



Arapohue School School Charter and Strategic Plan 2019 -2021

Principals' endorsement: Diana Russek

Board of Trustees' endorsement: Joe Simpkin BoT Chairperson

Submission Date to Ministry of Education: 28 February 2019

Arapohue School 2019 - 2021

Introductory Section - Strategic Intentions

Mission Statement	<p style="text-align: center;">Te ara ki matauranga - Together striving towards the pathway to knowledge</p>
Vision	<p>To encourage children to succeed and excel, physically, socially and academically by developing the attitudes, skills and knowledge that leads to life-long learning.</p>
Values	<p>Arapohue School will: value and reflect New Zealand cultural heritage and recognize the intent of the Treaty of Waitangi.</p> <ul style="list-style-type: none"> - honesty, self-reflection, independence, tolerance and confidence are fostered. - respect individual difference and promote tolerant acceptance of others, individual responsibility and self-discipline, while caring for others. - Manaakitanga/Respect and Caring is the foundation to support Ngakau tapatahi/Integrity and Hiranga/ excellence
Principles	<p>Arapohue School is a school and community where:</p> <ul style="list-style-type: none"> - each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults- - each student is actively engaged in learning and is connected to the school and its community - learning experiences encourage the children's desire for learning and growth.- learning takes place in an inclusive atmosphere and where learning needs are addressed. <div style="border: 1px solid black; padding: 5px;"> <p>Learning Areas: English, Mathematics, Arts, Health and Physical Education, Social Sciences, Science Technology, Learning Languages</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Key competencies: Managing self, Relating to others, Participating and contributing, Thinking, Using language, symbols and texts</p> </div>

**Māori
dimension
and
Cultural
Diversity**

New Zealand's Cultural Diversity

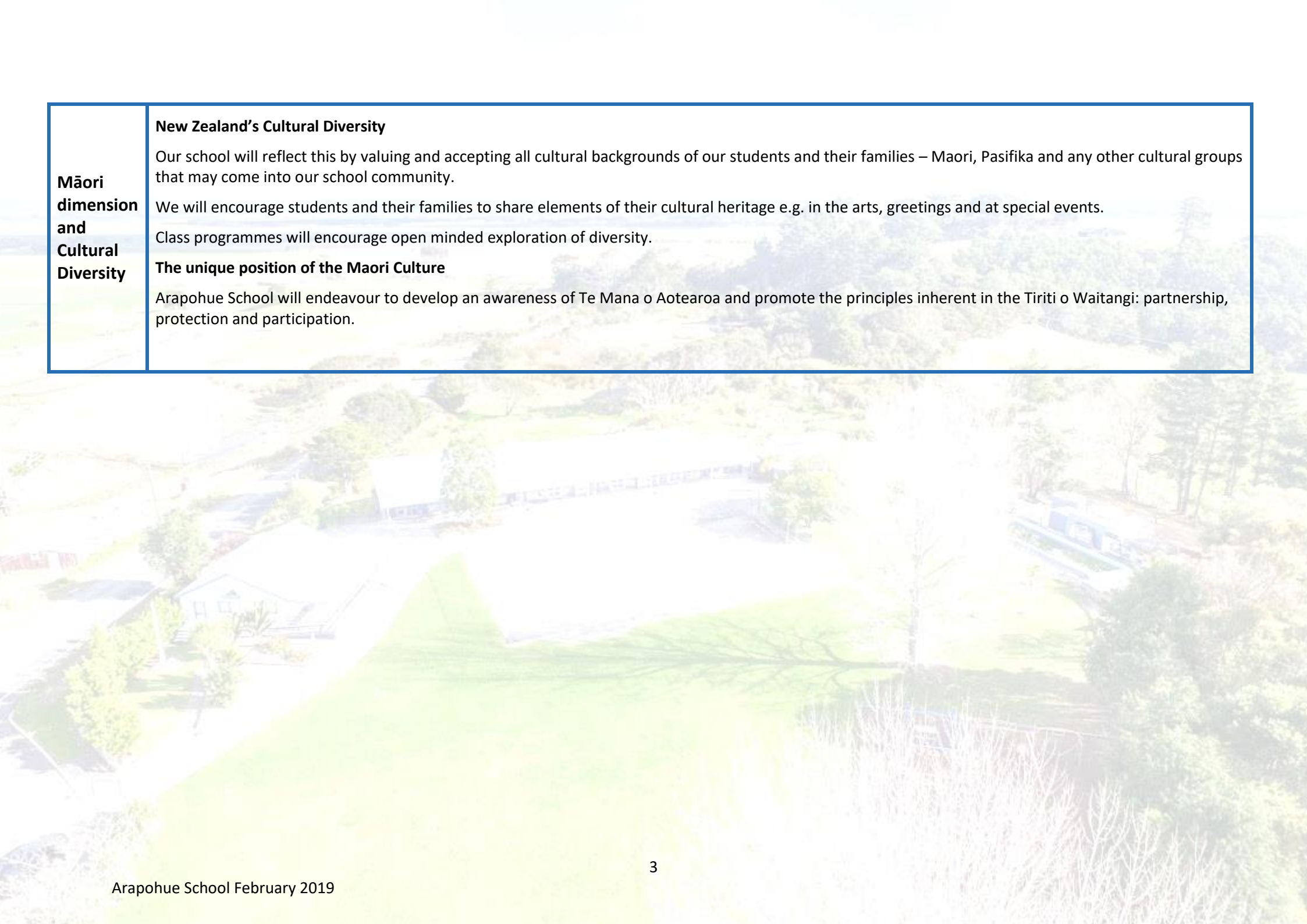
Our school will reflect this by valuing and accepting all cultural backgrounds of our students and their families – Maori, Pasifika and any other cultural groups that may come into our school community.

