



Charter Strategic and Annual Plan 2022 - 2024

*Ratified by the Aorangi School Board of Trustees on 30 March
2023 Submitted to the Ministry of Education on 1 June 2023*

MISSION STATEMENT

'We grow our people by Empowering, Engaging and Encouraging each other along our pathways to Excellence'.

Our Aorangi 4 E's Principles

- 1)EMPOWERING = Whakamanatia = The Hand
- 2)ENCOURAGING = Whakatenatenatia = The Heart
- 3)ENGAGING = Tūhonotia = The Heart
- 4)EXCELLENCE = Tāpuhipuhi = The Head

OUR VISION

To grow children who:

- believe they can achieve their highest aspirations. (**Head**)
- actively build positive relationships based on our school values, and High Expectations (Warm and Demanding). (**Heart**)
- are continuously curious, innovative and resilient. (**Hand**)



The **Karearea**, symbolises our goal of reaching our highest aspirations.

The letter '**A**' for Aorangi School. It also represents our maunga, Mount Ngongotaha. Aorangi means 'piercing the sky' and symbolises our goal of achieving our highest **aspirations**.

The three **koru** represent our head, heart and hands.

OUR KURA VALUES

- - **Whanaungatanga**
 - Togetherness, Family, Community, Unity
 - **Manaakitanga**
 - Caring, nurturing, supporting, hospitality
 - **Whakaute**
 - Respect- We value ourselves, others , our school and our environment
 - **Aroha**
 - Empathy, Kindness, we think of others when we speak and act
 - **Pono**
 - Integrity, we are honest, truthful and do the right thing even when its the hard thing.
 - **Kia Mataara**
 - Open to learning, We can learn anything, We can be anything, we are open to finding solutions to challenges

OUR CURRICULUM PRINCIPLES

High Expectations

Aorangi students are always encouraged and expected to do their best – both in learning and in behaviour.

Treaty of Waitangi

Aorangi students benefit from rich learning experiences that enable them to develop a sound understanding of our cultural heritage.

Cultural Diversity

Aorangi students and teachers are sensitive to the diverse range of beliefs and practices in our community.

Inclusion

Aorangi students' interests, abilities, strengths and differences are recognised and celebrated.

Learning to Learn

Aorangi students and teachers are sensitive to the diverse range of beliefs and practices in our community.

Community Engagement

Aorangi students' learning involves connecting with, supporting and working with our wider community.

Coherence

Aorangi students are encouraged to link and apply their learning to a range of contexts and concepts.

Future Focus

Aorangi students are encouraged to look to the future and to consider the issue that will impact on themselves and others in our community and around the world.

Strategic Goals

He aha te mea nui o te ao? What is the most important thing in the world?

He tangata, he tangata, he tangata- It is the people, it is the people, it is the people

The NELP's form the basis of our Strategic Goals:

1 Learners at the Centre- Learners and their whānau are at the centre of education

- Ensure places of learning are safe, inclusive, free from racism, discrimination and bullying.
- Have high aspirations for every learner and support this by partnering with whānau and community to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

2 Barrier free education- Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including Māori and Pacific Island learners, disabled learners and those with learning support needs.
- Ensure every learner gains sound foundation skills, including language, literacy and numeracy.

3 Quality teaching and leadership- Quality teaching and leadership make the difference for learners and their whānau

- Meaningfully incorporate Te Reo Māori and tikanga Māori into everyday life of the place of learning.
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

4 Future of Learning and Work- Learning that is relevant to the lives of New Zealanders today and throughout their lives.

- Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work.

STRATEGIC GOALS

GOAL 1 –NELP 1 Learners at the Centre ‘Hauora’ – Sport and extra-curricular activities

We will provide as many inclusive opportunities to get Aorangi School kids involved in sport.

GOAL 2 – NELP 2 Barrier Free Education ‘Mātauranga’ –

BSLA Structured Literacy and Prime Maths

Implement and embed school wide Prime Maths, and in new entrant classes structured literacy practices to challenge and empower teacher practice and accelerate learning.

GOAL 3 – NELP 3 Quality Teaching and Leadership ‘Rangatiratanga’ Local Curriculum and NZ Histories Curriculum

We will Implement a localised curriculum and a NZ Histories curriculum that provides high quality teaching and learning opportunities (for students and staff) using local area, local histories, local pūrākau/pakiwaitara.

Thus, resulting in learning opportunities that engage and reflect the learners world having a huge impact on their attendance, engagement and achievement of Maori students in particular.

