

Waihi Central School

CHARTER 2019



MISSION STATEMENT

*Empowering students to care, adapt and succeed.
Whakamanahia ngā taurira hei manaaki, hei urutau, hei taua.*

OUR VISION

Together We Shine - Piataata Tātou

OUR VALUES

Central PRIDE

*Protect
Tiakina*

*Respect
Whakaute*

*Integrity
Tapatahi*

*Dare
Maia Angitu*

*Excellence
Hiranga*

ABOUT OUR SCHOOL AND COMMUNITY

Waihi Central School is a Decile 2 contributing Primary School located in the township of Waihi. Waihi is situated in the Hauraki District but for educational purposes is regarded as part of both Waikato and Bay of Plenty Districts.

69% of children attending Waihi Central School are of Maori descent, 25% NZE/European, 5% Asian, <1% Pasifika, and <1% Other Nationalities. The Board is committed to meeting whānau requests for higher levels of tikanga and te reo Māori than mainstream classes provide. To meet this need there are two whānau class; where level 2 Māori medium instruction is delivered. The school hopes to deliver full immersion in the future.

Waihi Central is well resourced and maintained. Facilities include a 25m swimming pool, hall, library, hub learning centre, two purpose built playgrounds, large grass and paved play areas, a native bush area and well maintained buildings.

Waihi has strong ties to gold mining and the school is located near Martha Mine, a large open mining pit. Martha Mine produced its first gold in 1882 and mining remains the predominant industry in the township.

Central

Protect (Tiakina)

Respect (Whakaute)

Integrity (Tapatahi)

Dare (Maia Angitu)

Excellence (Hiranga)



Waihi Central Schools' logo uses the mining history of the town by featuring the 'Cornish Pumphouse' that was used from 1904 to 1929 to pump water during mining operations. The pumphouse is a Category 1 heritage building.

The school has access to a wide range of agency support including a Social Worker in School, Public Health Nurse, and Resource Teachers of Learning and Behaviour and is a active member of the Waihi Kahui Ako (Community of Learning).

The school prides itself on its family orientated environment. It operates an open door policy where parents, caregivers and wider whānau are encouraged to take an active role in their children's education and school in general.

Waihi Central School acknowledges and works to celebrate the bicultural nature of its student population. The Board of Trustees are committed to lifting student achievement and supporting families and whanau. Initiatives include subsidised town bus service, supporting families to purchase digital devices and creating opportunities for sporting and cultural experiences.

CONSULTATION

Consultation is undertaken as follows:

GROUP	AIMS	ACTIONS	DATES
BOT	Review of our goals and Strategic Plan	Monthly meetings	Ongoing
General and School Community	To understand and plan from the aspirations community have for their children. Review of goals and Strategic Plan What we are doing well, can improve and would like to see included in the curriculum?	Community Feedback Informal events Survey	Term 1 & 3 Ongoing Bi-annual
Maori Community	To understand and plan from the aspirations community have for their children. Review of goals and Strategic Plan What we are doing well, can improve and would like to see included in the curriculum?	Community Feedback Informal events Survey	Term 1 & 3 Ongoing Bi-annual

GENERAL GOALS

From community consultation feedback priorities were established to guide school development and future action plans.

Goals set to achieve

1. Improve organisation systems within the school to plan events well in advance, send out regular invoices, and inform family and whanau early.
2. Use the local and wider environment to create a broad local curriculum.
3. Have an ongoing focus on behaviour management and student wellbeing ensuring all issues arising are dealt with in a timely, appropriate fashion.
4. Continue to develop reporting systems for Waihi Central to ensure parents and students are fully involved in education decisions.



RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Waihi Central School has procedures and practices that reflect New Zealand's cultural diversity and unique position of Maori culture. Waihi Central School provides instruction in Tikanga (Maori culture) and Te Reo Maori (Maori language) for all students; as well as Senior and Junior Level 2 Immersion education options, meeting needs of all pupils.


Maori Responsiveness Plan

In response to whanau request for the option of a higher level of Te Reo/Tikanga Maori, Waihi Central has two rumaki classes; Senior (Years 4-6) and Junior (Years 1-3). At the beginning of 2017 these classes moved from Level 3 to Level 2 delivery in consultation with whanau.

As new families arrive at the school, the learning options available to them are discussed.

Within the other classes of the school Te Reo/ Tikanga Maori is seen as a relevant and important part of our school. Teachers of English medium classes are upskilling with support from the Rumaki teachers, through regular PLD sessions at full staff meetings.