We will encourage students and their families to share elements of their cultural heritage e.g. in the arts, greetings and at special events.

Class programmes will encourage open minded exploration of diversity.

The unique position of the Maori Culture

Arapohue School will endeavour to develop an awareness of Te Mana o Aotearoa and promote the principles inherent in the Tiriti o Waitangi: partnership, protection and participation.



Baseline Data or School Context

<p>Students' Learning</p>	<p>Arapohue is small rural school with a constantly changing roll due to high levels of transience. The population is drawn from a mix of occupations from lifestyle to farmer as well as beneficiaries and working families.</p> <p>The current student population is Year 1 to Year 7 the oldest student is 11.01. The current roll is 33 and includes a very high needs ORS funded student who brings with her teacher hours and also teacher aide hours.</p> <p>2018 Analysis of Variance shows</p> <p>Reading: 73 % at or above expectation</p> <p>Writing: 73% at or above expectation</p> <p>Maths: 67% at or above expectation</p> <p>Nag 1 & 2</p>
<p>Student Engagement</p>	<p>Students are generally engaged fully in learning tasks. A broad range of approaches is offered to suit the diverse learning styles and needs of our students.</p> <p>Attendance: Some new transient students show erratic attendance both historically and currently.</p> <p>Lateness: All students travel by bus so arrive on time except in exceptional circumstances that are usually explained.</p> <p>Student voice:</p> <p>Students are encouraged to talk about aspects that they like, find easy about learning as part of our development towards greater learner agency.</p> <p>Low pupil teacher ratios mean that children are able to be heard. Our curriculum topics are developed with the expressed interests of students as a priority criteria</p> <p>Parents are encouraged to take part in school activities and to learn about their children's learning.</p> <p>Nag 1 & 6</p>
<p>School Organisation and Structures</p>	<p>NAG 3 outlines the requirements for PERSONNEL</p> <p>According to the legislation on employment and personnel matters, each board of trustees is required in particular to:</p> <p>(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</p>

(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 outlines the requirements for FINANCE AND PROPERTY

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 outlines the requirements for HEALTH AND SAFETY

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.

Review of Charter and Consultation

Communication by regular school newsletters, newspaper briefs and other media.