GOAL 1 –NELP 1 Learners at the Centre ‘Hauora’ – Sport and Extra Curricular activities

We will provide as many inclusive opportunities to get Aorangi School kids involved in sport

2022 - 2024					
Achieved		Partially Achieved		Not Achieved	
1.1	Create a Sports Academy - to implement, coach, and field teams in the school sport code of the term				
1.2	Keep track of upcoming events, and coordinate with Liz Savage - School sport coordinator Rotorua to get notices and information out to Whanau in a timely manner				
1.3	To develop a student leadership programme (Year 5 Sport Leaders) that provides opportunities to grow and develop school wide sporting skills and capabilities that support our school learning culture				
1.4	Provide PLD through Sport BOP for our Teachers to upskill- and Teach quality P.E classes, which are inclusive and aims to engage all students no matter what their abilities are (Move well resource available to Teachers)				
1.5	Track Data- on participation, reduction of incidents due to engaged students having an outlet in sport- Overall Hauora development				

GOAL 2 – NELP 2 Barrier Free Education ‘Mātauranga’ –

BSLA Structured Literacy and Prime Maths

Implement and embed school wide Prime Maths, and in new entrant classes structured literacy practices to challenge and empower teacher practice and accelerate learning.

2022 - 2024						
Achieved		Partially Achieved		Not Achieved		
2.1 Develop teachers' knowledge of skills and use of age/stage appropriate resources for teaching literacy.						
2.2 Develop teachers' knowledge of skills and use of age/stage appropriate resources for teaching numeracy.						
2.3 Implement an evidence based approach to teaching literacy and numeracy that caters for priority learners, and tamariki working within or above their expected level.						
2.4 Review and revise assessment and reporting practices to align with current best evidence based practice.						
2.5 Professional Development to embed the Prime Maths and BSLA into school practises						

GOAL 3 – NELP 3 Quality Teaching and Leadership ‘Rangatiratanga’ Local Curriculum and NZ histories curriculum

We will Implement a localised and NZ histories curriculum that provides high quality teaching and learning opportunities (for students and staff) using local area, local histories, local pūrākau/pakiwaitara.

Thus, resulting in learning opportunities that engage and reflect the learners world having a huge impact on their attendance, engagement and achievement of Maori students in particular.

2022 - 2024					
Achieved		Partially Achieved		Not Achieved	
3.1	Students have knowledge and shared understanding of the local curriculum and ownership of learning, agency and achievement in writing to increase through the use of the local curriculum.				
3.2	Staff have knowledge and shared understanding of the local curriculum and have responsibility and ownership of the pedagogy, teaching, learning, progressions and assessment in writing practices as they relate to local curriculum.				
3.3	Students responsibility, agency and achievement in mathematics to increase through the use of the local curriculum.				
3.4	Whānau, iwi and hapū to engage and commit to the learning of all students in both worlds through collaborating with co-construction of the local curriculum and other Kaupapa of the school				
3.5	Staff to enroll in the free Te Reo course offered online by Te Taumata Ō Ngati Whakaue in July 2022.				
3.6	Professional Development in ‘Culturally responsive Pedagogy’				

Annual Plan 2023

**GOAL 1 –NELP 1 Learners at the Centre ‘Hauora’
Sport and Extra-Curricular activities**

Annual Objective

We will provide as many inclusive opportunities to get
Aorangi School kids involved in sport

Hauora- Sport and Extra Curricular Activities

STRATEGIC INTENTIONS	ACTIONS	
1.1 Create a Sports Academy - to implement, coach, and field teams in the school sport code of the term	At the beginning of the year, parents fill in a form/when enrolling children. About child's sporting interests	
	Every Term- Sports academy application forms sent home with sports of the Term to Term	
	Specialist have a go sessions set up with Sporting code coaches to Give students a taste of the up and coming sport of the term	
	Tamariki fill out application forms with their whanau and will be processed Through a selection process	
	Promoted through facebook, app, newsletter, whole school/syndicate assemblies, staff hui.	
	Invite schools of around the same roll number to participate in sport exchanges	
1.2 Keep track of upcoming events, and coordinate with Liz Savage - School sport coordinator Rotorua to get notices and information out to Whanau in a timely manner	Attend Sports Coordinators hui when they come up during each term.	
	Check to see what is happening on the calendar.	
	Through facebook, app, newsletter, whole school/syndicate assemblies, staff hui.	
	Advertise any coaching sessions/sporting fixtures that are up-coming, for the various	
	Incorporate in planning from hui	

