



**Abstract**

2018 School Charter – This outlines the key areas the Te Pohue School Board of Trustees will focus on in the long-term and in the coming year. This includes the 2018 targets and the 2017 Analysis of Variance.

# TE POHUE SCHOOL

Charter 2018

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'/Hz'hkvw{l k'M i y| hy, 'i, '{ol '[l 'Wo|l 'Zj ovvs'l vhyk'vm[y] z{l l z0

[hi s'vmJvu{l u{z^

9^

PJ[YV K \ J [ PV U

.....'Zj ovvs'Opx{vy,

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Zj ovvs'Wvwm y{, 'huk'Nyv| ukz3V| y'Jopxyl u

;

V| y'Z{hmm'huk'l vhyk'vm[y] z{l l z^

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V| y'Whyl u{z'huk'Jvt t | uq, ^

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^oh{'Pz'Zwj p's'Hi v| {'V| y'Zj ovvs'F

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V| y'] p'pu3T p'z'pu3huk'Zj ovvs'Wypuj p'wz z^

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V| y'Jvyl 'l] hsl l z3Z{yh{l ngj 'Wyp'yp'p z^

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Z{h{l t l u{'vu'{'ol 'p' w' t l u{h{'pu'vm'Nv}l yut l u{'Wyp'yp'p z'huk'Uh{'puh's'Hkt p'p'z{yh{'pu'N| p'l s'ul z

87 ^

Z{h{l t l u{'vu'Puz{y|j {pu'm'vy'T hvypZ{| kl u{z

848 ^

[l 'Wo|l 'Zj ovvs'Z{yh{l ngj 'Wshu'97 8>497 8@

8 48 ^

HUU\ HS'WSHUUPUN^

97 8'Spurz{'v'Wyp'yp'p z'- 'Rl, 'Hyl hz'vm'Kl }l swwt l u{

8 ^

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YLWY [ PUN^

Z{| kl u{'Hj op }l t l u{'[hynl {z'97 8>

9@ ^

**PU[YV K\J [PV U^**

[l ^Wo|l ^Zj ovvs' p^ svj h{ l k^ vu^ Yp ot vuk^ Yvhk3: 7rt z^ kv~ u^  
{ol 'Uhw p y' [h | ww' Opno~ h, 5^

[l 'Wo|l † Wyp y' {v' 8' Kl j l t i l y' 8@87 3 [l 'Wo|l '~ hz' ruv~ u^  
hz' d z { ' Wo|l ' /vy' Wo|l p OBi | { '{ op' ~ hz' j vyyl j { l k' { v^  
h} v p k' j vum j z p u' ~ p o' { ol ' w z { h s z l y } p l' ~ p o' v { ol y' wsh j l ^  
z / j o' h z' W ov p / ul hy' H / j rshuk O Wo|l u / p / p u' T hys v y v / no O  
huk' W ov u / p / u v y { o' v m O / u { l y } p s O

[l 'Wo|l ' p' uht l k' h m l y' { ol ' j v u } v s j | s / z 4 s p l ' i p u k ~ l l k ^  
{ oh { ' v u j l ' nyl ~ ' p u' { ol ' sv ~ shuk' z j y / i ' hyl h z 5 P z' i v { h u p h s ^  
uht l ' p' J h s z l n p h' z l w p t ' huk' ~ hz' t v z { s' ruv~ u' i , ' { ol ^  
T h v y p h z' Wo|l 5



**ZJ OVVS' OPZ [VY^ ^**

[l ^Wo|l ^Zj ovvs' p^ h^ z { h { l 3 j v 4 l k | j h { p u h s' w y p t hy, ^zj ovvs3 j h { l y p u n ^ m v y ^ l hy^ 7 ^ { v ^ l hy^ ? ^ j o p k y l u 5 [ ol ^  
m p z { ^ z j ovvs' p u ^ [ l ^ Wo|l ^ ~ h z ^ h ^ z | i z p k p f l k ^ o v | z l o v s k ^ z j ovvs' v m ? ^ w | w p z ^ ~ o p j o ^ ~ h z ^ l z { h i s z o l k ^ p u ^ 8 ^ > ^ v u ^  
{ ol ^ w y v w l y { , ^ v m O h j r ^ l v k s , ^ ~ o p j o ^ ~ h z ^ ruv~ u ^ svj h s s ^ h z ^ l v k s , { v ~ u 5 Y v s s u | t i l y z ^ nyl ~ ^ z sv ~ s ^ ~ p o ^ 8 ^  
v u ^ { ol ^ y v s s ^ p u ^ 8 @ 7 7 3 8 9 p u ^ 8 @ 7 : ^ huk ^ 8 ^ p u ^ 8 @ 7 < 5 [ ol y l ^ ~ l y l ^ z v t l ^ { l u z p u z ^ h t v u n ^ { ol ^ j v t t | u p , ^ i l { ~ l l u ^  
T y 5 l v k s , ^ huk ^ { ol ^ w v w s ^ s p p u n ^ k v ~ u ^ { ol ^ y v h k ^ i , ^ { ol ^ s h r l ^ ~ o v ^ { ol ^ no { ^ { oh { ^ { ol ^ z j ovvs' z o v | s k ^ i l ^ t v y l ^  
j l u { y h s s ^ svj h { l k 5 [ ol ^ svj h s z ^ { v v r ^ t h { { l y z ^ p u { v ^ { ol p y ^ v ~ u ^ ohuk z ^ huk ^ ~ o p s ^ T y 5 l v k s , ^ ~ h z ^ v | { ^ v m { v ~ u ^  
{ ol , ^ { v v r ^ p ^ | w w u ^ { ol t z l s j l z ^ { v ^ | w s p m ^ huk ^ t v } l ^ { ol ^ z j ovvs' { v ^ { ol ^ z p l ^ ~ ol y l ^ { ol ^ z j ovvs' w y l z l u { s ^  
z { huk z 5 P u ^ 8 @ 7 > ^ { ol ^ L k | j h { p u ^ l v h y k ^ h z z | t l k ^ m s s y l z w u z p p s p , ^ m v y ^ { ol ^ z j ovvs' 5 [ ol ^ v y m p u h s' z j ovvs'  
i | p k p u n ^ y l t h p u l k ^ p u | z l ^ | u { p s 8 @ 8 3 ~ ol u ^ p ^ ~ h z ^ j v u z p k l y l k ^ { v v ^ z t h s s huk ^ | u o , n p u p j ^ m v y ^ { ol ^ w | w p z 5 P u ^ 8 @ 8 9 ^  
{ ol ^ i | p k p u n ^ ~ h z ^ y l t v } l k 3 { ol ^ z j ovvs' z l j { p u ^ l u s h y n l k ^ huk ^ h ^ u l ~ ^ i | p k p u n ^ ~ h z ^ i | p s { 5 V o | y h r | y h ^ z j ovvs'  
~ h z ^ t l y n l k ^ ~ p o ^ [ l ^ Wo|l ^ p u ^ 8 @ = = 3 huk ^ N s l u m h s s Z j ovvs' t l y n l k ^ p u ^ 8 @ = > 5 P u ^ 8 @ ? ? ^ { ol ^ v s k ^ z j ovvs' i | p k p u n z ^  
~ l y l ' y l w s h j l k ' i , ' h ' t v k l y u 4 w | y w z l ' i | p s ' z j ovvs' 5

