and set with students Parents notified via growth plans if necessary Teacher & teacher aids discuss with management the progress Principal 'walk throughs' often paints a picture of student engagement - this is a useful tool. If limited progress made by mid year - next steps that are possible: IEP, RTLB, Parents notified and in home support given.

Each term	Management will consider any available PD to support target students	Management	By the end of term one, leaders will check all the students ' below' are accounted for. When staff go on PD they will share their learning and findings with the staff and aim to implement what they have learned
Each term	Teachers will do explicit acts of teaching and learning to support below students	All staff	Each term, Teacher will identify the students ' below' and create growth plans for them. Teachers will adapt a plan and record explicit work identified for the target students. Notes will be recorded twice a term and shared with parents at open classrooms
Each term	Learners will know their gaps and specific learning needs		By the end of each term, learners will be aware of the next steps in learning to support their achievement.
Monitoring <i>How are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i> <i>There is budget allocated to all curriculum areas (see budget)</i>			

Annual Target 3.

Year 6 cohort for 2020; >40% of the 5 students identified below in Mathematics to achieve accelerated learning by being at least "At" the standard

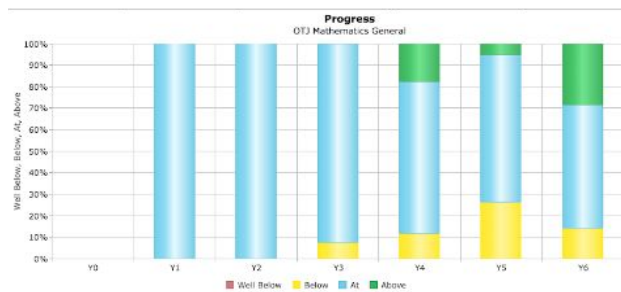
Strategic Goal SG1. Effective learning for all

Annual Learning Goal

Accelerated learning target for cohorts of 40% reduction in the number of students requiring acceleration over one year

Baseline data

5 students in Year 5 have been identified as "below" the curriculum standard for mathematics.



8489	Well Below Standard	Below Standard	At Standard	Above Standard	Total
Y0					0
Y1			100% (2)		7
Y2			100% (17)		17
Y3		8% (1)	92% (12)		13
Y4		12% (2)	71% (12)	18% (3)	17
Y5		26% (5)	68% (13)	5% (1)	19
Y6		14% (2)	57% (8)	29% (4)	14
Totals		11.5% 10	79.3% 69	9.2% 8	87

Key Improvement Strategies *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Ongoing	<p>Moderation of students work at all levels of the curriculum</p> <p>Pre and post test analysis of students.</p> <p>Review of what we have implemented from 2019 research</p> <p>Reviewing Assessment tools used for Mathematics</p> <p>'Open classrooms' will be an opportunity to talk with parents and whanau about learning</p>	Staff	<p>In class support given to higher needs student on 1-1basis</p> <p>Engagement and confidence, belief increase</p> <p>Students more open to sharing maths ideas</p> <p>Targeted goals on growth plans.</p> <p>Students comfortable with strategies for their needs - maybe teacher directed</p> <p>If progress is limited then next steps can be RTLB, in home support, talk to Principal.</p>

Each term	Management will consider any available PD to support target students	Management	By the end of term one, leaders will check all the students ' below' are accounted for. When staff go on PD they will share their learning and findings with the staff and aim to implement what they have learned
Each term	Teachers will do explicit acts of teaching and learning to support below students	All staff	Each term, Teacher will identify the students ' below' and create growth plans for them. Teachers will adapt a plan and record explicit work identified for the target students. Notes will be recorded twice a term and shared with parents at open classrooms
Each term	Learners will know their gaps and specific learning needs		By the end of each term, learners will be aware of the next steps in learning to support their achievement.
Monitoring <i>How are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i> <i>Mathematics has a budget of \$1500. Additional resources has been purchased using the \$150 donation grant such as Dragon Maths Books</i>			

Annual Target 4.

Boys achievement to improve in reading and writing; target >80% of boys "At" or "Above" by the end of the year

Strategic Goal SG1. Effective learning for all

Annual Learning Goal

>80% of students achieving "At" or "Above" curriculum standard.