- Consult the community regarding charter and policy development currently underway for this new charter round.
- The meetings of the Board of Trustees, held two per term, shall be open to the public and parents are encouraged to attend.
- The Board of Trustees shall consult with the community in general as well as the Maori community concerning the school charter and any necessary review of the charter.
- Parents will be encouraged to participate in all school activities.
 - Our school has an open door policy but parents are asked to respect the rights of children and teacher's individual classrooms. Parents may need to approach teachers to arrange suitable times for visits.

Arapohue School Strategic Plan 2019 - 2021

CURRICULUM [Fostering children's growth, Learning Teaching Programmes]

Statement of Intent;

- Develop and implement a programme that enhances the schools goals, values and principles in the pursuit of excellence.
- Maintain and enhance individualised education plans and special needs / abilities programmes.
- Provide resources to enhance the educational programmes, personnel and 'equipment'.
- Develop individualised programmes for literacy and numeracy
- Promoting learning through programmes in which;
 - Students develop thinking skills
 - Students are involved in opportunities outside the classroom through participation in varied situations
 - Students demonstrate growth and progress through school goals, values and principles in their pursuit of learning.
- Enhancing the quality of learning and teaching through;
 - Teaching programmes that utilize an Integrated Inquiry approach
 - Involvement and development of learning opportunities for the whole school community
 - Practices in which there is student engagement, success, sharing, celebration and partnership

ANNUAL OPERATIONAL AIMS

	2018	2019	2020	2021
1. Students will all progress across learning areas in their achievement working to meet the required standard as per NZC	Set annual achievement targets using AoV Use of STAR assessment tool and running records for baseline data for school target including collection and analysis of data for all students including Maori and Pasifika students	Set annual achievement targets using AoV Use of STAR assessment tool and running records for baseline data for school target including collection and analysis of data for all students including Maori and Pasifika students	-Set annual achievement targets using AoV Use of STAR assessment tool and running records for baseline data for school target including collection and analysis of data for all students including Maori and Pasifika students	-Set annual achievement targets using AoV Use of STAR assessment tool and running records for baseline data for school target including collection and analysis of data for all students including Maori and Pasifika students
Reading Writing	Continue to raise reading and writing levels Review resourcing in reading. Review diagnostic tools to ensure they meet the need of all learners including Maori and Pasifika.	Continue to raise reading and writing levels . Review diagnostic tools to ensure they meet the need of all learners including Maori and Pasifika.	Continue to raise levels in Reading and writing Continue to review teaching and learning programmes.	Continue to raise levels in Reading and writing Continue to review teaching and learning programmes.
Numeracy	Number as a focus Maintain maths levels. Ensure all strands are being covered Continued use of e-learning tools for Maths	Number as a focus Maintain Maths levels. Ensure all strands are being covered Explore use of e-learning tools for Maths	Number as a focus Ensure all strands are being covered. Continued exploration of e learning Explore DMIC problem solving approach to teaching mathematics as a means to raise student achievement.	Number as a focus Ensure all strands are being covered. Continued exploration of e learning Explore DMIC problem solving approach to teaching mathematics as a means to raise student achievement.