Ht vun^t hu, ^opno^hj op } l yz^ {v^h { l uk^ [ l ^Wo | l ^Zj ovvs^v } l y^ 8/7^, l hyz^ {ol^ t vz^ {^mht v | z^z { | kl u^ ~ hz^ Z, s} ph^Hzo {vu4^ hyul y5



**ZJ OVVS'WVWLY [ ^ 'HUK'NYV \ UKZ^**

[ol yl^ hyl^ {oyl l^ {l hj opun^ zwhj l z^ huk^ h^ ~ l ss4z {vj rl k^ sp^ yhy, 3 hsvun^ ~ p^o^h^zvshy^ol h {l k^pkvvy^z ~ p^ t^ pun^wvs^huk^zj ovvs^ohss5 [ol yl^ hyl^ h^yhunl^ ^vmv {ol y^i | p^k^punz^vu^z p^ l^ p^uj s^j k^pun^h^wsh, 4j l u {l y3z {vyl yvvt^ z^ huk^z ol kz5

[ol^ hk} l u { | yl^ wsh, nyv | uk^ wyv } p^k l z^ vwwwy { | u p^ p^ z^ mv y^ j op^kyl u^ {v^ l u q, ^ l k | j h { p^u^ v | {z p^k l^ {ol^ j shzz yvvt 5 V | y^zj ovvs^ p^ mv y { | uh { l^ {v^ oh} l^ h^ shynl^ nyhzz^ wsh, pun^ mp^ sk3 hz^ ~ l ss^ hz^ l € { l uz p^ l^ oh yk^ j v | y {^ hyl hz^ p^uj s^j k^pun^h^t | s { p^w | ywz l^ hz { yv4 { | ym5 [ol^ nyv | ukz^ oh} l^ i l l u^ shukzj hw k^ huk^ ~ l^ oh} l^ h^ u | t i l y^vm^nh ykl uz^ pu^ ~ og^ o^ {ol^ z { | kl u {z^ ol sw {v^t h pu {h pu5

**V \ Y ' J O P S K Y L U ^**

^ Z { | kl u { z^ l unhnl^ ~ p^o^ l hj o^ v {ol y^ pu^ h^ wz p^ p^ l^ zj ovvs^ j spt h { l^ huk^ j hst^ s^ hyu pun^ l u } p^vut l u {5 [ol, ^ hyl^ ~ l ss^ ruv ~ u^ i, ^ {l hj ol yz5 [op^ j vu {y p^ | {l z^ {v^ {ol p^ z l uz l^ vmi l svun pun5'' /LYV^Yl wy { '978 0

Z { | kl u { z^ hyl^ pu } vs } l k^ pu^ h^ yhunl^ vm^ s^ hkl yz opw^ hj { p^ p^ z5 [ol z l^ vwwwy { | u p^ p^ z^ huk^ v {ol y^ zj ovvs^ z, z { l t z^ huk^ wyhj { p^ l z^ z | wwwy { z { | kl u { z^ 'whz {vyh s^j hyl 5 /LYV^Yl wy { '978 0

M y^ 978-3 {ol^ nyh k^ pun^ yv ss^ p^ : 8J op^kyl u^ zov ~ ^h^ ~ p^k l^ yhunl^ ^vm^ hj hkl t p^ s^ } l s z i | {^ hyl^ {, wj^ hss^ ^wz p^ p^ l 3l unhnl k^ huk^ t v {p^ h { l k^ s^ hyul yz5 [ol^ zj ovvs^ j h { l yz^ mv y^ hss^ j op^kyl u^ {oyv | no^ j shzz 3 nyv | w^ huk^ p^k p^ k | hs^



sl hyupun^wvnyht t lz5 [ol yl^hyl^wvnyht t lz^hpt lk^h{{ovzlj opskyl u^~ ov^oh}l^i l l u^pk l u{pmp k^hz^  
yl x| pypun'hkkp p uhs'ol sw{v'mj smss{ol py'w{l u{phs5^

V|{zpk l^hnl uj p z^hyl^pu}p l k^pu^hz^ol^ul l k^hypl z^vy^hz^wvnyht t lz^yl x| pyl 5 [ol zl^hnl uj p z^puj sl kl^  
i|{^hyl^uv{^st p l k^v^Sp l yhj, ^[l hj ol yz 3Yl zv| yj l ^[l hj ol yz^vm Sl hyupun^huk^l l oh}p| y3Nyv| wZW j phs^  
Lk|j h{pu3 Oh~ r l .z^l h, ^Kp{y p{^Ol h s{o^l vhyk^/puj sl k pun^kl u{hs{ol yhw p{z^huk^W i sp^Ol h s{o^u| yz l z O3  
J opskyl u'huk^v| un'W yz vuz'Zl y} p l 3W sp l 3Z{'Qvou z'Ht i | shuj l 'huk'Ua'Myl 'Zl y} p l 5

V\Y'Z[HMM

L€w yp uj l k3 kl k p h{lk^ huk^ j hyupun^ wvml zzpuhsz^ hyl^  
jvt t p{l k^ {v^ wv}pk pun^ h^ zhml 3 wzp p l^ sl hyupun^  
l u}pvt l u{5 Opno^z{hukhykz^hyl^l}pk l u{^hj yvzz^ol^zj ovvs^  
huk^h^z|j j l zzm s^i l oh}p| y^t huhnl t l u{^z, z{l t^z| wwy{z^  
{l hj ol yz'huk'j opskyl u z^ul l kz5