Community Partnership and Consultation Procedure

- Communication is through (but not limited to); phone, face to face, weekly school newsletters, class home learning sheets, class emails, web page, Facebook and other media.
 - Board of Trustees prepare an annual report by April 30th of each year. At the end of the financial year a full annual report and Auditor's report will be sent to the Ministry by 31st May.
 - The annual report will be consistent with Government Annual Reporting Guidelines. The financial statement, duly audited, shall be tabled and made available for public scrutiny at the school office.
 - Consult the community regarding policy development through newsletters, meetings, and other initiatives.
 - The Board of Trustees monthly meeting is open to the public and parents are encouraged to attend.
 - A copy of goals prepared by the Board of Trustees prior to each financial year shall be tabled. Copy available at the school office and on the website.
 - Board of Trustees consult annually with the general and Maori communities concerning the School Charter and future direction.
 - Waihi Central School actively promotes home-school partnership to enhance student achievement. Parents are encouraged to participate in all school activities.
 - An annual plan will be included in the Charter document tabled at the first Board of Trustees meeting of the year. Copy of Annual Plan/ Charter available via the school office and website.
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STRATEGIC PLAN 2019 – 2021

	2018	2019	2020	2021
<p>Goal 1 - Mathematics All learners particularly Maori, Pasifika, and children with special needs meet the demands of NZC/Te Marautanga o Aotearoa, in Mathematics/Pangarau</p>	<p>PLD with Waikato University Weekly sharing of math strategies and ideas from teachers, what have we tried? What is working? What DATs are we using to shift our students?</p>	<p>PLD with Waikato University Development of leadership including mentoring and coaching Trial Comet Maths or Springboard support programme and implement if showing successful outcomes in supporting accelerated shift.</p>	<p>Sustain practice and pedagogical change throughout staff and ensure new staff have support in practice as required. PLD for LSAs in Mathematics</p>	<p>Sustain practice and pedagogical change throughout staff and ensure new staff have support in practice as required.</p>
<p>Goal 2 - Writing</p>		<p>Internal PLD recap from 2015 from Term 2. Moderation of student writing levels by teachers (OTJs) Collaborative priority learner tracking. Regular staff meetings with a focus on developing and sharing best practice in writing. Review learning experiences to support quality writing.</p>	<p>? Centrally funded PLD possible application.</p>	
<p>Goal 3 - Play Based Learning Through Play Based Learning (PBL), teachers of Years 1-3 will ensure coverage of the curriculum, including the values and key competencies.</p>	<p>PLD for all junior teachers with Longworth Education Gain deeper understanding through a collaborative teacher inquiry Professional readings & current</p>	<p>Continue PLD with Longworth Education - Level 2 Reflect on teacher inquiry from 2018 and develop a further/deeper inquiry related to PBL to improve pedagogy and</p>	<p>Further PLD undertaken by Central team if required through COL initiative and other providers. Reflect on teacher inquiry from 2018 and 2019 to determine</p>	<p>Further PLD undertaken by Central team if required through COL initiative and other providers.</p>

	<p>research - to clarify PBL (so all on track)</p> <p>Opportunities to visit other schools (form/join a network)</p> <p>Begin to gather PBL resources for inside and outside the classroom</p> <p>Begin to offer PBL for some periods each day</p> <p>Communicate with our whanau and wider community regarding our PBL journey</p>	<p>practice</p> <p>Majority of resources (especially large loose items for outside developmental play) purchased</p> <p>PBL offered for the majority of the day</p> <p>PBL practice begun to be implemented in middle school - look at senior teachers attending PD through Longworth (which specifically relates to inquiry).</p> <p>Kahui Ako PBL PLD</p> <p>Investigate the value of Learning stories as a means to document learning and teacher practice/reflection plus to strengthen engagement with whanau</p> <p>Consideration to be given to initiating a cluster network system (eg informal meetings) solely to discuss and share ideas related to PBL</p>	<p>further PBL collaborative inquiry.</p> <p>Investigate further resources for PBL eg large shade sails for outside junior syndicate and grassed area up by top gate, for large loose items</p>	
<p>Goal 4 - Positive Behaviour for Learning (PB4L)</p> <p>Continue to develop a Positive Behaviour 4 Learning-School-Wide philosophy, expectations and systems to support student behaviour and improve learning outcomes.</p>	<p>Develop signage for the school</p> <p>ORD's up and running</p> <p>Extracting and using behaviour data to improve learning outcomes</p> <p>Positive rewards and celebrations (positive postcards, Central Shop, Whole School</p>	<p>Develop wellness strategies within the school for students and teachers.</p> <p>Embed positive practice across the school</p> <p>Flags</p> <p>Uniform review</p> <p>Continue with Cluster PD</p>	<p>Systems review</p> <p>Continue to build on Tier 2</p>	<p>Ongoing training, colleague and student support</p> <p>Systems review</p>