<p>2. Assessment Increase use of assessment and diagnostic tools to give a formative focus on student learning outcomes and effectiveness of Teaching Programmes.</p>	<p>On-going development of eTAP recording and use of data</p> <p>To scope/develop sound practice when making OTJ's. To ensure that appropriate moderation of writing is carried out.</p>	<p>On-going development of eTAP practices</p> <p>To develop sound practices for making OTJ's. To ensure that appropriate moderation of writing is carried out.</p>	<p>Review use of assessment tools and look at ways to increase student agency in self- assessment. To use sound practices for making OTJ's. To ensure that appropriate moderation of writing is carried out.</p>	<p>Review use of assessment tools and look at ways to increase student agency in self- assessment. To scope/develop sound practices for making OTJ's. To ensure that appropriate moderation of writing is carried out.</p>
<p>3. Achievement of Maori and Pasifika students</p>	<p>Develop programmes that enhance curriculum and learning opportunities to Maori and Pasifika students to ensure engagement and success which relate to their cultural needs.</p>	<p>Review curriculum and learning opportunities to Maori and Pasifika students to ensure engagement and success which relate to their cultural needs.</p>	<p>Continue to develop programmes that enhance curriculum and learning opportunities to Maori and Pasifika students to ensure engagement and success which relate to their cultural needs.</p>	<p>Continue to develop programmes that enhance curriculum and learning opportunities to Maori and Pasifika students to ensure engagement and success which relate to their cultural needs.</p>
<p>4. Health and Wellbeing Establish a school culture which ensures that students will have access to programmes that will engage them in the learning process and ensure the PE/Fitness programme will allow for the maximum participation at appropriate levels for each child.</p>	<p>Continue to use Sport Northland programmes like Swim for Life Ensure children are involved with interschool fixtures as appropriate. Encourage physical play in breaks with a range of activities available.</p>	<p>Continue to use Sport Northland programmes as appropriate. Ensure children are involved with interschool fixtures as appropriate. Encourage physical play in breaks with a range of activities available. Explore Mindfulness as a tool to support wellbeing, manage and regulate emotions.</p>	<p>Continue to use Sport Northland programmes as appropriate. Ensure children are involved with interschool fixtures as appropriate. Encourage physical play in breaks with a range of activities available. Integrate Mindfulness Programme into class programmes</p>	<p>Continue to use Sport Northland programmes as appropriate. Ensure children are involved with interschool fixtures as appropriate. Encourage physical play in breaks with a range of activities available. Continue the development Mindfulness programme</p>

<p>5. Special learning programmes and Curriculum programmes for development Students at risk will be identified and resources for their support will be allocated/maintained</p>	<p>Targeted teaching for student needs with adaptations of PMP, Reading Recovery and the development of IEP -Word works, smart words Plan for differentiated learning</p>	<p>Targeted teaching for students with adaptations of various intervention programmes such as PMP, Reading Recovery, Word works, Jolly Phonics.</p> <p>Ensure IEPs are in place for High Needs students</p> <p>Plan for differentiated learning</p>	<p>Targeted teaching for students with adaptations of various intervention programmes such as PMP, Reading Recovery, Word works, Jolly Phonics.</p> <p>Ensure IEPs are in place for High Needs students</p> <p>Plan for differentiated learning</p>	<p>Targeted teaching for students with adaptations of various intervention programmes such as PMP, Reading Recovery, Word works, Jolly Phonics.</p> <p>Ensure IEPs are in place for High Needs students</p> <p>Plan for differentiated learning</p>
<p>6. Gifted & Talented opportunities for students differentiation of tutoring programmes</p>	<p>Identify Students with special abilities: provide opportunities for them to be extended within our school.</p>	<p>Provide opportunities for students to be extended/supported/enriched within our school</p> <p>Look for opportunities outside or school to further meet needs</p>	<p>Provide opportunities for students to be extended/supported/enriched within our school</p> <p>Look for opportunities outside or school to further meet needs</p>	<p>Provide opportunities for students to be extended/supported/enriched within our school</p> <p>Look for opportunities outside or school to further meet needs</p>
<p>7. Curriculum Programmes Curriculum mapping with integrated Inquiry approach</p>	<p>On-going development of integrated curriculum planning and assessment procedures.</p>	<p>On-going development of integrated curriculum planning and assessment procedures.</p>	<p>On-going development of integrated curriculum planning and assessment procedures. Review of inquiry formats in the learning programmes</p>	<p>On-going development of integrated curriculum planning and assessment procedures. Review of inquiry formats in the learning programmes</p>