[ol^ l vhyk^ j | yyl u{s^ m ukz^ zvt l^ vm {ol^ {l hj opun^ z{hmm  
{oyv| no^ol^vwl yh{puhs^nyhu{5 [ol , ^hsz v^yl j vnuzl^vu4nvpun^  
wvml zzpuhs^kl}l svwt l u{^hz^}p h s^mvy^ol^j vu{p| l k^nyv~ {o^  
vm z{hmm huk^zj ovvs5 Hss^z{hmm hyl^l uj v| yhnl k^v^h{l uk^  
j v| yz l z'~ o p o'yl m j {'v| y'j opskyl u z'j | yyl u{'ul l kz5^

Z{hmpun'mvy'978A

- Wypuj p uhs^/l hj opun'750^
- [l hj ol yz' / ~ v' 'Vul 'm ss4{pt l 3vul '75^' {l hj opun0
- Hkkp p uhs^l hj ol y' /7 3mvy'Yl hk pun'Yl j v| l y, 3huk^v{ol y'~ p okyh~ h s^nyv| w wvnyht t lz0
- Vmmp l 'hkt p p{yh{vy3{l hj ol y'hpk l 3zj ovvs^si yhyphu^
- Wvwl y{, ^Thpu{l uhuj l^ /puj sl kl z^ j hyl {hr pun4^ vul^ ohsm kh, ^wly^~ l l r3 huk^j s hul y^l} l y, ^kh, ^  
hm{l y'zj ovvs0

V\Y'I VHYK'VM[Y\Z[LLZ^



[ol 'l vhyk'j | yyl u{s 'j vuz p z'v m m} l 'l s j | l k'whyl u{'yl wyl z l u{h{p l z 3vul 'z{h m m}l wyl z l u{h{p l 'huk ^  
 {ol 'wypuj p h s 5' [ol 'l vhyk' p z r p s k 3~ l s s h~ hyl 'v m {ol p y'nv} l yuhuj l 'yl z wuz p p p z 3huk' p wv h j {p l ^  
 p u'wv} p k p u n' m v y' j o p k y l u z' u l l k z 5 ^

[y|z{l l z'hyl 'j vt t p {l k'v'huk'oh} l 'h'j s hy' | u k l y z {huk p u n' v m 3 {ol p y'nv} l yuhuj l 'y v s z' h u k ^  
 y l z w u z p p p z 5 [ol , 'h y l '~ l s s p u m v y t l k' h u k' | z l ' p u m v y t h {p u' m v y t ' j v u z | s h {p u' h u k' h j o p } l t l u { ^  
 k h {h'v't h r l 'k l j p p u z'~ o p o' h y l 'm v j | z l k'v u' p t w y v} p u n' z { | k l u {v} {j v t l z 5" / L Y V' 9 7 8 0



" \Y'WHYLU[Z^

^ l 'oh} l 'h'z {y v u n 3 h j {p l 'W h y l u { [ l h j o l y z 'H z z v j p h {p u ^  
 p u} v s j l k' p u' {ol 'z j o v v s'~ p o' h' j v t t p t l u { {v' m' u k y h p p u n ^  
 w y v d j {z 5' W h y l u {z 6 l h y l n p l y z' h y l 'h s v' p u} v s j l k' p u' z j o v v s'  
 j h t w z 3 j s h z z' {y p v z 3 h u k' z j o v v s' s j u j o' v y k l y z 5 ^

V\Y'JVTT\UP[^^

[l 'W o | l 'p h'~ l s s 4 l z {h i s p o l k' z t h s s y | y h s j v t t | u p , '~ p o ^  
 h w w y v e p t h {l s '9 < 'o v | z l o v s k z 5 j | y l u {s '{ol y l 'h y l ': 'm h t p s d z ^  
 m y v t '{ol ' } p s h n l '~ p o' j o p k y l u' h { [ l u k p u n' {ol 'z j o v v s 5 [ol 'y l z { ^  
 v m {ol 'z { | k l u {z' {y h} l s } p h' v u l 'v m {ol '{~ v' z j o v v s i | z l z' {oh { ^  
 j | y l u {s 'v w y h {l 3 z l y} p p u n' h y l h z' m y v t '^ h p h y h' Y v h k' {v ^  
 [ h y h ~ l y h' h u k' V o | y h r | y h' Y v h k' k v ~ u' {v' N s l u n h y y, 'Y v h k 5

H z' h' z t h s s y | y h s z j o v v s'~ l 'oh} l 'k l } l s w k' s p u r z'~ p o' v {ol y' s v j h s' z t h s s y | y h s z j o v v s' z' h u k' y l n | s h y s ^  
 n l { '{v n l {ol y' m y' z w y {p u n' l } l u {z 3 w { 'k h, z 3 j | s | y h s l } l u {z' h u k' v {ol y' z w l j p h s j v t t | u p , 'l } l u {z 5  
 V | y' l h y' > 'h u k' ?' z { | k l u {z' {y h} l s {v' [h y h k h s 'P u {l y t l k p h {l 'Z j o v v s {v' j v t w s {l '{ol p y' [l j o u v s n, ^  
 s z z v u z 5 ^

^ OH[ 'PZ'ZWLJ PHS'HI V \ [ 'V \ Y'ZJ OV V SF ^

[ l 'Wo | l 'Zj ovvs'p'vul '{oh{'z|y}l z'h'j vt t | uq, '{oh{'p'j ohunpun  
~ p'o' {ol '{p l z' 'zvj p'ss 'huk' l j vuvt p' hss 5 ^