<p>1.3 To develop a student leadership programme (Year 5 Sport Leaders) that provides opportunities to grow and develop school wide sporting skills and capabilities that support our school learning culture</p>	<p>Year 5 students are invited to a sport leaders training day at the Blue Lake Where Team building activities and group work will be a focus to identify Leaders among the group.</p>	
	<p>Selected Yr 5 sport leaders undertake PALS Sport leadership course to Build capacity and teach them games and activities to teach younger Students in the Kura</p>	
	<p>Sport leaders rostered on daily morning tea and lunch times to deliver and Support a sports programme for Junior students</p>	
<p>1.4 Provide PLD through Sport BOP for our Teachers to upskill- and Teach quality P.E classes, which are inclusive and aims to engage all students no matter what their abilities are (Move well resource available to Teachers)</p>		
	<p>Kimiora and the Sport BOP Team- to conduct and facilitate HPE training Activities related to the curriculum for Teachers and Learning assistants</p>	
	<p>PLD facilitated by Principal or external providers to upskill and build staff Capacity</p> <p>-Move well resource available to all teachers to support HPE delivery</p>	

1.5 Track Data- on participation, reduction of incidents due to engaged students having an outlet in sport- Overall Hauora development

Big 5 Data tracked and shared monthly to all staff

Student voice surveys, whanau surveys, staff surveys measuring Effectiveness of sport on overall student Hauora and academic success

2022 STUDENT LEARNING & ACHIEVEMENT TARGETS

READING

BASELINE DATA

Analysis of the school-wide data in Reading at the end of 2021 showed:

☐ Data Analysis Reading:

Y.2 - 4/16 (25%) at or above.

Y.3 – 6/16 (38%) at or above.

Y.4 – 6/16 (38%) at or above.

Y.5 – 7/16 (44%) at or above.

Y.6 – 3/7 (43%) at or above.

26/71 (37%) of all students made one or more year's progress in reading.

26/71 (37%) of all students across the school are at or above expectation in reading.

TARGETS – 2022

To accelerate the progress of at least 50% of the 116 (57%) of students identified as below expectation in reading.

Identify acceleration within teacher tracking to report to the Board of Trustees.

WRITING

BASELINE DATA

Analysis of the school-wide data in Writing at the end of 2021 showed:

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Data Analysis Writing:

Y.2 – 7/16 (44%) students at or above

Y.3 – 6/16 (38%) at or above.

Y.4 – 2/16 (13%) at or above.

Y.5 – 3/17 (18%) at or above.

Y.6 – 3/7 (43%) at or above.

Across the school, 21/71 (30%) of students were at or above in writing.

11/71 (15%) of students made accelerated progress in writing in 2021.

? TARGETS – 2022

? To accelerate the progress of at least 50% of the 116 (70%) of students identified as below expectation in writing, with a particular focus on boys.

? Identify acceleration within teacher tracking to report to the Board of Trustees.

MATHS

BASELINE DATA

Analysis of the school-wide data in Maths at the end of 2021 showed:

Data Analysis Maths:

Y.1 4/8 (50%) at or above

Y.2 9/18 (50%) at or above

Y.3 5/8 (62%) at or above

Year 3-6 students in the senior school trialled Prime Maths in 2021.

Mar/Nov 2021 P.A.T Data

Y.4 7/11 (64%) students improved their scale score.

Mar: 8/16 (50%) students at or above.

Nov: 10/14 (71%) students at or above.

Y.5 11/12 (92%) students improved their scale score.

Mar: 8/17 (47%) students at or above.

Nov: 9/13 (69%) students at or above.

Y.6 4/6 (67%) improved their scale score.

Mar: 4/7 (57%) students at or above.

Nov: 3/6 (50%) students at or above.

Across the junior school, 18/34 (53%) of students are at or above expectation in Maths.

21/34 (62%) of junior students made one years or accelerated progress in maths

TARGETS – 2023

To accelerate the progress of at least 55% of the 131 Students (47%) of students identified as below expectation in maths.

Identify acceleration within teacher SMS tracking to report to the Board of Trustees.