<p>Enhancing/integrating use of ICT</p>	<p>Through the integrated topics students will be using an increasing range of ICT equipment as part of their class work and presentations</p>	<p>Through the integrated topics students will be using a wide range of ICT equipment as part of their class work and presentations</p>	<p>Through the integrated topics students will be using a wide range of ICT equipment as part of their class work and presentations</p>	<p>Through the integrated topics students will be using a wide range of ICT equipment as part of their class work and presentations</p>
<p>Arts</p>	<p>To foster greater student involvement in The Arts by incorporating into daily planning</p> <p>To expose students to as many opportunities to various forms of The Arts as is possible.</p>	<p>To foster greater student involvement in The Arts by incorporating into daily planning</p> <p>To expose students to as many opportunities to various forms of The Arts as is possible.</p>	<p>To foster greater student involvement in The Arts by incorporating into daily planning</p> <p>To expose students to as many opportunities to various forms of The Arts as is possible.</p>	<p>To foster greater student involvement in The Arts by incorporating into daily planning</p> <p>To expose students to as many opportunities to various forms of The Arts as is possible.</p>
<p>8. Career Guidance for Y7&8</p>	<p>Continue to strengthen the programme Identify community resources to assist with this</p>	<p>Continue to strengthen the programme Identify community resources to assist with this</p>	<p>Continue to strengthen the programme Identify community resources to assist with this</p>	<p>Continue to strengthen the programme Identify community resources to assist with this</p>

PERSONNEL

Statement of Intent;

- To refine and develop procedural frameworks which promote and pursue excellence in staff performance.
- Establish systems to ensure BOT fulfils its role as a ‘good employer.’
 - Continue to refine management structure and practices related to needs.
 - Continue emphasis on teacher teaching practices and development through professional development and selection of staff.
 - Foster ‘partnerships’ with outside agencies for development of Music, The Arts, and Sport if required.
 - Shared responsibility for students from families / community.

ANNUAL OPERATIONAL AIMS

	2018	2019	2020	2021
1. Staff PD to improve delivery of quality teaching	<p>Continue up-skilling teachers and support staff in handling High Needs autistic student.</p> <p>Developing to suit the needs of the established pupil population. PD in Maths & writing as per our data analysis</p>	<p>Continue to develop staff skills to ensure student needs are met.</p>	<p>Continue to develop staff skills to ensure student needs are met.</p>	<p>Continue to develop staff skills to ensure student needs are met.</p>
2. Board of Trustees	<p>Training for BOT members from STA locally Attendance at Northland NZSTA Mini conference</p>	<p>BoT elections Training for BOT members from STA as required Attendance at Northland NZSTA Mini conference and other local training events.</p>	<p>Training for BOT members from STA as required Attendance at Northland NZSTA Mini conference</p>	<p>Training for BOT members from STA as required Attendance at Northland NZSTA Mini conference</p>

DOCUMENTATION AND REVIEW

Statement of Intent;

- Develop and implement a programme for reporting on curriculum / student achievement that promote links with families
- Ensure a Self-Review programme is in place that enables quality decisions to be made.
- Regularly consider the direction of the school in line with the strategic plan.
- To ensure a professional development plan that equips staff to deliver quality teaching and learning.

ANNUAL OPERATIONAL AIMS

	2017	2018	2019	2020
1. Programmes of review	Continue to use the Review Cycle to upgrade the reporting formats	Review the 'Review Cycle' to ensure coverage of key areas to ensure process is robust	Implement Review Cycle to ensure ongoing review to identify areas of strength and where growth is required	Implement Review Cycle to ensure ongoing review to identify areas of strength and where growth is required
2. Documentation	Establish and implement a programme for reporting on curriculum / student achievement that promote links and engagement with families	Establish and implement a programme for reporting on curriculum / student achievement that promote links and engagement with families	Continue to implement a programme for reporting on curriculum / student achievement that promote links and engagement with families	Continue to implement a programme for reporting on curriculum / student achievement that promote links and engagement with families

PROPERTY FINANCIAL

[Buildings & Ground - facilities, Technology & Communication]

Statement of Intent;

- Implement an efficient maintenance programme for buildings, grounds and facilities.
- New initiatives developed to reflect priorities as stated in the schools charter.
 - Continued resource spending in areas of: - I.C.T. Library and Resource Centre
 - Continue to expand the use of facilities outside of school hours.
- Develop a plan for Resourcing / funding the school projects and initiatives
- Further refine financial monitoring and systems
- Review and development of school publications; prospectus, promotion.