V | y'zj ovvs'wvt v { l z' s' hyupun'pu'h'yhunl 'vm~ h, z5' ^ l '~ hu{'v | y ^  
zj ovvs' {v' i l 'm'ss k' ~ p'o'hj {p l 3l unhnl k'huk't v {p h { l k'j opskyl u' s' k ^  
i, 'h'z {hmm~ ov'hyl 'kl k'p h { l k'zr p'ss k'huk'pu} vs} l k'pu'z | wwy {pun'h'ss ^  
s' hyul yz' /hk | s' z'huk'j opskyl u'h'sp l Ohj op } l 5' [ l 'Wo | l 'Zj ovvs'p'h ^  
zj ovvs'm' s'svmhj {p p, 5' ^ l | {p'z l 'v | y'zwhj p | z'nyv | ukz'huk'shynl ^  
j v | y { 'hyl hz' {v'wvt v { l 't v } l t l u { 3ol h's' o'huk'zwy {z5' ^ l 'wvt v { l ^  
{ol 'l {ovz' {oh{' ~ l '~ hu{' j opskyl u' {v' i l 'j opskyl u' huk' l uq, '{ol ^  
vwwy { | uq p z' {v' l €wsvyl 3 {hrl 'yp'rz'huk'j yl h { l '{ol p'y'v ~ u'wsh, 'pu ^  
{ol 'v | {kvvyz5'V | y'j shzzyvvt 'wyvnyht t l z'oh} l 'h'z {yvun' l s' t l u { ^  
vmwo, z p' h'shj {p p, 3kl } l swt l u { 'vmj vvyk'puh {p'u'huk'h' } hyp {, 'vmzwy {z'hz' {ol p'y'j vt wul u {z5



l l pun'h'zt h'ss'zj ovvs' ~ l l t wsv, '{ol 'wypuj p'v' z'vm^ ohuh | unh {hunh' 'Yl sh {puzopvz'W vws' hyl '{hvunh ^  
{yl hz | yl z5 ^ ohuh | unh {hunh'p'hi v | { 'i l pun'why { 'vmh' shynl y' ~ ovd 'vm {ol 'j vss j {p l 5T avyphyl ^  
yl sh { l k' {v'h'ss' s' } pun' {opunz'huk' {o | z' l €wyl zz' ~ ohuh | unh {hunh' ~ p'o' {ol p'y'z | yyv | uk'punz5

^ ohuh | unh { hunh'p'hi v | { 'ruv ~ p'n', v | 'hyl 'uv { 'hsvul 3huk' { oh {', v | 'oh } I 'h' ~ pkl y'z | { 'vm  
hj x | hpu { huj l z' { oh { 'wyv } pkl 'z | wwwy { 3hzzp { huj l 3u | y { | ypun3n | pkl huj l 'huk' kpl j { pu' ~ ol u'ul | kl k5

^ l 'oh } l 'h'z { yvun'j vt t p't l u { 'v't l l { p'n'pukp pkl | h'sul l kz'vmz { | kl u { z5Lhj o', l hy' ~ l 'hssvj h { l ^  
j vuz pkl yhi s'yl zv | yj l z' { v'z | wwwy { 's hyul yz' ~ p'o'hkkp p'uh'sz { hmpun'huk'wyvnyht t p'n' { v'hpk'huk ^  
l uohuj l 'wyvnyl zz5^

^ l 'sp l 'huk' i yl h { ol 'v | y'z j ovvs } hsl l z5

^ l '~ hu { 'v | y' j opkyl u { v' l l 'j opkyl u 'huk' l uq, '~ oh { ' { ol, 'kv'hz' { ol, 's hyu5

^ l 'hyl 'h'z | j j l z z m s z j ovvs3 ~ ov'p'hs- h, z'svvrp'n' { v'p' wyv } l 'huk' wyv } pkl 'l } l u' l l { { l y ^  
vwwwy { | uq p z' mvy' hss'hz' ~ l 't v } l 'mvy- hyk' z l y } p'n' v | y'z { | kl u { z' huk' j vt t | uq, 5



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] p z p u ' Z { h { l t l u { A

Yl z w j { m s j v u m k l u { 3 s m 4 s v u n ' s h y u l y z ' ~ p o ' h ' w z p p l ' h { { p | k l 5 ^

T p z p u ' Z { h { l t l u { A

[ l ' W o | l ' Z j o v v s ~ p s s ^

j v u m k l u j l ' h u k ^

j y l h { l ' h ' z h m 3 h { { y h j { p l 3 z | w w y { p l ' l u } p v u t l u { ' ~ o l y l ' x | h s p , ' s h y u p u n 3

w z p p l ' z v j p h s z r p s s ' h y l ' k l } l s w l k ' h u k ' } h s l k ^

w y v } p k l ' { o l ' j o p k y l u ' ~ p o ' r l , ' j v t w l { l u j p z ' m v y ' z | j j l z z ' p u { o l ' m { | y l ^

l u z | y l ' { o h { ' T h v y p j o p k y l u ' l u q , ' z | j j l z z ' h z ' T h v y p p u ' v | y ' z j o v v s ^

k l } l s w y l z w j { m s y l s h { p u z o p w z ' ~ p o ' j o p k y l u 3 w h y l u { z 3 j h y l n p l y z ' h u k ' { o l ^

z j o v v s j v t t | u p , ^

Z j o v v s W y p u j p w s z A

J o p k y l u ' h { ' [ l ' W o | l ' Z j o v v s ~ p s s l e w y p u j l ' h ' j | y y p | s t ' { o h { ' l u n h n l z ' h u k ' j o h s s u n l z ' { o l t 3 p z ^

m v y ~ h y k 4 s v r p u n ' h u k ' p u j s j z p l 3 h u k ' h m p y t z ' U l ~ ' a l h s h u k z ' | u p | l ' p k l u { p , 5

1 H s s j o p k y l u ' ~ p s s i l ' l t w ~ l y l k ' { v ' s h y u ' h u k ' h j o p } l ' w l y z v u h s l e j l s s u j l ^

1 V | y ' z j o v v s j | y y p | s t ' ~ p s s h j r u v ~ s k n l ' { o l ' w y p u j p w s z ' v m { o l ' [ y l h { , ' v m ^ h p h u n p h u k ' { o l ' i p | s | y h s ^

1 V | y ' j | y y p | s t ' ~ p s s y l m s j { ' { o l ' j | s | y h s k p l y z p , ' v m v | y ' z j o v v s j v t t | u p , ^

