



## Charter Strategic and Annual Plan 2020 - 2022

*Ratified by the Aorangi School Board of Trustees on 20 February 2020  
Submitted to the Ministry of Education on 1 March 2020*

## MISSION STATEMENT

We will achieve our personal best in a happy, supportive environment.  
Ka tutuki e tatou katoa i roto i te wairua

### OUR VISION

To grow children who:

- believe they can achieve their highest aspirations. **(Head)**
- actively build positive relationships based on our school values. **(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 CORE VALUES

Aroha    Manaaki    Wairua

Respect  
Responsibility  
Duty  
Honesty & Truthfulness  
Consideration  
Kindness  
Obedience  
Compassion



# 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.

# CULTURAL DIVERSITY

## **NATIONAL EDUCATION GOALS**

The Treaty of Waitangi Principles, as presented in Ka Hikitia – Accelerating Success 2013 – 2017 and Tataiako will guide the development of programmes to ensure engagement and success for Maori students. The Pasifika Education plan will inform our planning to ensure engagement and success for Pasifika students.

## **AORANGI SCHOOL AND CULTURAL DIVERSITY**

Our curriculum will teach and encourage students to understand and respect the different cultures that make up New Zealand society. The cultural traditions, histories and languages of all New Zealanders will be recognised and valued.

## **THE UNIQUE POSITION OF MAORI CULTURE**

Aorangi School is approximately 88% Maori. All staff are expected to develop an awareness of Te Reo Maori me nga Tikanga and this is an integral part of classroom programmes. Our curriculum acknowledges the unique position of Maori and the place of Pacific Island societies in New Zealand.

## **WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MAORI INTO THE SCHOOL CURRICULUM?**

Daily programmes will include Te Reo Maori where appropriate. Te Reo Maori me nga Tikanga will be timetabled in all class programmes and monitored by the leadership team. All students will have the opportunity to participate in the kapahaka group.

## **INSTRUCTION IN TE REO MAORI FOR FULL TIME STUDENTS.**

All such requests will be considered by the Board of Trustees with regard to personnel with the requisite skills and qualifications, the overall financial position of the school and the availability of accommodating requests within the school.

## **WHAT STEPS WILL BE TAKEN TO DISCOVER THE VIEWS AND CONCERNS OF OUR COMMUNITY?**

Regular consultations will take place with our Maori and Pasifika communities to develop and share policies, plans and targets for improving the achievement of students.

# STRATEGIC GOALS

## **GOAL 1 – STUDENT LEARNING & ACHIEVEMENT – HEAD**

We will provide high quality teaching and learning programmes to ensure that all students are motivated, enthusiastic, agentic and achieving their personal best in all areas of the curriculum.

## **GOAL 2 – STUDENT WELL-BEING – HEART**

Our families and our school will work together as partners, to enhance the hauora and education of all students, and to maintain a strong school ethos and culture.

## **GOAL 3 – STUDENT ENVIRONMENT – HAND**

We will provide a pleasant, safe and engaging learning environment for all, through the maintenance and development of all school buildings, programmes and grounds.

# STRATEGIC GOAL 1 – STUDENT LEARNING & ACHIEVEMENT

**Head** – To grow children who believe they can achieve their highest aspirations.

We will provide high quality teaching and learning programmes to ensure that all students are motivated, enthusiastic, agentic and achieving their personal best in all areas of the curriculum.

2020 - 2022	
1.1	Annual targets, based on analysed data, will be identified to effect and sustain improvement for all learners.
1.2	The progress of identified target learners and priority groups, plus the effect of interventions will be regularly reviewed and adapted as required.
1.3	Collate, analyse and use achievement to measure the impact of teaching and learning practices on the achievement of all students in Reading, Writing and Maths.
1.4	Promote the quality of teaching through whole-school professional learning and development linked to school goals.
1.5	Programmes, resources and technologies that appropriately support all students will be used to effect improvement.
1.6	Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn.

## STRATEGIC GOAL 2 – STUDENT WELL-BEING

**Heart** – to grow children who actively build positive relationships based on our school values.

Our families and our school will work together as partners, to enhance the hauora and education of all students, and to maintain a strong school ethos and culture.