**GOAL 2 – NELP 2 Barrier Free Education ‘Mātauranga’ –
BSLA Structured Literacy and Prime Maths**

Annual Objective

Implement and embed Prime Maths school wide, and in new entrant classes structured literacy practices to challenge and empower teacher

Mātauranga- PRIME MATHS and BSLA Structured Literacy

STRATEGIC INTENTIONS	ACTIONS
2.1 Develop teachers' kete of skills and use of age/stage appropriate resources for teaching literacy.	<p>Building on school resources and teachers effectively implementing there use in the classroom</p> <ul style="list-style-type: none">• Decodable texts• Sound packs & cards• Phonics• Manipulatives• Independent supporting Resources <p>Implementing Digital mediums such as Reading Eggs, Sunshine Books, Google classroom</p> <p>Implement Word Rumble programme across the school where students get daily practice in reading, saying and writing words.</p>

<p>2.2 Develop teachers' knowledge of skills and use of age/stage appropriate resources for teaching numeracy.</p>	<p>Building on Prime Maths numeracy resources, teachers effectively implementing its use in the classroom Implementing digital tools such as Mathletics and Maths Seeds</p>
<p>2.3 Implement an evidence-based approach to teaching literacy and numeracy that caters for priority learners, and tamariki working within or above their expected level.</p>	<p>Build capacity of ELA English Lead & teachers</p> <ul style="list-style-type: none"> ● Observe Verity Short writing programme ● Understanding Dyslexia <ol style="list-style-type: none"> 1. TOD 2. PLD Hui 3. In-class modelling 4. Shadow coaching 5. Observations 6. Team meetings, check-in's & collaborative discussion <p>To continue to utilise student interests and experiences as a catalyst for student writing.</p>
<p>2.4 Review and revise assessment and reporting practices to align with current best evidence-based practice.</p>	<p>Teachers learn how to administer, interpret and use Foundation assessments, Word-level reading assessments, Prime Maths assessments</p>
<p>2.5 PD to imbed the Prime Maths and BSLA into School practises</p>	<p>Professional Development set up for staff at staff and syndicate Hui to cater to different year level focus questions</p>

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Goal 3 – NELP 3 Quality Teaching and Leadership ‘Rangatiratanga’ Local Curriculum

Annual Objective

We will Implement a localised curriculum that provides high quality teaching and learning opportunities (for students and staff) using local area, local histories, local pūrākau/pakiwaitara.

Thus, resulting in learning opportunities that engage and reflect the learners world having a huge impact on their attendance, engagement and achievement of Maori students in particular.

Rangatiratanga- Local Curriculum and NZ Histories

STRATEGIC INTENTIONS	ACTIONS
3.1 Students have knowledge and shared understanding of the local and NZ histories curriculum and ownership of learning, agency and achievement in writing to increase through the use of the local curriculum.	Knowledgeable Kaumatua /Kuia visit- giving Korero about local Pakiwaitara, Histories and Stories of our Local Ngati Whakaue Hapu and Te Arawa Waka. Local site visits to give experiences and provide authentic writing platforms
3.2 Staff have knowledge and shared understanding of the local and NZ histories curriculum and have responsibility and ownership of the pedagogy, teaching, learning, progressions and assessment in writing practices as they relate to local curriculum.	PLD for Staff by Te Taumata ō Ngati Whakaue about local curriculum Te Reo Maori PLD – Online course Te Ahu O te Reo – All Teachers to enrol to support their own Tikanga and Reo journey Teachers to make connections to students prior experiences and Pepeha Local Marae Trips for all year levels
3.3 Students responsibility, agency and achievement in mathematics to increase through the use of the local curriculum.	Use of EOTC excursions – Cat Fishing, possum trapping – Adventure based learning activities to support and provide a hands on authentic Maths and Literacy curriculum utilizing real life experiences

<p>3.4 Whānau, iwi and hapū to engage and commit to the learning of all students in both worlds through collaborating with co-construction of the local curriculum and other Kaupapa of the school</p> <p>3.5 Staff to enroll in the free Te Reo course offered online by Te Taumata Ō Ngāti Whakaue in July 2022.</p>	<p>Shared whanau Matariki Days, Whanau meet the Teacher, Movie Nights, Community days, Tuakana / Teina collaborative learning activities</p> <p>School visit to local attraction – Annual Wingspan Trip</p> <p>Teacher to further develop their own Te Reo Maori – to use in their classroom and throughout the school</p>
<p>3.6 Professional Development in ‘Culturally responsive Pedagogy’</p>	<p>Professional readings and footage viewed and shared out at staff meetings- Teachers to read /view and make comments and answer focus questions</p> <p>Guest speakers- Dr Will Flavell- Raising Maori student achievement</p> <p>Teaching to the North East-Russell Bishop Book study for Teachers</p> <p>MOE PLD / Conferences</p>