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Charter Priorities	Strategies/Initiatives	Annual Goals 2017	Annual Goals 2018	Annual Goals 2019
<p><b>GfUHY[ m%!"&lt;][ \ `</b>  <b>.....UW ]Yj Ya Ybh</b>  <b>Y ^Á æ dK</b></p> <ul style="list-style-type: none"> <li>At least 92% (24/26) of our students to be working at or above their respective curriculum levels in Reading, Writing and Mathematics</li> <li>Active self-seeking learners displaying high levels of agency (student and teachers)</li> </ul>	<p><b>Y ^Á æ dK</b></p> <ul style="list-style-type: none"> <li>Identify and address learning needs (students and teachers)</li> <li>Explore and define student directed learning at Te Pohue School</li> <li>Deliver a well-rounded curriculum including</li> </ul>	<p><b>Ø[ !ÁGEFI Á ^Áæ Á K</b></p> <ul style="list-style-type: none"> <li>Review current interventions and introduce new intervention programmes to meet the needs of those learners who are at risk of not achieving</li> <li>Each teacher to undertake a teaching as inquiry project</li> </ul>	<p><b>Ø[ !ÁGEFI Á ^Áæ Á K</b></p> <ul style="list-style-type: none"> <li>Implement findings of curriculum review</li> <li>Implement the learner profile into all curriculum areas</li> <li>Implement any changes</li> </ul>	<p><b>Ø[ !ÁGEFI Á ^Áæ Á K</b></p> <ul style="list-style-type: none"> <li>Consolidate any changes to the student learner profile</li> <li>Consolidate changes to Te Pohue School's curriculum plan</li> </ul>

<ul style="list-style-type: none"> <li>• Our Year 8 leavers to demonstrate readiness for secondary school</li> </ul>	<p>opportunities for all learning areas (academic, social, cultural and behaviour)</p> <ul style="list-style-type: none"> <li>• Disaggregate data to inform us for more targeted actions</li> </ul>	<ul style="list-style-type: none"> <li>• Research and undertake development of a learner profile for a Te Pohue student</li> <li>• Review the school's curriculum plan in terms of meeting the needs of the local community</li> </ul>	<p>to the school's curriculum plan from the review</p>	
<p><b>Gh UH[ m&amp;E''5 W ]Yj ]b[ ' Gi VVYgg'Ug'U'A Ucf]Gh XYbh Y^A æ dK</b></p> <ul style="list-style-type: none"> <li>• Maori students to achieve success as Maori learners by being engaged in their learning and having displaying high levels of agency</li> </ul>	<p><b>Á ^Á ã/K</b></p> <ul style="list-style-type: none"> <li>• Identify and address the learning needs of our Maori learners</li> <li>• Develop a local curriculum that is engaging for our Maori learners</li> <li>• Investigate teaching methods that work for Maori learners and implement and review</li> <li>• Develop effective communication</li> </ul>	<p><b>Ø[ !ÁEFÍ Á ^Á ã Á K</b></p> <ul style="list-style-type: none"> <li>• Working with SAF around the area of Ka Hikitia and Maori student and whanau engagement</li> <li>• Plan a school inquiry project looking at teaching of Maori students</li> <li>• Research and undertake development of a learner profile for a Maori pupil</li> </ul>	<p><b>Ø[ !ÁEFÍ Á ^Á ã Á q K</b></p> <ul style="list-style-type: none"> <li>• Continue to implement findings from the research carried out the previous years</li> <li>• Implement the Maori Learner Profile and refine where necessary</li> <li>• Continue to utilise the</li> </ul>	<p><b>Ø[ !ÁEFJÁ ^Á ã Á K</b></p> <ul style="list-style-type: none"> <li>• Consolidate any changes to the Maori Learner profile</li> </ul>

	<p>between whanau/home and school so that Maori students are fully supported in their learning</p> <ul style="list-style-type: none"> <li>• Follow the Ka Hikitia principles to maximise the opportunity for our Maori students to have success as learning as Maori</li> <li>• Consult Maori community on plans and programmes to raise achievement</li> <li>• Promote student engagement in Kapa Haka and the development of this aspect</li> </ul>	<p>at Te Pohue School</p> <ul style="list-style-type: none"> <li>• Plan activities to value and utilise our rich community resource</li> <li>• School wide focus on teaching Te Reo Maori and Tikanga Maori</li> <li>• Continue with our Kapa Haka programme developing it further, attendance at a Kapa Haka festival</li> </ul>	<p>community when planning activities and units of work</p> <ul style="list-style-type: none"> <li>• Continue our focus on Te Reo and Tikanga Maori</li> </ul>	
<p><b>Gh UHY[ m' È5 b'Yb[ U[ YX'</b>  <b>Wā a i b]m</b>  <b>Y ^Á æ dK</b></p> <ul style="list-style-type: none"> <li>• To be the hub of a supportive learning community</li> </ul>	<p><b>Y ^Á æ dK</b></p> <ul style="list-style-type: none"> <li>• Regularly communicate (two way) through a range of means e.g. website, Facebook, blogs?</li> </ul>	<p><b>Ø[ !ÆFI Á ^Áæ Á K</b></p> <ul style="list-style-type: none"> <li>• Investigate the effectiveness of current communication methods</li> <li>• Use findings from the community</li> </ul>	<p><b>Ø[ !ÆFI Á ^Áæ Á q K</b></p> <ul style="list-style-type: none"> <li>• Review our local curriculum to ensure that the “wants” of our</li> </ul>	<p><b>Ø[ !ÆFI Á ^Áæ Á K</b></p> <ul style="list-style-type: none"> <li>• Review 2020 actions and identify future actions</li> </ul>

<ul style="list-style-type: none"> <li>Stakeholders with a sense of belonging especially</li> <li>Full attendance at school events and activities</li> <li>Lots of opportunities for a diverse range of community support (PTA, BOT etc)</li> </ul>	<ul style="list-style-type: none"> <li>Develop a range of community meetings when necessary</li> <li>Continue to acknowledge and celebrate cultural diversity</li> </ul>	<p>consultation survey to build an action plan of where to next</p> <ul style="list-style-type: none"> <li>Identify groups of our school who are not engaged and represented</li> <li>Implement a community survey to ascertain what our community would like to see covered by our local curriculum</li> </ul>	<p>community are covered</p> <ul style="list-style-type: none"> <li>Plan active recruitment of all our community sectors</li> </ul>	
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High Achievement