2020 - 2022	
2.1	Home-school partnerships will be strengthened to focus on shared aspirations and high expectations for all students' learning and well-being.
2.2	Parents will be kept well informed about their child's/children's progress.
2.3	Community voice will be used for consultation on key decisions.
2.4	To provide a safe learning environment where student behaviour demonstrates a commitment to school values.
2.5	To nurture hauora – the physical, social, emotional, mental and spiritual well-being of all students.

## STRATEGIC GOAL 3 – STUDENT ENVIRONMENT

**Hand** – to grow children who are continuously curious, innovative and resilient.

We will provide a pleasant, safe and engaging learning environment for all, through the maintenance and development of all school buildings, programmes and grounds.

2020 - 2022	
3.1	The physical environment is maintained to ensure the safety of all users and to meet the requirements of the Health & Safety Act (2015).
3.2	To model and implement environmental sustainability practices in school operations.
3.3	To develop and implement a digital learning plan that supports digital technology and learning.
3.4	To implement all financial planning and reporting processes as advised by our financial providers.
3.5	To maintain our commitment to our school values and high standards of behaviour.
3.6	To provide a range of programmes and activities which challenge, engage our students and improve their physical skills and develop higher order thinking.



# **Annual Section 2020**

## **STRATEGIC GOAL 1 – STUDENT LEARNING & ACHIEVEMENT**

**Head** – To grow children who believe they can achieve their highest aspirations.

We will provide high quality teaching and learning programmes to ensure that all students are motivated, enthusiastic, agentic and achieving their personal best in all areas of the curriculum.

### **Annual Objective**

The majority of students are achieving at and above expectation in Reading, Writing and Maths.

# READING

## **BASELINE DATA**

*Analysis of the school-wide data in Reading at the end of 2019 showed:*

- 61/109 (56%) of students across the school are at or above expectation in reading.
- The majority of students in the Year 5 (12/14 – 86%) & 6 (24/25 – 96%) cohorts are reading at or above expectation.
- Girls are outperforming boys in Reading, with the exception of the Year 4 and Year 6 cohorts. 73% (37/51) of all girls are at or above expectation while 39% (22/56) of all boys are at or above.
- There is a lag in achievement in the junior school with (8/31) 20% of Y.1 & 2 students at expectation and (10/21) 52% of Y.3 students achieving at expectation. This is reversed in the senior school.
- 50% (5) of Year 4, and 64% (9) of Year 5 students made accelerated progress (more than one year) in 2019.

## **TARGETS – 2020**

- 16/20 Year 2 students will make acceptable progress and be closer to the expected level.
- 15/19 Year 3 students will make acceptable progress and be closer to the expected level.
- 10/21 Year 4 students will make accelerated progress and be at or above expectation.
- 4/10 Year 5 students will make accelerated progress and be at or above expectation.
- 2/12 Year 6 students will make accelerated progress and be at or above expectation.

# WRITING

## **BASELINE DATA**

***Analysis of the school-wide data in Writing at the end of 2019 showed:***

- 62/110 (56%) of students across the school are writing at or above expectation. However, junior school students have higher numbers of students at or above.
- Students have improved in writing slightly since their 2018 O.T.J's, however, there is a mis-match between reading and writing achievement data in the senior school.
- Boys are outperforming girls slightly in writing, with 28/59 (47%) of boys and 23/51 (45%) of girls at or above expectation across the school.
- 21% (23/109) students have made one years or accelerated progress in writing in 2019.

## ▪ **TARGETS – 2020**

- 1/20 Year 2 students will make acceptable progress and be closer to the expected level.
- 6/18 Year 3 students will make acceptable progress and be closer to the expected level.
- 10/21 Year 4 students will make accelerated progress and be at or above expectation.
- 6/10 Year 5 students will make accelerated progress and be at or above expectation.
- 7/14 Year 6 students will make accelerated progress and be at or above expectation.

# MATHS

## BASELINE DATA

*Analysis of the school-wide data in Maths at the end of 2019 showed:*

- 49/111 (44%) of students across the school are at or above expectation in Maths.
- Girls are slightly outperforming boys in Maths. 24/59 (41%) of boys and 25/52 girls across the school are at or above expectation.
- 37/111 (33%) students made one years or accelerated progress in maths in 2019.