	Rewards) Active Supervision Community launch Continue with Cluster PD	Moving into Tier 2		
<p>Goal 5 - Achievement for Māori</p> <p>Further development of teaching knowledge and pedagogy to support teaching and learning and give effect to Te Marautanga o Aotearoa.</p> <p>For all Maori students to be successful in their learning across both Rumaki and English medium settings.</p>	<p>Develop Rumaki - level 2 fluency</p> <p>Develop networks across Hauraki/ local area.</p> <p>Further develop links/transitions between Kohanag, primary and secondary.</p> <p>Strengthen understanding of assessment and curriculum levels.</p> <p>All EM teachers and students competent at Level 5.</p>	<p>Develop Rumaki - level 2 fluency</p> <p>To understand our local history</p> <p>All EM teachers and students moving towards competency at Level 5.</p> <p>School and COL wide action plans to be implemented from teacher Te Pumaomao PLD.</p>	<p>Continue to develop Rumaki level 1 fluency</p> <p>Verification for Rumaki level 1</p> <p>All EM teachers and students competent at Level 5.</p>	<p>Sustaining Rumaki level 1</p> <p>All EM teachers and students moving towards competence at Level 4b.</p>
<p>Goal 6 - Transitions</p> <p>Transitions are smooth and effective for all stakeholders on education pathway from ECE to secondary.</p>	<p>Strengthen relationships with ECE and College</p> <p>Develop links across learner pathways</p> <p>Transition between junior/senior school</p>	<p>Update enrolment pack</p> <p>Develop formal systems to ensure smooth transitions</p> <p>Survey new children, parents and those transitioning to college regarding needs.</p> <p>Continue to strengthen relationships with our local ECE's and College</p> <p>Consider additional school events that ECE's can be invited to at Central.</p> <p>Improve transition between</p>	<p>Embed transition systems.</p>	<p>Embed and review transition systems.</p>

		classes within the school ensuring handover of information for students, and students meet the teacher.		
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Reflection / Outcomes / Next Steps Feedback **Term 1** **Term 2** **Term 3** **Term 4**

Strategic Goal 1		
Mathematics - Lead Teacher: Vanessa Maunder		
Goal	Annual Aim	Target
<p>All learners particularly Maori, Pasifika, and children with special needs meet the demands of NZC/Te Marautanga o Aotearoa, in Mathematics/Pangarau</p>	<ul style="list-style-type: none"> To improve teacher knowledge of curriculum levels, content, pedagogy and practice to improve learner outcomes in all strands of Mathematics and Pangarau. To further develop collaborative practice to inform and share new ideas that support priority learners in Mathematics and Pangarau. 	<p>EM Year 3 To sustain 10/10 (100%) to 10/11 (91)% having made progress and working at or above expected curriculum level in Mathematics.</p> <p>EM Year 4 To shift from 9/12 (75%) to 9/10 (90%) having made progress and working at or above expected curriculum level in Mathematics.</p> <p>EM Year 5 To shift from 12/18 (67%) to 15/19 (79)% having made progress and working at or above expected curriculum level in Mathematics.</p> <p>EM Year 6 To shift from 3/10 (30%) to 6/11 (55)% having made progress and working at or above expected curriculum level in Mathematics.</p>

		Rumaki Year 6 To sustain 6/6 (100%) having made progress and working at or above expected curriculum level in Pangarau.
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What actions are being undertaken?	Who is responsible?	Timeline/ checkpoints	Outcomes	Next Steps
Stewardship:				
<ul style="list-style-type: none"> Provide additional funding to accelerate learners who are below curriculum levels in Mathematics. 	BOT	Term 1 Week 4		
<ul style="list-style-type: none"> Monitor progress of target learners, particularly Maori, and initiatives implemented by leadership. 	BOT	Term 2 Week 8 Term 4 Week 8		
Leadership:				
<ul style="list-style-type: none"> Identify and monitor learners who will need support in Mathematics in 2019. 	SLT SENCO	Term 1 Week 6		
<ul style="list-style-type: none"> Continue to monitor progress, using data gathered across the school. 	SLT	Term 2 Week 5 Term 4 Week 5		
<ul style="list-style-type: none"> Actively monitor and feedback on planning and reflections to ensure thoroughness of weekly mathematics planning. 	SLT	Ongoing		
Professional capacity:				
<ul style="list-style-type: none"> Fortnightly meetings to discuss progress. 	All Teachers	Within Syndicate meetings		
<ul style="list-style-type: none"> Teachers to engage in Mathematics PLD with PLD facilitators for both English and Maori medium 	All Teachers	Ongoing for Term 1		
<ul style="list-style-type: none"> LSA's to engage in appropriate PLD to support individual and small group learning (priority learners) 	SENCO LSA's			

Curriculum:

<ul style="list-style-type: none"> Identify learners who are working below expected curriculum levels and would benefit from additional support and monitoring. 	SENCO Teachers	Term 1 Week 6		
<ul style="list-style-type: none"> Use formative practice to meet the needs and interests of learners. 	Teachers			
<ul style="list-style-type: none"> Raise student engagement through PB4L/ IYT strategies. 	Teachers	Ongoing		
<ul style="list-style-type: none"> Ensure appropriate resourcing - equipment, texts. 	SLT BOT	Term 1		

Evaluation:

<ul style="list-style-type: none"> Gather baseline and post data for all interventions. 	SLT / SENCO			
<ul style="list-style-type: none"> Use data gathered to inform decision making. 	SLT			
<ul style="list-style-type: none"> Track individual / group / school achievement. 	SLT			
<ul style="list-style-type: none"> Assess effectiveness of interventions. 	SLT			

Inquiry:

<ul style="list-style-type: none"> Use teaching as inquiry to reflect on practice that is honest, thorough and consistent. 	Teachers			
<ul style="list-style-type: none"> Use PIIP as part of ongoing appraisal. 	Teachers			
<ul style="list-style-type: none"> Develop home/school communication supporting learning and well-being. 	Teachers			

Strategic Goal 2**Writing - Lead Teacher: Angela Main and Annie Sims**

Goal	Annual Aim	Target
All learners particularly Maori, Pasifika, and children with special needs meet the demands of NZC/Te Marautanga o Aotearoa, in Writing / Tuhituhi	<ul style="list-style-type: none"> To improve teacher knowledge of curriculum levels, content, pedagogy and practice to improve learner outcomes in Writing and Tuhituhi. To further develop collaborative practice to inform and share new ideas that support priority learners in Writing and Tuhituhi. 	<p>Year 6 Move 4/10 (40%) to 7/12 (58%) Year 5 Move from 8/18 (44%) to 13/18 (72%) Year 4 Move from 1/14 (7%) to 6/10 (60%) Year 3 Move from 6/11 (54.5%) to 6/10 (67%) (5 of the children in this cohort are new to the school this year)</p> <p>Year 6 Rumaki Move 5/6 (83%) to 5/6 (83%) Year 5 Rumaki Move from 4/4 (100%) to 4/5 (80%) Year 4 Rumaki Move from 2/4 (50%) to 4/6 (67%) Year 3 Rumaki Move from 4/5 (80%) to 4/5 (80%)</p>

What actions are being undertaken?	Who is responsible?	Timeline/ checkpoints	Outcomes	Next Steps
Stewardship:				
<ul style="list-style-type: none"> Monitor progress of target learners, particularly Maori, and initiatives implemented by leadership. 	BOT	Term 2 Week 8 Term 4 Week 8		
Leadership:				
<ul style="list-style-type: none"> Identify and monitor learners who will need support in Writing and Tuhituhi in 2019. 	SLT SENCO	Term 1 Week 6		
<ul style="list-style-type: none"> Continue to monitor progress, using data gathered across the school. 	SLT	Term 2 Week 5 Term 4 Week 5		
<ul style="list-style-type: none"> Monitor and feedback on planning and reflections to ensure thoroughness of weekly Writing and Tuhituhi planning. 	SLT	Ongoing		
Professional capacity:				

• Teach in groups responsive to learner needs.	Teachers	Term 2 (PLD starts)		
• Develop PLD folders to support teachers.	Angela Annie	By beginning Term 2		
• Consider motivation of students to engage in writing process.	Angela Annie	Term 2 (PLD starts)		
• LSA's to engage in appropriate PLD to support individual and small group learning (priority learners) eg Steps Web.	SENCO LSA's			

Curriculum:

• Identify learners who are working below expected curriculum levels and would benefit from additional support and monitoring.	SENCO Teachers	Term 1 Week 6		
• Use formative practice to meet needs and interests of learners.	Teachers			
• Raise student engagement through PB4L/ IYT strategies.	Teachers	Ongoing		
• Ensure appropriate resourcing - equipment, texts.	SLT BOT	Term 1		

Evaluation:

• Gather baseline and post data for all interventions.	SLT / SENCO			
• Use data gathered to inform decision making.	SLT			
• Track individual / group / school achievement.	SLT			
• Assess effectiveness of interventions.	SLT			

Inquiry:

<ul style="list-style-type: none"> Use teaching as inquiry to reflect on practice that is honest, thorough and consistent. 	Teachers			
<ul style="list-style-type: none"> Use PIIP as part of ongoing appraisal. 	Teachers			
<ul style="list-style-type: none"> Develop home/school communication supporting learning and well-being. 	Teachers			

Strategic Goal 3

Play Based Learning (PBL) - Lead Teacher: Annie Sims

Goal	Annual Aim	Target
<p>Through Play Based Learning (PBL), teachers of Years 1-3 will ensure coverage of the curriculum, including the values and key competencies.</p>	<ul style="list-style-type: none"> To develop a play based learning curriculum that supports and strengthens oral language and literacy outcomes Teacher inquiry into PBL best practices and learning in relation to literacy and oral language outcomes. 	<p>To increase oral language age from 6/14 (43%) at and above to 12/14 (86%) at and above oral language age.</p>

What actions are being undertaken?	Who is responsible?	Timeline and checkpoints	Outcomes	Next Steps
Stewardship:				
<ul style="list-style-type: none"> Provide support to the Kahui Ako to allow teachers of the junior syndicate (and Whaea Tui) to attend and engage in Centrally Funded PLD. 	BOT			