Achieving Success as a Maori Student

Engaged Community

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i.Quick60 will continue to be a priority

i.Work with our SAF around implementing Ka Hikitia and in developing greater student agency

i.Unpacking Tataiako and investigating what the competencies will look like in the classroom

i.PaCT Tool

i.Google drive will be used for school calendar, teacher communications and Room 1 students work sharing

i. Teacher Inquiry into best way to teach Basic Facts – looking for best practices and what has had success for others

**FYdcfHj]b[ 'hc`DUFYbHg** – continue to develop the quality of our reporting to parents and using the students in this process to a greater extent to strengthen the partnership between school and home

**HUHJU\_c** – promoting cultural competencies in the classroom. One focus aspect per term

**8 UH`HfUW]b[ `cZDf]cf]hm@UFbYfg** – Robust and regular tracking of our priority learners. Use of achievement maps for use primarily in meetings to initiate discussion and encourage a team approach in making progress for these students

**5 ggYgga YbhDfUW]Wg``]b\_YX`hc` : i hi fY`D`Ubb]b[** – assessment has a purpose and is being used to inform our future learning paths

Raise levels of achievement for all students, in particular a focus on Basic Facts

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TE POHUE SCHOOL ANNUAL PLAN 2018			
Strategic Goal: NAG 1 – Curriculum Writing – to create confident learners by continually raising the level of student achievement with particular emphasis upon Writing as evidenced by progress and achievement in relation to the New Zealand Curriculum			
Strategic Goal No 1 – Raised levels of achievement and sustained high achievement			
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Action 1 – students in target group are identified through formal assessments and in class observations. These students are	Principal Teachers	Term 1 – School wide writing assessment and moderation in February. School wide data entered and individual needs	10 out of 11 junior room students and 13 of the 15 senior room students will be working at



<p>provided targeted instruction to accelerate progress</p> <p>Learning Targets</p> <ul style="list-style-type: none"> <li>End of previous year data reviewed and analysed</li> <li>Targets set to align with the strategic plan</li> <li>Priority students identified through data</li> <li>Targets shared with staff</li> <li>Progress against targets shared with the BOT, staff and school community</li> </ul>		<p>analysis completed. PaCT tool used to aide in the moderation process</p> <p>Term 2 – School wide writing assessment and moderation in June. School wide data entered and individual needs analysis completed.</p> <p>Term 4 – School wide writing assessment and moderation in November. School wide data entered</p>	<p>or above their respective curriculum levels for Writing</p> <p>Target cohort groups: Year 2 &amp; 4 Maori boys</p> <p>Year 6,7 &amp; 8 Boys</p>
<p>Action 2 – regular staff meetings to discuss target groups and students who are at risk of not achieving at the level of National Standard in Writing</p>	<p>Principal</p>	<p>Begins Term 1 – updates from class teachers at regular meetings.</p>	
<p>Action 3 – work with parents, families and whanau around ways of supporting students' learning</p>	<p>Principal Teachers</p>	<p>Term 1 – providing parents, families and whanau with information regarding how they can support their child's learning in writing at home</p> <p>Term 2 – informing parents through snapshot journals and parent conferences if their children are at risk and how they can best support their child's learning</p> <p>Term 4 – written report on Literacy progress</p> <p>IEP's written when and as needed for target students</p>	
<p>Action 4 – develop systems and monitoring of priority learners</p>	<p>Principal</p>	<p>Throughout the year</p>	

Action 5 – analyse and reflect on end of year data to inform progress and planning for 2019	Principal	End of Year	
Action 6 – Manage and lead teachers to monitor and evaluate the effectiveness of teaching practices and professional learning	Principal	Throughout the year	
Action 7 – PaCT tool used as a means for moderation	Principal Teachers	Throughout the year	
Action 8 – Individual monitoring of target students	Teachers	Target students monitored by all staff Priority learners monitored by all staff	

Strategic Goal: NAG 1 – Curriculum Reading – to create confident learners by continually raising the level of student achievement with particular emphasis upon Reading as evidenced by progress and achievement in relation to the New Zealand Curriculum

Strategic Goal No 1 – Raised levels of achievement and sustained high achievement

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<p>Action 1 – students in target group are identified through formal assessments and in class observations. These students are provided targeted instruction to accelerate progress</p> <p>Learning Targets</p> <ul style="list-style-type: none"> <li>End of previous year data reviewed and analysed</li> <li>Targets set to align with the strategic plan</li> <li>Priority students identified through data</li> <li>Targets shared with staff</li> <li>Progress against targets shared with the BOT, staff and school community</li> </ul>	Principal Teachers	<p>Term 1 – school wide assessment using Running Records (Junior School) and PROBE 2 (Senior School), STAR and PAT Testing. School wide data entered onto Assembly and needs analysis for target students completed</p> <p>Ongoing assessments throughout the year to monitor and track progress</p>	<p>10 out of 11 junior room students and 14 of the 15 senior room students will be working at or above their respective curriculum levels for Reading</p> <p>Target cohort groups: Year 2 &amp; 4 Maori boys Year 7 &amp; 8</p>
<p>Action 2 – regular staff meetings to discuss target groups and students who are at risk of not achieving at the level of National Standard in Reading</p>	Principal	<p>Begins Term 1 – updates from class teachers at regular meetings.</p>	
<p>Action 3 – work with parents, families and whanau around ways of supporting students' learning</p>	Principal Teachers	<p>Term 1 – providing parents, families and whanau with information regarding how they can support their child's learning in reading at home</p> <p>Term 2 – informing parents through snapshot journals and parent conferences if their children are at risk and how they can best support their child's learning</p> <p>Term 4 – written report on Literacy progress</p>	

		IEP's written when and as needed for target students	
Action 4 – develop systems and monitoring of priority learners	Principal	Throughout the year	
Action 5 – analyse and reflect on end of year data to inform progress and planning for 2018	Principal	End of Year	
Action 6 – Manage and lead teachers to monitor and evaluate the effectiveness of teaching practices and professional learning	Principal	Throughout the year	
Action 7 – PaCT tool used as a means for moderation	Principal Teachers	Throughout the year	
Action 8 – Individual monitoring of target students	Teachers	Target students monitored by all staff Priority learners monitored by all staff	

Strategic Goal: NAG 1 – Curriculum Mathematics – to create confident learners by continually raising the level of student achievement with particular emphasis upon Mathematics as evidenced by progress and achievement in relation to the New Zealand Curriculum			
Strategic Goal No 1 – Raised levels of achievement and sustained high achievement			
<b>Wāhanga 5: Whānau</b>	<b>Kōwhiri</b>	<b>Kōwhiri</b>	<b>Whānau</b>