## TARGETS – 2020

- 11/21 Year 2 students will make acceptable progress and be closer to the expected level.
- 8/19 Year 3 students will make acceptable progress and be closer to the expected level.
- 14/21 Year 4 students will make accelerated progress and be at or above expectation.
- 5/10 Year 5 students will make accelerated progress and be at or above expectation.
- 7/14 Year 6 students will make accelerated progress and be at or above expectation.

# STUDENT LEARNING & ACHIEVEMENT

STRATEGIC INTENTIONS	ACTIONS
<p>1.1 Annual targets, based on analysed data, will be identified to effect and sustain improvement for all learners.</p>	<ul style="list-style-type: none"> <li>▪ Identify all targeted at-risk students, plus Maori, Pasifika students and boys who are below expectation.</li> <li>▪ School targets are set and shared with staff.</li> <li>▪ Plan and implement specific acceleration programmes for all target groups – Quick 60, Repeated Reading, Early Words, Phonics, in class support, buddy reading, reading to seniors.</li> <li>▪ Communicate regularly with whanau of at-risk students, building positive relationships and encouraging meaningful reciprocity.</li> </ul>
<p>1.2 The progress of identified target learners and priority groups, plus the effect of interventions will be regularly reviewed and adapted as required.</p>	<ul style="list-style-type: none"> <li>▪ All teachers to use the tracking spreadsheet and record entry points and progress made throughout the year in reading, writing and maths.</li> <li>▪ Use the tracking spreadsheet to identify slower than expected progress and reset goals each term.</li> <li>▪ Use the Ngati Whakaue Education Endowment Trust Board grant to provide additional literacy and numeracy support for students in the first two years at school and the pre-entry class for pre-schoolers.</li> </ul>
<p>1.3 On-going assessment that is robust and equitable for all learners will be used to inform practice and ensure all learners achieve the best they can.</p>	<ul style="list-style-type: none"> <li>▪ Continue to use a robust assessment timetable which includes a range of tools such as standardized tests, school tests, samples, observations and student / teacher discussions.</li> <li>▪ Ensure teacher / leadership team discussions focus on how student achievement information and student voice is being used to inform teaching and learning.</li> <li>▪ Collate and analyse end of term data for trends and patterns of achievement.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Collate and analyse mid and end of year data, interpret results, identify success factors for acceleration and provide recommendations for future programmes.</li> </ul>
1.4 Promote the quality of teaching through whole-school professional learning and development linked to school goals.	<ul style="list-style-type: none"> <li>▪ Provide professional learning development in Writing to enhance a love of writing, plan and implement a diverse and engaging writing programme, and use the writing progressions to plan next steps in teaching.</li> <li>▪ Improve consistency and accuracy of assessment and moderation of writing.</li> <li>▪ Grow leadership capability in writing, through the English E.L.A Leader working closely with the PLD facilitator.</li> <li>▪ Complete the professional development in Digital Technology / Hangarau Matihiko to develop understanding of the progress outcomes and implement these into the Aorangi Curriculum and in teaching and learning programmes (end of term two).</li> <li>▪ Support Te Maru o Ngongotaha's key goals of raising student achievement and enhance hauora.</li> <li>▪ Participate in Te Maru o Ngongotaha Kahui Ako initiatives such as the TLRI (Teaching and Learning Research Initiative) and the Kia Tu Rangatira Ai Survey.</li> <li>▪ Further develop the coaching and mentoring programme to enhance teacher inquiry into teaching practices.</li> <li>▪ Integrate teacher learning from PLD into the appraisal cycle and appraise teachers annually.</li> <li>▪ Ensure that thematic studies are based on inquiry and include the principles of SOLO taxonomy (higher order thinking skills).</li> <li>▪ Review the Aorangi School Curriculum to ensure a varied and robust literacy and maths programme is provided to all students.</li> <li>▪ Investigate an alternative maths curriculum suited to the particular learning needs of Aorangi students.</li> <li>▪ Amend the school timetable to ensure quality teaching and learning time is provided in core areas.</li> </ul>