<ul style="list-style-type: none"> Provide additional funding for the purchase of small and large loose items to be used during PBL. 	BOT			
Leadership:				
<ul style="list-style-type: none"> Provide support to the junior syndicate in the development of PBL practices. 	SLT			
<ul style="list-style-type: none"> Foster home/school communication relating to PBL philosophies. 	Annie			
<ul style="list-style-type: none"> Continue to monitor progress, using data gathered across the junior syndicate and unpack how this correlates to PBL. 	SLT			
<ul style="list-style-type: none"> Actively monitor and feedback on planning and reflections that teachers make as a direct result from anecdotal notes recorded during PBL. 	SLT			
<ul style="list-style-type: none"> Resource PBL to a level that allows effective learning to happen. 	SLT			
Curriculum:				
<ul style="list-style-type: none"> Create a timetable to allow PBL opportunity for learning throughout the school day. 	Junior teachers			
<ul style="list-style-type: none"> Identify learners who are working below expected curriculum levels and would benefit from additional coaching and mentoring during PBL. 	All teachers			
<ul style="list-style-type: none"> Develop planning and recording systems that support learning and teacher ability to engage with students. 	All teachers SLT			

<ul style="list-style-type: none"> Use formative practice (eg anecdotal notes/ photos with comments / speech bubbles / student voice) to meet needs and interests of learners by offering a variety of resources that are rotated throughout the week/term. 	All teachers			
<ul style="list-style-type: none"> Raise student engagement and social skills through PBL. 	All teachers			
<ul style="list-style-type: none"> Guided groups taken for Math, Reading and Writing - teachers to rove in between group sessions, to coach and mentor . 	All teachers			

Evaluation:

<ul style="list-style-type: none"> Gather appropriate pre and post data of all learning areas as well as oral language and K.C.'s. 	All teachers/SLT			
<ul style="list-style-type: none"> Track Key Competency attainment on newly developed and introduced matrix. 	All teachers/SLT			
<ul style="list-style-type: none"> Whole syndicate ongoing reflection of PBL vision and its implementation 	All teachers/SLT			

Inquiry:

<ul style="list-style-type: none"> Collaborative syndicate spiral of inquiry related to PBL 	All teachers Angela			
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Strategic Goal 4

Positive Behaviour for Learning - Lead Teacher: Angela Main

Goal	Annual Aim	Target
<p>Continue to develop a Positive Behaviour 4 Learning- School-Wide philosophy, expectations and systems to support student behaviour and improve learning outcomes.</p>	<ul style="list-style-type: none"> Embed PB4L philosophy, systems and practice into the school community to support the improvement of learning outcomes for all students. 	<p>To complete and implement expectations across the whole school.</p> <p>To complete and implement behaviour matrix across the whole school and use this to teach behaviour expectations consistently.</p> <p>To collect and use behaviour data to inform planning and teaching.</p>

What actions are being undertaken?	Who is responsible?	Timeline and checkpoints	Outcomes	Next Steps
Stewardship:				
<ul style="list-style-type: none"> Monitor termly safety audit of students 	BOT SLT			
<ul style="list-style-type: none"> School policy or procedure identified to embed the teaching of expectations within the school community 	SLT BOT			
<ul style="list-style-type: none"> PB4L: ongoing review and updating of PB4L Action Plan 	PB4L Team			
<ul style="list-style-type: none"> Completion of implementation of Tier 1 systems 	PB4L Team			
<ul style="list-style-type: none"> Further involve parents and community in philosophy of practice. 	PB4L Team			
<ul style="list-style-type: none"> Referral process established and flow chart for it developed. 	PB4L Team			

<ul style="list-style-type: none"> System established for responding to misbehaviours. 	PB4L Team			
<ul style="list-style-type: none"> Problem behaviours defined and categorised (major/minor) 	PB4L Team			
<ul style="list-style-type: none"> Hierarchy of responses developed for minor and major misbehaviours 	PB4L Team			
Professional capacity:				
<ul style="list-style-type: none"> Further involve parents and community in philosophy of practice. 	PB4L Team			
Curriculum:				
<ul style="list-style-type: none"> Teaching sessions modelled/ teach behaviours and expectations. 	Teachers			
<ul style="list-style-type: none"> Lesson plans developed for teaching expected behaviours. 	Teachers			
Evaluation:				
<ul style="list-style-type: none"> Information system established for creating monthly reports on incident referrals, based on: number per day per month; location; type of behaviour; student(s); time of day; function of behaviour 	PB4L Team			
Inquiry:				
<ul style="list-style-type: none"> 				