<p>Action 1 – students in target group are identified through formal assessments and in class observations. These students are provided targeted instruction to accelerate progress</p> <p>Learning Targets</p> <ul style="list-style-type: none"> <li>End of previous year data reviewed and analysed</li> <li>Targets set to align with the strategic plan</li> <li>Priority students identified through data</li> <li>Targets shared with staff</li> <li>Progress against targets shared with the BOT, staff and school community</li> </ul>	Principal Teachers	<p>Term 1 – school wide assessment using Basic Facts, Stage Knowledge, NUMPa, PAT Maths, and GLoSS Testing. School wide data entered onto Assembly and needs analysis for target students completed</p> <p>Ongoing assessments throughout the year to monitor and track progress</p>	<p>10 out of 11 junior room students and 14 of the 15 senior room students will be working at or above their respective curriculum levels for Maths</p> <p>Target cohort groups: Year 2 &amp; 4 Maori boys Year 7 &amp; 8</p>
<p>Action 2 – regular staff meetings to discuss target groups and students who are at risk of not achieving at the level of National Standard in Mathematics</p>	Principal	<p>Begins Term 1 – updates from class teachers at regular meetings.</p>	
<p>Action 3 – work with parents, families and whanau around ways of supporting students' learning</p>	Principal Teachers	<p>Term 1 – providing parents, families and whanau with information regarding how they can support their child's learning in mathematics at home</p> <p>Term 2 – informing parents through snapshot journals and parent conferences if their children are at risk and how they can best support their child's learning</p> <p>Term 4 – written report on Numeracy progress</p> <p>IEP's written when and as needed for target students</p>	



Action 4 – develop systems and monitoring of priority learners	Principal	Throughout the year	
Action 5 – analyse and reflect on end of year data to inform progress and planning for 2018	Principal	End of Year	
Action 6 – Manage and lead teachers to monitor and evaluate the effectiveness of teaching practices and professional learning	Principal	Throughout the year	
Action 7 – PaCT tool used as a means for moderation	Principal Teacher s	Throughout the year	
Action 8 – Individual monitoring of target students	Teacher s	Target students monitored by all staff Priority learners monitored by all staff	

Strategic Goal: NAG 1 Curriculum - in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students  
Strategic Goal 2 – Students achieving success as Maori students

Whānau Yg #5 Whācgbg	K\ c	K\ Yb'fl ck 'k j''k Y'a U_Y'h jg\ UddYbŁ	HUF[ Yh
Action 1 – Identify and address the learning needs of our Maori learners	Principal Teacher s SAF	As a staff look at the principles of Ka Hikitia and the Key Competencies of Tataiako Review the assessment data looking at that of our Maori students Plan a school inquiry project looking at the teaching and learning of our Maori students – what is having a positive impact what could we be doing better	Maori students to achieve success as Maori learners by being more engaged
Action 2 – Develop a local curriculum that is engaging for our Maori learners		Plan activities to value and utilize our rich community resources Research and undertake development of a learner profile for a Maori student at Te Pohue School Investigate teaching methods that work for Maori learners and implement and review Develop effective communication between whanau/home and school so that Maori students are fully supported in their learning Consult Maori community on plans and programmes to raise achievement	Our local curriculum is engaging and meeting the needs of our Maori students
Action 3 - Promote student engagement in Kapa Haka and the development of this aspect		School wide focus on teaching Te Reo Maori and Tikanga Maori Continue with our Kapa Haka programme developing it further, attendance at a Kapa Haka festival	Our Maori students have opportunity to speak Te Reo and participate in Kapa Haka

Strategic Goal: NAG 2 and 6 – Governance – To provide effective strategic governance

Action	Responsible Party	Key Activities	Expected Outcomes
Action 1 – BOT Members take part in professional development	BOT	Throughout the year IES Survey to be completed STA to come in and run professional development	All BOT members undertake professional development
Action 2 – Continue good management of the school through updating of the BOT's knowledge of MOE legislation	BOT	The BOT each term will use the NZSTA workshop website to support training requirements or any updates in knowledge that might be needed	BOT ensure compliance to legislation Legislation is accurate, carried out and shared with appropriate groups in our school
Action 3 – Ensure sub-committees continue to provide focus on key areas	BOT	Throughout the year monitoring of roles and responsibilities on all sub-committees will be led by the BOT chair	Sub-committees meet as and when required
Action 4 – Continually review the strategic/annual plan results achieved to ensure that the ongoing vision and development of the school	BOT	Throughout the year monthly meetings will be dedicated to on-going review and reflection on progress and achievement	Strategic / Annual Plan results reviewed quarterly
Action 5 – Review and updating of school policies / procedures as necessary	BOT	Throughout the year	Use School Docs review cycle to review necessary policies

Strategic Goal: NAG 2A Community – To promote lifelong learners by partnering with students, parents, caregivers, whanau and the wider educational agencies in the learning process

Strategic Goal 3 – An engaged community

Action	Responsible	Description	Outcomes
Action 1 – Gain feedback from the school community regarding the direction of the school	Principal, BOT, SAF	Throughout the year we will take more opportunities to share via all forms of communication tools to the school community	Community consultation conducted PTA Meetings ongoing
Action 2 – To be the hub of a supportive learning community	Principal, Teachers	Regular communication (two-way) through a range of social media Communicating with families and whanau ways in which they can support their children at home Identify groups of our school who are not engaged and representative	Good home-school partnerships established
Action 3 – Stakeholders with a sense of belonging, especially Maori and Pasifika community	Principal, Teachers, SAF	Survey our community to establish what knowledge, skills and values they see as important for our students to have Use this information to help create a local curriculum that meets these needs	Our school community contributes to our local curriculum
Action 4 – Full attendance at school events	Principal, Teachers, BOT	Ensure that upcoming events are well publicized Seek community help in preparing school events – building up a team feeling	Our school community feel valued and included