ANNUAL OPERATIONAL AIMS

	2018	2019	2020	2021
1. Finance	-review systems of monitoring [monthly, annual] accounts, budgets, MOE funding			
2. Property	Continue with development as per 5YA Continue annual upgrade on pool – paint/plant Gardens – compost bins Electrical Project Plant wind breaks	Meet requirement of WOF and Health and Safety Requirements Continue with development as per 5YA Annual pool upgraed 5YA Changing sheds at pool Grounds and building development fencing, stock proofing Complete 'property audit' Explore shade options	Grounds and building as per cyclical maintenance plan and 5YA Prioritise and address areas of focus as identified in 'audit'	Grounds and building as per cyclical maintenance plan and 5YA Prioritise and address areas of focus as identified in 'audit'

HEALTH AND SAFETY

Statement of Intent;

- Identify, eradicate, educate and rectify hazards and health issues
- To refine and develop school operations that provide safe physical and emotional environments promoting high expectations of behaviour

ANNUAL OPERATIONAL AIMS

	2018	2019	2020	2021
1. Safety	<p>Regular review of hazards on site</p> <p>Review and practice of all emergency situations and procedures.</p>			
2. Procedures and practices for implementation of playground and classroom behaviour plans	<p>Integration of IYP</p> <p>Develop IEP for students as needed.</p> <p>Develop according to the school population.</p>	<p>Develop IEP (Individual Ed Plan)for students as needed.</p> <p>Develop according to the school population.</p>	<p>PB4L PD for all staff</p> <p>Develop IEP for students as needed.</p> <p>Develop according to the school population.</p>	<p>Continue with PB4L implementation</p>

ADMINISTRATION

Statement of Intent;

- To comply with all legislation current and changing through school procedures and plans.
- Maintenance and implement; MOE ENROL, electronic attendance rolls

ANNUAL OPERATIONAL AIMS

	2018	2019	2020	2021
1. Review procedures on Various aspects of school management	<ul style="list-style-type: none"> -ETAP portal -Enrolment procedures -Monitoring attendance -Truancy monitoring -BOT & staff meeting records and procedures -administration of school records/mail/documentation and privacy 			

SCHOOL GOALS - OTHER [Cultural Emphasis / things to develop]

Statement of Intent;

- To provide a well-rounded education for students that promotes excellence in all activities: classroom programmes, resources maintained, assemblies, Te Reo, sports, Art, music, behaviour management, ICT use, quality physical activity for Health in an inclusive environment.

ANNUAL OPERATIONAL AIMS

	2018	2019	2020	2021
1. School Extra-Curricular Programmes	Life Education Trust Visiting groups for Dance, drama, music	Life Education Trust Visiting groups for Dance, drama, music	Life Education Trust Visiting groups for Dance, drama, music	Life Education Trust Visiting groups for Dance, drama, music
2. School/ Family Community links	Arapohue Show Arapohue School Calf Club > Mid-winter dinner Term 1 – 4 play afternoon Pre-school Friday am In-class helpers	Regular whole school events Regular communication with parents via newsletter, school facebook page, phone calls and emails Develop reporting schedule Establish school website	Regular whole school events Regular communication with parents via newsletter, school facebook page, phone calls and emails	Regular whole school events Regular communication with parents via newsletter, school facebook page, phone calls and emails
3. Support Student Opportunities	Sport Northland personal and programmes into school PE + Sports - Swim for life EOTC trips integrated into inquiry units Camp overnight at school Marae - local places to stand Turangawaewae/Matariki kites/Kites from other pacific cultures	Sport Northland personal and programmes into school PE + Sports e.g. Swim for Life EOTC trips integrated into inquiry units Explore academic based school exchanges/challenges	Sport Northland personal and programmes into school PE + Sports e.g. Swim for Life EOTC trips integrated into inquiry units Explore academic based school exchanges/challenges	Sport Northland personal and programmes into school PE + Sports e.g. Swim for Life EOTC trips integrated into inquiry units Explore academic based school exchanges/challenges