<p>1.5 Resources and technologies that appropriately support all students will be used to effect improvement.</p>	<ul style="list-style-type: none"> <li>▪ Applications for assistance to be made as needed for individual students or groups.</li> <li>▪ Provide a timetable and / or job description for all teacher aide's supporting students.</li> <li>▪ Advise whanau when their children have T.A assistance regarding the nature of the programme and updates on progress.</li> <li>▪ Athletics and Sunshine Online / Sunshine Classics subscriptions will be paid for all students to support their learning in literacy and numeracy.</li> <li>▪ Identified students to work with Number Works and Words, as part of a case study, in order to enhance progress and achievement in maths.</li> <li>▪ House of Science activities will be used to enhance student engagement and interest in the Nature of Science and the Science Capabilities.</li> </ul>
<p>1.6 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn.</p>	<ul style="list-style-type: none"> <li>▪ Evidence of student voice to inform teaching and learning will form part of the appraisal review.</li> <li>▪ Utilise student voice as part of curriculum reviews in order to enhance teaching and learning programmes and to include topics relevant and of interest to students.</li> <li>▪ Teachers and students will plan collaboratively to ensure that the learning is challenging, engaging, relevant and future focused.</li> <li>▪ Enhance the School Leader programme and utilise the group to gather student voice which may be used to effect change.</li> </ul>



## **STRATEGIC GOAL 2 – STUDENT WELL-BEING**

**Heart** – to grow children who actively build positive relationships based on our school values.

Our families and our school will work together as partners, to enhance the hauora and education of all students, and to maintain a strong school ethos and culture.

### **Annual Objective**

Teachers, whanau and learners will work collaboratively to put into practice new ideas and embrace new understandings.

## STUDENT WELL-BEING

STRATEGIC INTENTIONS	ACTIONS
2.1 Home-school partnerships will be strengthened to focus on shared aspirations and high expectations for all students' learning and well-being.	<ul style="list-style-type: none"> <li>▪ Provide a range of opportunities to develop genuine reciprocal relationships with families and whanau, eg: Meet the Teacher, phone calls, Class Dojo, an open door policy, regular phone calls home.</li> <li>▪ Parents and whanau are included in school activities such as sports and education outside the classroom.</li> </ul>
2.2 Parents will be kept well informed about their child's/children's progress.	<ul style="list-style-type: none"> <li>▪ Student Led Conferences in term 1 and 3 will provide opportunities for students to share their learning with whanau and set future learning goals.</li> <li>▪ Formal reports to parents, providing robust information on student progress and achievement, will be sent home in term 2 and 4.</li> <li>▪ Regular reports to the Board of Trustees will be made on the progress of all students including target students, and the impact of professional learning development on teaching and learning.</li> <li>▪ Inform parents on important issues through the weekly newsletter, the school app and the website.</li> <li>▪ Investigate an alternative booking system for Student Led Conferences with the aim of raising whanau attendance.</li> </ul>
2.3 Community voice will be used for consultation on key decisions.	<ul style="list-style-type: none"> <li>▪ Consult with the community on future school goals and directions through online surveys, informal discussions, parent evenings, shared online spaces and Student Led Conferences.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Liaise with local early childhood centres, in particular Homedale Kindergarten, to enhance professional relationships and ensure seamless transitions to school.</li> </ul>
2.4 To provide a safe learning environment where student behaviour demonstrates a commitment to school values.	<ul style="list-style-type: none"> <li>▪ Focus on one cornerstone value each term to develop student understanding of how to model each value and what it means.</li> <li>▪ Focus on growing the behaviours we want from our students through recognition of good behaviour and a focus on positive reinforcement.</li> <li>▪ Utilise available programmes designed to grow social skills, resiliency and problem solving skills in students.</li> </ul>
2.5 To nurture hauora – the physical, emotional, mental and spiritual well-being of all students.	<ul style="list-style-type: none"> <li>▪ Utilise the \$150 government donation to cover costs to whanau such as the swimming programme, weekend sports, educational trips etc.</li> <li>▪ Participate in the Lunch in Schools programme so that all students have a healthy, nutritious and filling lunch each day.</li> <li>▪ Participate in Sport BoP's Healthy Active Learning initiative.</li> <li>▪ To support students in their transition to school from ECE through regular visits and the pre-entry class.</li> <li>▪ Ensure restorative practices are used in classrooms and in the playground including weekly Circle Times in each classroom.</li> <li>▪ Continue to be a plain milk and water only school with Heart Foundation approved items on the school lunch menu.</li> <li>▪ Participate in the R.L.C Equity programme to provide a greater range of opportunities and activities for Aorangi students.</li> <li>▪ Ensure social skills programmes are an integral part of the Aorangi curriculum in order to grow good citizenship skills in all students.</li> <li>▪ Update the Rongoa garden so it can be better integrated into teaching and learning programmes.</li> <li>▪ Promote student attendance of 92%+ and address students whose attendance is of concern.</li> <li>▪ Monitor attendance over 2020 to evaluate the effect of the Lunch in Schools programme.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ To promote community engagement through a reading to The Gardens residents programme.</li> <li>▪ To provide opportunities for our students to develop commitment, perseverance, tolerance, school values, resilience through a range of activities.</li> </ul>
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## **STRATEGIC GOAL 3 – STUDENT ENVIRONMENT**