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Strategic Goal: NAG 3 – Staff Professional Development – To empower the school staff to be a professional learning community			
Whānau Yg #5 Whācng	K\c	K\ Yb'fl ck 'k J''k Y'a U_Y'h Jg\ UddYbŁ	&\$% 'HUF[ Yh
Action 1 – Teachers' skills and knowledge base development takes place via ongoing effective schoolwide projects	Principal Teacher s SAF	Targeted staff meetings Focus on the principles of best practice Continue building Maori home and community links	Programmes are made available to teachers as required
Action 2 – Teaching staff set professional learning goals	Principal Teacher	Schoolwide learning targets are discussed and monitored Tracking all Maori students who are "Below" or "Well Below" National Standards in Literacy and Numeracy and working through barriers to learning both at home and at school Ensuring that students are exposed to quality programmes in Literacy and Numeracy	Learning goals are in place and implemented

Strategic Goal: NAG 4 – Finance – To continually ensure a sustainable financial position for the school whilst maintaining and attractive, adaptive, well maintained modern learning environment			
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Action 1 – Annual accounts for 2016 year	BOT Principal	Term 1	Annual accounts produced and accepted by the MOE
Action 2 – Achieve budget and improve the financial position by investigating additional funding opportunities outside of the annual Ministry of Education funding	BOT Principal	Throughout the year	Financial accounts are reviewed monthly
Action 3 – Present variance reports to the BOT twice a term	BOT Treasurer Principal	Term 1,2,3,4 overview of the variances within the budget	Monthly variance reports presented to the full BOT
Action 4 – 2018 Budget produced for BOT sign off by December 2017	BOT Treasurer Principal	Term 4	Budget signed off by the BOT
Action 5 – Collate wish list and apply through grants for funding	BOT Principal	Throughout the year	Pool upgrades as required

Strategic Goal: NAG 4 – Property – To develop and maintain an attractive and adaptive modern learning environment			
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Action 1 – Manage programmes maintenance programmes post property review Continue planned maintenance as per the 2017 maintenance programme	BOT Property committee	Throughout the year	Maintenance programme produced and implemented
Action 2 – Implement the 5YA as appropriate		On-going throughout the year	On-going cycle

Strategic Goal: NAG 5 – Health and Safety – To have a safe environment for all			
<b>ᄁᄁᄁᄁᄁ Yg #5 Wᄁcbg</b>	<b>K \ c</b>	<b>K \ Yb'fl ck 'k j''k Ya U_YH jg\ UddYbŁ</b>	<b>&amp;\$% 'HU[ Yh</b>
Action 1 – Annual Health and Safety audit to be conducted	BOT	Term 4	Inspection completed with actions
Action 2 – Continuation of regular Health and Safety inspections	Health and Safety Officer	On-going throughout the year	Inspections carried out as timetabled
Action 3 – Ensure that the hazard register is reviewed on an annual basis and significant hazards are managed effectively	Principal All school staff	Term 1	Review Hazards Register and implement timetable for ongoing reviews
Action 4 – Carry out regular emergency procedures i.e. evacuations, earthquakes, fire drills and lock down drills	Principal All school staff	Throughout the year we will comply with legislative requirements (Termly fire, Earthquake and Lock-down drills)	Emergency drills conducted as per timetabled

AOV

<b>GW cc` BUa Y:</b>	Te Pohue School	<b>GW cc`Bi a VYf:</b>	2698
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<b>Gf UY[ JW 5]a :</b>	NAG 1 – Curriculum Writing– to create confident learners by continually raising the level of student achievement with particular emphasis upon Reading as evidence by progress and achievement in relation to the New Zealand Curriculum and related National Standards
<b>5 bbi U` 5]a :</b>	Raised levels of achievement and sustained high achievement
<b>HUf[ Yh`</b>	85% of all students achieving at or above the National Standard in Writing by the end of the year



6 UgY'by'  
8 UH:

End of 2016	Actual Number of Students	% of students at and above
Year 2	2/3	67
Year 3	5/6	83
Year 4	3/4	75
Year 5	1/3	33
Year 6	4/4	100
Year 7	2/3	67
Year 8	2/3	100

5 Wqcbg <i>K \ UhX'k Y Xc3</i>	Ci Wta Yg' <i>K \ Uh\ UddYb YX3</i>				FYUgcbg'Zf'H Y'j Uf]UbW' <i>K \ mX'j'h\ UddYb3</i>	9j Ui Uqcb' <i>K \ Yf'ic' bYI tB</i>																				
<p>Provide a quality writing programme across the school.</p> <p>Ensure a balance of the different genres.</p>	<table border="1"> <thead> <tr> <th data-bbox="427 1010 674 1150">At or Above National Standards</th> <th colspan="4" data-bbox="674 1010 1032 1150">Writing</th> </tr> <tr> <td data-bbox="427 1150 674 1241"></td> <th data-bbox="674 1150 748 1241">Mid Year</th> <th colspan="3" data-bbox="748 1150 1032 1241">End of Year</th> </tr> </thead> <tbody> <tr> <td data-bbox="427 1241 674 1302">MUF' &amp;</td> <td data-bbox="674 1241 748 1302">&amp;#</td> <td data-bbox="748 1241 846 1302">* +1</td> <td data-bbox="846 1241 922 1302">' #</td> <td data-bbox="922 1241 1032 1302">%\$\$1</td> </tr> <tr> <td data-bbox="427 1302 674 1361">MUF''</td> <td data-bbox="674 1302 748 1361">* #*</td> <td data-bbox="748 1302 846 1361">%\$\$</td> <td data-bbox="846 1302 922 1361">* #*</td> <td data-bbox="922 1302 1032 1361">%\$\$1</td> </tr> </tbody> </table>				At or Above National Standards	Writing					Mid Year	End of Year			MUF' &	&#	* +1	' #	%\$\$1	MUF''	* #*	%\$\$	* #*	%\$\$1	<p>In the junior school there is only 1 student who is currently below the expected standard. Significant progress has been made by this student and with specific interventions it is expected that they will make accelerated progress.</p> <p>There are 2 senior students who are not at the expected standard. They have made good progress over the year and with specific interventions should make</p>	<p>Those students below will continue to be target students in writing and interventions put in place. This could be in the form of additional teacher aide time.</p> <p>Continue to provide quality exemplars of writing. Students will be able to articulate where they</p>
At or Above National Standards	Writing																									
	Mid Year	End of Year																								
MUF' &	&#	* +1	' #	%\$\$1																						
MUF''	* #*	%\$\$	* #*	%\$\$1																						

