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**AWANUI SCHOOL STRATEGIC PLAN**

**2023 - 2025**



**“Na te whainga teitei ka taea.”**

**“Through high endeavour achieve.”**

**AWANUI SCHOOL**

**Ko Kurahaupo te waka**

**Ko Tohoraha, Ko Puwheke, Ko Te Rangianiwaniwa nga maunga**

**Ko Rangaunu te moana**

**Ko Tuwhakatere ratou ko Tuterangi-a-Tohia, ko Tupaia nga tangata**

**Ko Ngai Takoto te iwi**

**OUR VALUES**

**OUR BIG GOALS – WHAT IS IMPORTANT FOR US?**

* **To ensure the Hauora of everyone at our school is cared for.**
* **All students are encouraged and supported to achieve to the best of their ability.**
* **To make our school so awesome everybody wants to be here.**

**OUR LOCAL CURRICULUM**



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| **3 YEAR STRATEGIC OVERVIEW** | | | |
|  | **2023** | **2024** | **2025** |
| To ensure the hauora of everyone at our school is cared for. | - Whare Tapa Wha – (focus on Hinengaro and Wairua)  - Use of outside agencies (Kaihapai o te Kura, School Counsellor, RTLB,).  - Ka Ora Ka Ako programme – Kai for our kids.  - Board act as good employers by ensuring the well-being of all staff are cared for.  - Staff have professional opportunities to improve their practice.  - Review of teaching as inquiry model. | -  - review effectiveness of agency support. |  |
| All students are encouraged and supported to achieve to the best of their ability. | - Culturally responsive practice:  - Māori learning as Māori and achieving as Māori  - Commitment of staff to improve their understanding and use of Te Reo Māori  - By the end of the year both classes will be delivering Te Reo Maori at a minimum level of 4b (5 hours per week).  - Kapa Haka  - Review of assessment practices for writing.  - participation in BSL programme  - investigate strengths-based reporting and measurement  - Provide equitable opportunities (special learning and support)  - look at ways we can better engage whanau in their children’s learning.  - Regular monitoring and reporting of progress to Board and whanau | - By the end of the year both classes will be delivering Te Reo Maori at a minimum level of 4a 12%–30% of the total time, i.e. for more than three and up to 7.5 hours per week (more than 70% of instruction is in English  -  - continuation of BSL | - consolidate delivery of Te Reo Maori at Level 4a or higher.  - review effectiveness of BSL |
| To make our school so awesome everybody wants to be here. | - Monitoring attendance – identify a cohort group to monitor over time.  - Celebrating successes  - Providing a variety of exciting opportunities for our kids – visitors to school, trips (STEM PLD) – participation in sporting events.  - Ensure our school grounds and buildings are safe and look c  - Make our school environment is a safe place.  - to show that our school is an inviting attractive place to be.  - investigate and get quotes for:   * Upgrade to areas of the playground. * The water system for the school. * Repairs to the swimming pool   - begin replacing classroom furniture  Kaitiakitanga:  Decide on a name for the project/area  Plan/Begin restoration project of the back field to create a native plant and creature area. The area to be given a special name.  Incorporate into our teaching and learning. | Continue monitoring group – report to board mid and end of year.  -    - development of area – identify next steps and opportunities for funding | - Maintenance of area  - develop a plan for future development. |

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| **2023 ANNUAL PLAN** | | | |
| **All students are encouraged and supported to achieve to the best of their ability.** | | | |
| **FOCUS** | **HOW IT WILL BE ACHIEVED** | **EVIDENCE** | **OUTCOMES** |
| Culturally responsive pedagogy – Maori learning as Maori | - reflect on PLD from the previous year.  - articulate what this looks like in this school.  - identify aspects of our practice where we can improve. |  |  |
| Provide equitable opportunities | - all children will have access to quality resources  - continue with Reading Recovery  - Tracey and Leah to take part in Better Start Literacy Approach PLD.  - |  |  |
| Strengthening our partnership with whanau and wider community. | - social media  - attending local meetings (marae and Awanui Ratepayers). |  |  |
| Involving whanau in their child’s learning. | - take all opportunities both formal and informal to involve whanau  - whanau hui in term 2 |  |  |
| Review of assessment practices. | - a major focus for the year will be a review of our assessment practices.  - are they effective? Are they culturally appropriate? Do our children know what is expected of them? Do our whanau understand what assessment is and what it looks like?  - review of writing assessment / CaAP / exemplars / matrices / resources  - begin investigating strength-based reporting and measuring |  |  |
| Ensure Staff have professional opportunities to improve their practice. | - Commitment of Staff to improve their use and understanding of te reo.  - look at Maori language courses available.  - Participation in Better Start Literacy Programme – Leah / Tracey / Sue Stanaway RTLB |  |  |
| Review teaching as inquiry model to ensure it meets our needs | - to review our teaching as inquiry model to ensure it is more robust.  - to make sure we cover changes in the NZ curriculum  - to ensure it meets the needs of our children and leads to improved practice. |  |  |
| Local curriculum | - Ko wai au? Understanding our place in the school and wider community   * Visit to Waimanoni Marae in term 1/2. * Visit to the pou that have been carved in our rohe and hear the stories behind their creation. * Who do we have in the community that can tell us the stories / history? * Links to NZ Histories curriculum |  |  |

