



# **AWANUI SCHOOL STRATEGIC PLAN 2023 - 2025**



**“Na te whaingā teitei ka taea.”**

**“Through high endeavour achieve.”**

## AWANUI SCHOOL

Ko Kurahaupo te waka

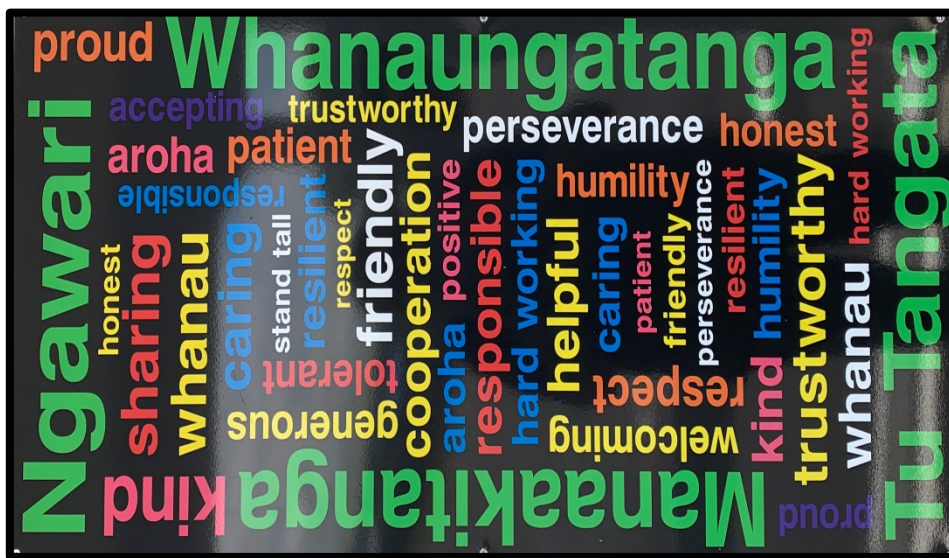
Ko Tohoraha, Ko Puwheke, Ko Te Rangianiwaniwa nga maunga

Ko Rangaunu te moana

Ko Tuwhakarete 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



### 3 YEAR STRATEGIC OVERVIEW

	2023	2024	2025
To ensure the hauora of everyone at our school is cared for.	<ul style="list-style-type: none"> <li>- Whare Tapa Wha – (focus on Hinengaro and Wairua)</li> <li>- Use of outside agencies (Kaihapai o te Kura, School Counsellor, RTLB,).</li> <li>- Ka Ora Ka Ako programme – Kai for our kids.</li> <li>- Board act as good employers by ensuring the well-being of all staff are cared for.</li> <li>- Staff have professional opportunities to improve their practice.</li> <li>- Review of teaching as inquiry model.</li> </ul>	<ul style="list-style-type: none"> <li>- review effectiveness of agency support.</li> </ul>	
All students are encouraged and supported to achieve to the best of their ability.	<ul style="list-style-type: none"> <li>- Culturally responsive practice:</li> <li>- Māori learning as Māori and achieving as Māori</li> <li>- Commitment of staff to improve their understanding and use of Te Reo Māori</li> <li>- By the end of the year both classes will be delivering Te Reo Maori at a minimum level of 4b (5 hours per week).</li> <li>- Kapa Haka</li> </ul>	<ul style="list-style-type: none"> <li>- 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)</li> </ul>	<ul style="list-style-type: none"> <li>- consolidate delivery of Te Reo Maori at Level 4a or higher.</li> </ul>
		<ul style="list-style-type: none"> <li>- Review of assessment practices for writing.</li> <li>- participation in BSL programme</li> <li>- investigate strengths-based reporting and measurement</li> <li>- Provide equitable opportunities (special learning and support)</li> <li>- look at ways we can better engage whanau in their children's learning.</li> <li>- Regular monitoring and reporting of progress to Board and whanau</li> </ul>	<ul style="list-style-type: none"> <li>- continuation of BSL</li> <li>- review effectiveness of BSL</li> </ul>

<p>To make our school so awesome everybody wants to be here.</p>	<ul style="list-style-type: none"> <li>- Monitoring attendance – identify a cohort group to monitor over time.</li> <li>- Celebrating successes</li> <li>- Providing a variety of exciting opportunities for our kids – visitors to school, trips (STEM PLD) – participation in sporting events.</li> <li>- Ensure our school grounds and buildings are safe and look c</li> <li>- Make our school environment is a safe place.</li> <li>- to show that our school is an inviting attractive place to be.</li> <li>- investigate and get quotes for: <ul style="list-style-type: none"> <li>• Upgrade to areas of the playground.</li> <li>• The water system for the school.</li> <li>• Repairs to the swimming pool</li> </ul> </li> <li>- begin replacing classroom furniture</li> </ul> <p>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.</p>	<p>Continue monitoring group – report to board mid and end of year.</p> <p>→</p> <p>→</p> <p>→</p> <p>- development of area – identify next steps and opportunities for funding</p>	<p>→</p> <p>- Maintenance of area</p> <p>- develop a plan for future development.</p>
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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	<ul style="list-style-type: none"> <li>- reflect on PLD from the previous year.</li> <li>- articulate what this looks like in this school.</li> <li>- identify aspects of our practice where we can improve.</li> </ul>		
Provide equitable opportunities	<ul style="list-style-type: none"> <li>- all children will have access to quality resources</li> <li>- continue with Reading Recovery</li> <li>- Tracey and Leah to take part in Better Start Literacy Approach PLD.</li> <li>-</li> </ul>		
Strengthening our partnership with whanau and wider community.	<ul style="list-style-type: none"> <li>- social media</li> <li>- attending local meetings (marae and Awanui Ratepayers).</li> </ul>		
Involving whanau in their child's learning.	<ul style="list-style-type: none"> <li>- take all opportunities both formal and informal to involve whanau</li> <li>- whanau hui in term 2</li> </ul>		
Review of assessment practices.	<ul style="list-style-type: none"> <li>- a major focus for the year will be a review of our assessment practices.</li> <li>- 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?</li> <li>- review of writing assessment / CaAP / exemplars / matrices / resources</li> <li>- begin investigating strength-based reporting and measuring</li> </ul>		
Ensure Staff have professional opportunities to improve their practice.	<ul style="list-style-type: none"> <li>- Commitment of Staff to improve their use and understanding of te reo.</li> <li>- look at Maori language courses available.</li> <li>- Participation in Better Start Literacy Programme – Leah / Tracey / Sue Stanaway RTL</li> </ul>		
Review teaching as inquiry model to ensure it meets our needs	<ul style="list-style-type: none"> <li>- to review our teaching as inquiry model to ensure it is more robust.</li> <li>- to make sure we cover changes in the NZ curriculum</li> <li>- to ensure it meets the needs of our children and leads to improved practice.</li> </ul>		