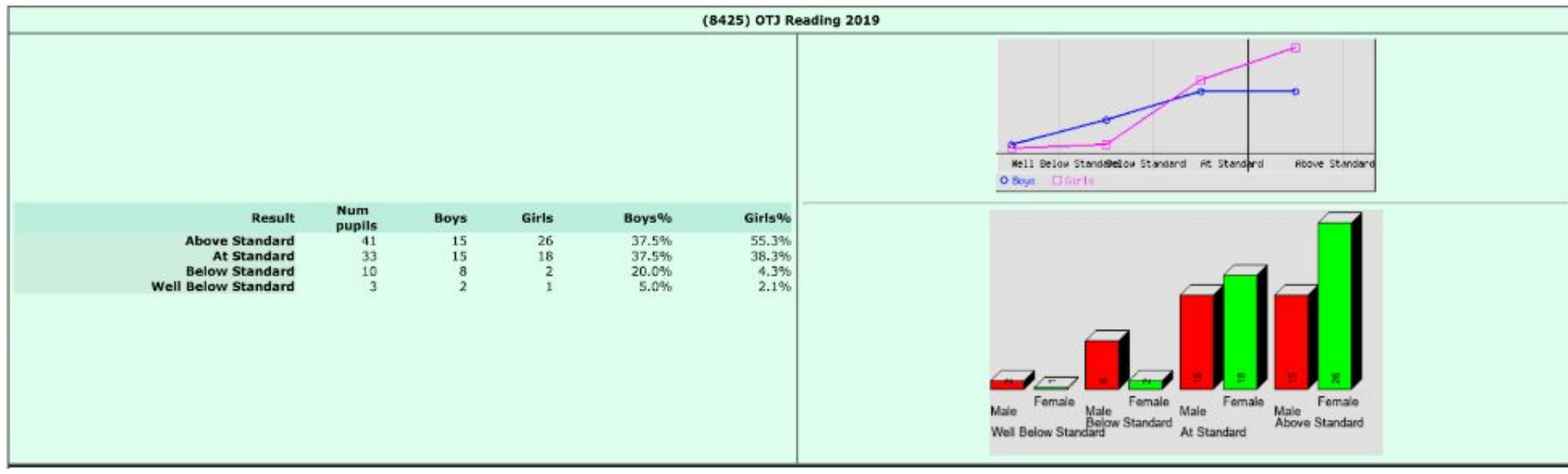
Baseline data

In both reading and writing, boys are achieving at lower levels than girls;

Reading - 10 boys are below expectation compared to 3 girls

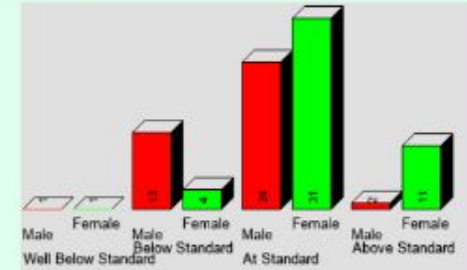
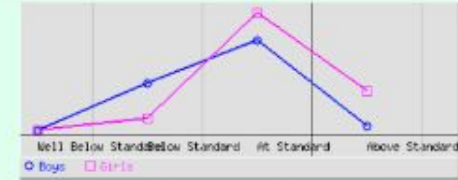
Writing - 14 boys are below expectation compared to 5 girls

The results for maths are comparable.



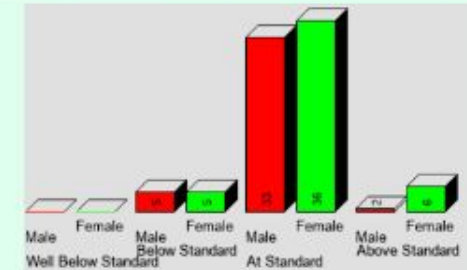
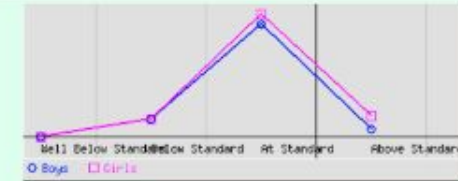
(8457) OTJ Writing 2019

Result	Num pupils	Boys	Girls	Boys%	Girls%
Above Standard	13	2	11	5.0%	23.4%
At Standard	55	24	31	60.0%	66.0%
Below Standard	17	13	4	32.5%	8.5%
Well Below Standard	2	1	1	2.5%	2.1%



(8489) OTJ Mathematics 2019

Result	Num pupils	Boys	Girls	Boys%	Girls%
Above Standard	8	2	6	5.0%	12.8%
At Standard	69	33	36	82.5%	76.6%
Below Standard	10	5	5	12.5%	10.6%
Well Below Standard					



Key Improvement Strategies *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Ongoing	Moderation of students work at all levels of the curriculum Pre and post test analysis of students. Boys in writing program implemented post staff PD 'Open classrooms' will be an opportunity to talk with parents and whanau about learning	Staff	In school programmes and support being given where possible: QUICK 60, teacher aid time, peer tutoring between 1 junior class and 1 senior class for reading. Quick Write: possibility of asking these targeted boys to find prompts they are interested in, to increase interest.
Each term	Management will consider any available PD to support target students	Management	By the end of term one, leaders will check all the students 'below' are accounted for. When staff go on PD they will share their learning and findings with the staff and aim to implement what they have learned
Each term	Teachers will do explicit acts of teaching and learning to support below students	All staff	Each term, Teacher will identify the students 'below' and create growth plans for them. Teachers will adapt a plan and record explicit work identified for the target students. Notes will be recorded twice a term and shared with parents at open classrooms
Each term	Learners will know their gaps and specific learning needs		By the end of each term, learners will be aware of the next steps in learning to support their achievement.
Monitoring <i>How are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i> <i>Literacy has a budget of \$3000. However, Books will be needing to be upgraded and sourced. We have given a budget of \$4000 for that as they seem to be out of date.</i>			

Annual Target 5.