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| **2023 ANNUAL PLAN** | | | |
| **To ensure the Hauora of everyone at our school is cared for.** | | | |
| **FOCUS** | **HOW IT WILL ACHIEVED** | **EVIDENCE** | **OUTCOMES** |
| Whare Tapa Wha | - refresh on the Whare Tapa Wha model – to include the 5th dimension of Whenua.  - focus on Hinengaro and Wairua.  - incorporate it into our learning and goal setting. |  |  |
| Use of outside agencies to support (Kaihapai o te Kura, School Counsellor, RTLB). | - ensure all children and whanau have access to agencies to support learning and wellbeing.  - |  |  |
| Ka Ora Ka Ako programme – Kai for our kids. | - to continue providing healthy lunches according to the guidelines and within budget.  - students to have input into menu planning.  - keep whanau informed of menus |  |  |
| Continue to strengthen the partnership with our whanau. | - continue to offer support wherever we can  - keep whanau fully informed on all aspects of school life.  - ensure whanau are informed on a more regular basis of their child’s progress or lack of. How can we do this?  - board to develop a system – each board member has a group of whanau they make contact with for school matters or on a more informal basis – perhaps via messenger |  |  |
| Board to act as good employers be ensuring staff well-being is cared for. | - board members to “keep in touch” with staff on a more regular basis.  - board to keep informed of obligations as employers |  |  |
| Continue with Healthy Active Learning programme. | - look for opportunities to extend our “Take a Risk” programme in the local area.  - provide regular physical activity  - implement planning and programme overview from facilitator. |  |  |

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| **2023 ANNUAL PLAN** | | | |
| **To make our school so awesome everyone wants to be here.** | | | |
| **FOCUS** | **HOW IT WILL BE ACHIEVED** | **EVIDENCE** | **OUTCOMES** |
| Monitoring attendance | - set challenging but realistic targets for student attendance.  - identify links between attendance and achievement. To track a cohort group.  - provide incentives for attendance.  - encourage intrinsic motivation – they want to be at school!  - report attendance rates to Board each term  - celebrate at assembly, newsletters, Facebook |  |  |
| Celebrating successes | - using platforms such as Facebook to share our successes  - newsletters and personal contact with whanau |  |  |
| Providing a variety of exciting opportunities for our kids | - day trips to enhance and support curriculum learning.  - visiting facilitators from STEM – term 1 – CSI Forensic team and Spaceward Bound team.  - other opportunities including sport as they arise.  - |  |  |
| Care for our environment  Kaitiakitanga | - working through the local curriculum to plant a native area in our school – become Kaitiaki of our school.  - ensure there is a budget for this initiative  - seek funding for the initiative and support people within our community who can help. |  |  |
| Make our school attractive and inviting | - begin plans for the next 5YA / 10YPP  - invest school funds into improving our playground and making it safe.  - follow up with ministry on the rationalisation of Room 5 and 6 (this is the removal of both buildings). Contact person Melanie Sweet. |  |  |
| Ensure our school is a safe place for everyone | - review our Health and Safety practices to ensure we meet the requirements.  - meeting in term 2 to develop an annual plan to ensure all areas are covered and roles and responsibilities are clearly understood. |  |  |
| Quality resources and equipment | - begin purchase of new furniture for classrooms.  - grants to be applied for each term for extra sports equipment, chrome books, Ipads etc. |  |  |

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| **STUDENT ACHIEVEMENT TARGET – 2023** | | |
| **Background:**  . *assessment of writing is always a challenge and there is no easy way to do this.*  *- we often think we mark too hard and our children are often better writers than we think.*  *- we use exemplars and our school CAaP to assess writing.*  *- Curriculum Level 3 within and at is the most difficult to reach.*  *- ALL has been done in previous years with mixed results.*  *- aspects of ALL are still practiced in the classrooms.*  *- we will be a buddy school with Pukepoto to share ideas and cross moderate children’s writing.* | **Achievement Target:**  ***Year 3 – to be achieving at Level 2W or higher.***  ***KM (Y5) to be working At Level 3.***  ***DDD and PW (Y5) to be working Within Level 3.***  ***HC and SHD (Y4) to be working At Level 2 or higher.***  ***TJ (Y4) to be working Within Level 3.*** | |
| **ACTIONS TO BE TAKEN** | | **WHO** |
| In 2023 we will undergo a review of our teaching and assessment practices for writing.  Resources will be collated and the different writing assessments available will be looked at (e-Asttle – exemplars). The Principal to lead this review. | | |
| Shared folder set up for resources and exemplars. Begin with a review of what we have already and set up a shared folder that can be regularly updated. | | *Principal* |
| Identify target children – (see above) – this will include children to accelerate. | | *All staff.* |
| Review of CaAP for writing – ensure it meets our needs and is a workable document. | | *All staff* |
| Work with Pukepoto School to cross moderate writing and share ideas. They are a small school like ours with similar needs and aspirations. | | *All staff and Principal to organise.* |
| Review how and when we collect writing samples. Have the process recorded as part of the CaAP. | | *All staff.* |