Local curriculum	<p>- Ko wai au? Understanding our place in the school and wider community</p> <ul style="list-style-type: none"> <li>• Visit to Waimanoni Marae in term 1/2.</li> <li>• Visit to the pou that have been carved in our rohe and hear the stories behind their creation.</li> <li>• Who do we have in the community that can tell us the stories / history?</li> <li>• Links to NZ Histories curriculum</li> </ul>		
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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	<ul style="list-style-type: none"> <li>- refresh on the Whare Tapa Wha model – to include the 5<sup>th</sup> dimension of Whenua.</li> <li>- focus on Hinengaro and Wairua.</li> <li>- incorporate it into our learning and goal setting.</li> </ul>		
Use of outside agencies to support (Kaihapai o te Kura, School Counsellor, RTLB).	<ul style="list-style-type: none"> <li>- ensure all children and whanau have access to agencies to support learning and wellbeing.</li> <li>-</li> </ul>		
Ka Ora Ka Ako programme – Kai for our kids.	<ul style="list-style-type: none"> <li>- to continue providing healthy lunches according to the guidelines and within budget.</li> <li>- students to have input into menu planning.</li> <li>- keep whanau informed of menus</li> </ul>		
Continue to strengthen the partnership with our whanau.	<ul style="list-style-type: none"> <li>- continue to offer support wherever we can</li> <li>- keep whanau fully informed on all aspects of school life.</li> <li>- ensure whanau are informed on a more regular basis of their child's progress or lack of. How can we do this?</li> <li>- 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</li> </ul>		
Board to act as good employers be ensuring staff well-being is cared for.	<ul style="list-style-type: none"> <li>- board members to “keep in touch” with staff on a more regular basis.</li> <li>- board to keep informed of obligations as employers</li> </ul>		
Continue with Healthy Active Learning programme.	<ul style="list-style-type: none"> <li>- look for opportunities to extend our “Take a Risk” programme in the local area.</li> <li>- provide regular physical activity</li> <li>- implement planning and programme overview from facilitator.</li> </ul>		

## 2023 ANNUAL PLAN

**To make our school so awesome everyone wants to be here.**

FOCUS	HOW IT WILL BE ACHIEVED	EVIDENCE	OUTCOMES
Monitoring attendance	<ul style="list-style-type: none"> <li>- set challenging but realistic targets for student attendance.</li> <li>- identify links between attendance and achievement. To track a cohort group.</li> <li>- provide incentives for attendance.</li> <li>- encourage intrinsic motivation – they want to be at school!</li> <li>- report attendance rates to Board each term</li> <li>- celebrate at assembly, newsletters, Facebook</li> </ul>		
Celebrating successes	<ul style="list-style-type: none"> <li>- using platforms such as Facebook to share our successes</li> <li>- newsletters and personal contact with whanau</li> </ul>		
Providing a variety of exciting opportunities for our kids	<ul style="list-style-type: none"> <li>- day trips to enhance and support curriculum learning.</li> <li>- visiting facilitators from STEM – term 1 – CSI Forensic team and Spaceward Bound team.</li> <li>- other opportunities including sport as they arise.</li> <li>-</li> </ul>		
Care for our environment Kaitiakitanga	<ul style="list-style-type: none"> <li>- working through the local curriculum to plant a native area in our school – become Kaitiaki of our school.</li> <li>- ensure there is a budget for this initiative</li> <li>- seek funding for the initiative and support people within our community who can help.</li> </ul>		
Make our school attractive and inviting	<ul style="list-style-type: none"> <li>- begin plans for the next 5YA / 10YPP</li> <li>- invest school funds into improving our playground and making it safe.</li> <li>- follow up with ministry on the rationalisation of Room 5 and 6 (this is the removal of both buildings). Contact person Melanie Sweet.</li> </ul>		
Ensure our school is a safe place for everyone	<ul style="list-style-type: none"> <li>- review our Health and Safety practices to ensure we meet the requirements.</li> <li>- meeting in term 2 to develop an annual plan to ensure all areas are covered and roles and responsibilities are clearly understood.</li> </ul>		
Quality resources and equipment	<ul style="list-style-type: none"> <li>- begin purchase of new furniture for classrooms.</li> </ul>		

	- grants to be applied for each term for extra sports equipment, chrome books, lpads 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.*