**Hand** – to grow children who are continuously curious, innovative and resilient.

We will provide a pleasant, safe and engaging learning environment for all, through the maintenance and development of all school buildings, programmes and grounds.

### **Annual Objective**

We will focus school finances on the maintenance of safe, high quality, and challenging programmes for all students.

# STUDENT ENVIRONMENT

STRATEGIC INTENTIONS	ACTIONS
3.1 The physical environment is maintained to ensure the safety of all users and to meet the requirements of the Health & Safety Act (2015).	<ul style="list-style-type: none"> <li>▪ Identify and address any hazards or issues as soon as possible.</li> <li>▪ Maintain and update the hazard risk register regularly.</li> <li>▪ To upgrade the front office so it is fit for purpose and easy for students to access.</li> <li>▪ Ensure the Fire Evacuation scheme is followed by all staff.</li> <li>▪ Lighting is replaced with LED bulbs in all teaching areas.</li> <li>▪ Evaluate the condition of the Administration block roof with a view to replacement of damaged areas.</li> <li>▪ Re-surface the top netball courts to provide better cushioning for students and enhance ball skills.</li> <li>▪ Replace the bark in the junior and senior playgrounds.</li> </ul>
3.2 To model and implement environmental sustainability practices in school operations.	<ul style="list-style-type: none"> <li>▪ To recycle all cardboard and paper rubbish.</li> <li>▪ To compost all appropriate food scraps.</li> <li>▪ Investigate rain water collection for school gardens.</li> <li>▪ To continue to engage with our community by tidying up Linton Park once each term.</li> <li>▪ To continue and extend the edible gardens programme.</li> <li>▪ Include learning contexts that enable learners to develop skills involved in identifying, investigating and problem solving real environmental issues.</li> </ul>
3.3 To develop and implement a digital learning plan that supports digital technology and learning.	<ul style="list-style-type: none"> <li>▪ To consolidate new learning around the Digital Technology and Hangarau Matahiko curriculum and integrate this into teaching practice.</li> </ul>
3.4 To implement all financial planning and reporting processes as advised by our financial providers.	<ul style="list-style-type: none"> <li>▪ All auditor and accountant requirements regarding finance operations are met.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Budgetary expenditure is monitored and reported to the Board at each meeting.</li> </ul>
3.5 To maintain our commitment to our school values and high standards of behaviour.	<ul style="list-style-type: none"> <li>▪ School and sports leaders to develop skills as role models of our values and behaviour through team building and the Dynamo leaders programme.</li> <li>▪ All families and whanau support class behaviour management plans and are informed of any issues.</li> <li>▪ Extend and reward students who are role models of leadership, our school values and behaviour through a range of activities.</li> </ul>
3.6 To provide a range of programmes and activities which challenge, engage our students and improve their physical skills and develop higher order thinking.	<ul style="list-style-type: none"> <li>▪ To provide a range of activities to enhance students' talents such as camp, sports, gardening, art, kapahaka, digitech, EPRo8, Rotomaths etc.</li> </ul>