Strategic Goal 5

Rumaki Education - Lead Teacher: Tui Makea

Goal	Annual Aim	Target
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<p>Further development of teaching knowledge and pedagogy to support teaching and learning and give effect to Te Marautanga o Aotearoa.</p> <p>For all Maori students to be successful in their learning across both Rumaki and English medium settings.</p>	<ul style="list-style-type: none"> • For our Rumaki children to leave Waihi Central fluent in te reo Māori, staunch in culture, strong in identity as Māori and as a Central student. • To become confident speakers of te reo Māori at level 5 	<p>Rumaki: To shift from 11/35 (31%) to 17/35 (49%) at L2 fluency</p> <p>English Medium: For all learners in English Medium to be secure at L5, ready and confident to move into L4b in 2020</p>
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What actions are being undertaken?	Who is responsible?	Timeline and checkpoints	Outcomes	Next Steps
Stewardship:				
<ul style="list-style-type: none"> • Monitor outcomes for oral language levels 	BOT	Beginning T2 & T4		
<ul style="list-style-type: none"> • Fund PLD for staff training. 	BOT	Ongoing as required		
Leadership:				
<ul style="list-style-type: none"> • To ensure all staff are confident in their delivery and have the capacity to engage in the curriculum 	SLT/Tui	Ongoing observations		
<ul style="list-style-type: none"> • PLD for SLT in Te Reo development for the kura. 	SLT/Tui	Attend SLT meetings twice per term		
Professional capacity:				
<ul style="list-style-type: none"> • PLD in Hopukina oral language <p>See link below to Assessment Resource Map (TKI): http://assessment.tki.org.nz/Assessment-tools-resources/Aromatawai</p>	Tui	Term 2		
<ul style="list-style-type: none"> • PLD in He reo tipu, He reo ora for EM 	Tui	W2 T2 to SLT W3 begin to implement		

• Visit other kura to look at assessment tools and practice.	Tui	Ongoing		
Curriculum:				
• Implementation of Te Reo Level 6 development programme	Tui	W2 T2 to SLT W3 begin to implement		
• ICT issues of multi throw screen to be solved (apple tv/google hangouts)	Tui	W2 T2		
Evaluation:				
• Gather baseline and post data for all interventions.	SLT/Tui	Beginning & End Year		
• Use data gathered to inform decision making.	SLT/Tui	Ongoing		
• Track individual / group / school achievement.	SLT/Tui	Ongoing		
• Assess effectiveness of interventions.	SLT/Tui	Ongoing		
Inquiry:				
• Use PIIP as part of ongoing appraisal.	Tui	Ongoing		

Strategic Goal 6

Transitions - Lead Teacher: Annie Sims and Vanessa Maunder

Goal	Annual Aim	Target
Transitions are smooth and effective for all stakeholders on education pathway from ECE to secondary.	<ul style="list-style-type: none"> • To strengthen relationships with ECE and College to develop smooth transitions across the sectors. • To develop smooth transitions within school from junior to senior school with minimal disruption to learning. 	<ul style="list-style-type: none"> • Form relationships with all preschools in our catchment area and beyond as appropriate. • Develop a transition plan as a basis for each child's entry and exit from Central and follow up support. • Arrange a transition forum group to discuss needs across the community.

		<ul style="list-style-type: none"> Develop transition protocols for movement within the school.
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What actions are being undertaken?	Who is responsible?	Timeline and checkpoints	Outcomes	Next Steps
Stewardship:				
<ul style="list-style-type: none"> Make funding available to attend COL/Kahui Ako meetings and transition meetings within the wider school communities. 	BOT SLT			
<ul style="list-style-type: none"> Monitor outcomes of learners as they transition within school and across sectors. 	SLT BOT			
Leadership:				
<ul style="list-style-type: none"> Attend COL/Kahui Ako meetings and transition meetings within the wider school communities 	SLT			
<ul style="list-style-type: none"> Develop transition plans for EOY transition to new teachers. 	SLT			
Professional capacity:				
<ul style="list-style-type: none"> Understanding curriculum levels 	Teachers SLT			
<ul style="list-style-type: none"> Assessment 	Teachers SLT			
<ul style="list-style-type: none"> Understand and agree expectations for behaviour (PB4L) across the school 	Teachers SLT			
Curriculum:				
<ul style="list-style-type: none"> Moderation of standards and expectations across the school, particularly in literacy and numeracy. 	Teachers SLT			



<ul style="list-style-type: none">Identify learners who are working below expected curriculum levels and would benefit from additional support and monitoring.	Teachers SLT			
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Evaluation:

<ul style="list-style-type: none">Student/whanau survey related to attitude - awareness & well-being survey	SLT			
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<ul style="list-style-type: none">ECE , Waihi Central and College survey related to attitude - awareness & well-being survey??	SLT			
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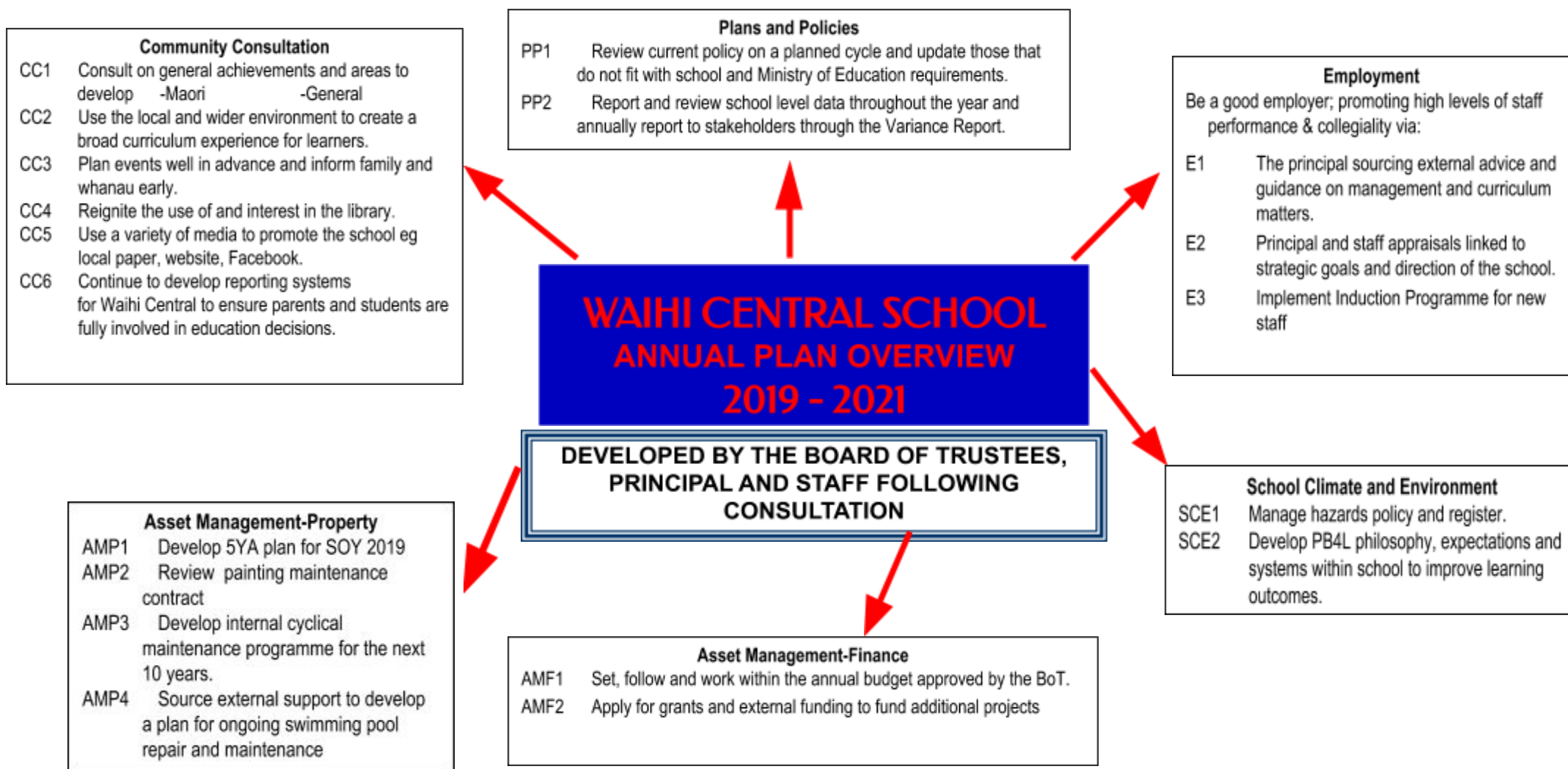
Inquiry:

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Strategic Goal 7

The school is governed effectively by a Board of Trustees who support student achievement for all learners and provide quality resources to support student progress and achievement.



Plans and Policies

PLANNED PRIORITIES/ANNUAL GOALS	EXPECTED OUTCOME	ACTIONS	RESPONSIBILITY	BUDGET	TIMELINE	ACTUAL OUTCOME	Recommendations and notes
PP1 Review current policy on a planned cycle. Update those that do not fit with school and Ministry of Education requirements.	Policy folder will be updated and policies reviewed.	Review policies on schedule for 2019. Review and change policy schedule as needed. Ensure Treaty of Waitangi principles are recognised, and Health and Safety practices followed in school policy and practice. Ensure all policies comply with the Vulnerable Children's Act.	BoT Principal	-	Term 1		
PP2 Report and review school level data throughout the year and annually report to stakeholders through the Variance Report.	Stakeholders will be aware of standards and outcomes at school level. No data will identify individuals.	Report regularly to BOT on student achievement and outcomes, identifying successes and areas of need, and achievement against National Standards.	BoT Principal	-	End of terms 2 and 4		