Maori student achievement target to continue at >80% "At" or "Above" in all subjects

Strategic Goal SG1. Effective learning for all

Annual Learning Goal

>80% of students achieving "At" or "Above" curriculum standard.

Baseline data

While this is not an area of concern we will continue to monitor progress amongst maori students

(8425) OTJ Reading 2019 Haydn Wright Whole School Uses Ethnic 1 Only

		Well Below Standard	Below Standard	At Standard	Above Standard	
NZ Maori	Male	1		3	2	6
	Female			1	4	5
NZ European	Male	1	8	12	12	33
	Female	1	2	15	21	39
Samoan	Male					0
	Female					0
Tongan	Male					0
	Female					0
Cook Isl	Male					0
	Female					0
Other P Isl	Male					0
	Female					0
Asian	Male					0
	Female					0
Other	Male				1	1
	Female			2	1	3
Total		3	10	33	41	87

(8457) OTJ Writing 2019 Haydn Wright Whole School Uses Ethnic 1 Only

		Well Below Standard	Below Standard	At Standard	Above Standard	
NZ Maori	Male		1	5		6
	Female			3	2	5
NZ European	Male	1	12	18	2	33
	Female	1	4	26	8	39
Samoan	Male					0
	Female					0
Tongan	Male					0
	Female					0
Cook Isl	Male					0
	Female					0
Other P Isl	Male					0
	Female					0
Asian	Male					0
	Female					0
Other	Male			1		1
	Female			2	1	3
Total		2	17	55	13	87

(8489) OTJ Mathematics 2019 Haydn Wright Whole School Uses Ethnic 1 Only

		Well Below Standard	Below Standard	At Standard	Above Standard	
NZ Maori	Male		1	4	1	6
	Female		1	3	1	5
NZ European	Male		4	28	1	33
	Female		4	31	4	39
Samoan	Male					0
	Female					0
Tongan	Male					0
	Female					0
Cook Isl	Male					0
	Female					0
Other P Isl	Male					0
	Female					0
Asian	Male					0
	Female					0
Other	Male			1		1
	Female			2	1	3
Total		0	10	69	8	87

Key Improvement Strategies *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
	Inclusive Maori Practices Links to local Marae Korero with local iwi around localised curriculum	Staff	HAUROA: Teachers being aware of the wellbeing of our Maori students to ensure students are engaged and ready to learn. WHANAUNGATANGA: communicating with local marae and whanau to continue the path of positive

	'Open classrooms' will be an opportunity to talk with parents and whanau about learning		relationships and utilising local curriculum. This gives our Maori students ownership. MANAAKITANGA: Staff, student and school whanau showing respect and care for one another, to establish a safe and respectful learning environment at Waerenga School.
	Staff and BOT PD around Cultural Responsiveness	Staff	Once initiated then we will know the process Enhanced awareness at school of the bicultural nature of NZ
	Liaise with Rangiriri contacts to set out a plan of learning about the local curriculum.	Management	Greater awareness and links to our local maori community and history
	Create and establish a Whanau Group with Maori learning as a focus.	Management	Perspective and discussion around Maori Learning
<p>Monitoring <i>How are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i></p>			
<p>Resourcing <i>How much money and time is needed? Who will help us?</i> <i>The Matariki festival and Marae trip are always a fun time for Waerenga School. We are now looking at going to Rangiriri to learn about local wars and traditions. A budget of \$2000 would support the things we aim to achieve.</i></p>			

5.0 Other 2019 Key Improvement Strategies to Achieve Strategic Vision

Property (summarised from property plan)	Short Report	Finance	Short Report
<ul style="list-style-type: none"> ● 5YA activities; water supply upgrade, electrical upgrade ● Additional activities; sewerage line upgrade ● Identify and carry out project appropriate to the additional \$65,000 the government has approved Dec 2019 		<ul style="list-style-type: none"> ● Identify and action appropriate use of \$150 /child donation ● Identify and action project(s) for additional property funding notified end 2019, approx \$65k ● Continue to invest in PD, T&L resources ● Manage and monitor expenditure against budget 	
Personnel	Short Report	Health & Safety	Short Report
<ul style="list-style-type: none"> ● Continue to ensure a positive, supportive work culture ● Regular awareness of well-being amongst staff ● Encourage PD for all staff and Board 		<ul style="list-style-type: none"> ● Promote a Health & Safety culture ● Adhere to H&S policies ● Pro-actively manage & mitigate existing risks 	