Community Consultation

PLANNED PRIORITIES/ANNUAL GOALS	EXPECTED OUTCOME	ACTIONS	RESPONSIBILITY	BUDGET	TIMELINE	ACTUAL OUTCOME	Recommendations and notes
CC1 Consult on general achievements and areas to develop -Maori -General	Understand community needs, direction and feelings to forward plan.	Consultation meeting date / method advertised and attendance levels monitored. Invite stakeholders. Use innovative approaches to encourage community participation.	Principal BoT	-	Term 3		

CC2 Use the local and wider environment to create a broad curriculum experience for learners.	Ensure community are aware of and agree with curriculum direction.		SLT				
CC3 Reignite the use of and interest in the library.	The library will be fully utilised with classrooms all visiting and student access at break times.	Teacher in charge of library to open library regularly Librarians to be trained up to support. Library environment to be kept updated.	Teacher librarian				
CC4 Plan events well in advance and inform family and whanau early.	Parents, family and whanau will have appropriate notice of events, particularly those with financial implications.	Newsletters regularly home Facebook used as a tool for communication with access by SLT	Principal				
CC5 Use a variety of media to promote the school eg local paper, website, Facebook.	Waihi Central will be seen by the wider community as the vibrant learning environment it is.	PR opportunities to be taken throughout the year.	PR teacher				
CC6 Continue to develop reporting systems for Waihi Central to ensure parents and students are fully involved in education decisions.	Parents will have a variety of different events and opportunities to meet with teachers to discuss learning and achievements.		SLT Teachers				

Asset Management – Property

PLANNED PRIORITIES/ANNUAL GOALS	EXPECTED OUTCOME	ACTIONS	RESPONSIBILITY	BUDGET	TIMELINE	ACTUAL OUTCOME	Recommendations and notes
AMP1 Develop 10YP and cyclical maintenance programme for the next 10 years.	Property projects and maintenance plan will developed based on school needs for the next 10 years.	Develop cyclical maintenance plan and 10YP in conjunction with BoT appointed Project Manager. Ensure MoE paperwork is submitted and approved in a timely fashion..	BoT Project Manager Principal	10YP	Term 4		
AMP2 Review need for painting maintenance contract	School will remain in a tidy well maintained position.	Contact contractors and stakeholders.	BOT Chair/ Caretaker	?	Term 2		

Asset Management – Finance

PLANNED PRIORITIES/ANNUAL GOALS	EXPECTED OUTCOME	ACTIONS	RESPONSIBILITY	BUDGET	TIMELINE	ACTUAL OUTCOME	Recommendations and notes
AMF2 Set and follow annual budget.	The budget will be set by the Principal and BOT in consultation with staff, addressing the school's strategic direction.	Set budget within financial constraints Follow and monitor budget through monthly BOT meetings Work closely with the accountant to ensure the budget is tracking.	BOT Principal	TBC	Term 1 Term 4		

School Climate and Environment

PLANNED PRIORITIES/ANNUAL GOALS	EXPECTED OUTCOME	ACTIONS	RESPONSIBILITY	BUDGET	TIMELINE	ACTUAL OUTCOME	Recommendations and notes
SCE1 Manage hazards policy and register.	A hazards policy and register will be kept up to date.	Source information for to support a hazards policy. Ensure incidents are recorded and reported to the BOT. Regular hazard checks completed	BoT Caretaker Principal	400.00	Term 1 Ongoing Ongoing		
SCE2 Further develop PB4L systems within school to improve learning outcomes.	Learning outcomes will improve with the implementation of PB4L systems	Create innovative learning environments / future focused learning spaces. Attend Tier 2 training workshops to inform decision making. Prepare to move to Tier 2.	Property	5YA	Ongoing		

Employment

PLANNED PRIORITIES/ANNUAL GOALS	EXPECTED OUTCOME	ACTIONS	RESPONSIBILITY	BUDGET	TIMELINE	ACTUAL OUTCOME	Recommendations and notes
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E1	The principal sourcing external advice and guidance on management and curriculum matters.	Use the Leadership and Assessment contract to good effect.	Principal networks OPA / WPA Senior Advisor (MOE) COL	Principal	-	Ongoing		
E2	Principal and staff appraisals linked to strategic goals and direction of the school.	Principal and staff will be appraised, will self review and attend monitoring meetings.	Engage an external appraiser to appraise one teacher each year. Meetings set up with BoT Chairperson for Acting Principal appraisal Appraisal in line with new learning for whole school appraisal. Policy reviewed and developed in line with new learning.	Principal	\$2000	Termly Term 1		
E3	Implement Induction Programme for new staff.	An induction programme will be available to new staff.	Teachers to review induction booklet of relevant information for new staff and relievers. Buddy to be assigned to new staff –Dee/Sid, Gail/Jenny.	SLT	-	Term 1		

Endorsement:	Signature:	Name:	Date:
Principal		Angela Main	
Board of Trustees		Hayley Ashby	
Submission Date to Ministry of Education:			