



2022

Charter

Including: Strategic Plan 2022-2024

And

Annual Plan 2022

About our school

Roto-o-Rangi School is situated south-west of Cambridge. It is a rural, contributing primary school catering for students in Years 1 to 6 from the Kairangi/Roto-o-Rangi districts as well as students travelling from Leamington. The school is a strong focal point for its local community and, as such, the school stays true to its rural roots and ecologically sustainable future.

The school's positive culture is strongly influenced by high quality teaching and the explicit promotion of values set in consultation with the community. Relationships between teachers and students are respectful and affirming. Parents participate actively in students' learning and assist with many opportunities for education outside the classroom through sports teams, student leadership groups, music tuition, school camps and connections to the local environment. A purposeful family-like atmosphere supports learning and achievement.

The school motto of Aim High / Tuumanko Teitei is a driving force of the school and is reflected in the high achievement levels of students across the school. Our school continues to offer more traditional methods of instruction based on research and proven methods. Where newer teaching practices compliment and improve this approach, they are adopted into the school curriculum.

Challenges with managing some student behaviour from students arriving in the district over the last couple of years has required the school to engage with PB4L to help address these issues. This process should strengthen the systems already in place and support those children and families with challenging behaviours.

Culturally Responsive practice is central to all teaching, learning and interactions at the school. The school has been working on this process for a number of years which has lead to closer relationships with mana whenua and our Maaori community.

Roto-o-Rangi School is a member of the Te Oko Horoi Kaahui Ako. Our Kaahui Ako resubmitted our revised achievement challenge at the end of 2019. During 2019, Te Oko Horoi strengthened its agreement with Waikato Tainui by engaging closely with mana whenua. Our School and Te Oko Horoi will continue to work with Waikato-Tainui and Mana Whenua throughout 2020 to help realise the goals and aspirations of Ko te Mana Maatauranga, the Waikato Tainui Education Plan.

Through Te Oko Horoi we are able to access external consultants to develop capability in teaching and leadership, as well as support leadership and collaborative coaching. Inquiry groups allow our lead teachers to engage in robust discussions with other leaders from our Kaahui Ako, whilst teaching staff are able to connect with other teachers in the Kaahui Ako to grow their teaching practices. Inquiry and coaching with the WST drive the learning practices of the staff.

Cultural Perspective

Roto-o-Rangi School's curriculum will recognise the unique position of Maaori within our community and New Zealand society. It will provide students with experiences and understandings in Tainui tikanga, te reo, local and national histories. We will undertake all reasonable steps to provide instruction in te reo Maaori should a parent request this, including providing information about the nearest bi-lingual/ruumaki classes.

Staff will implement culturally responsive teaching practices that support Maaori students to realise their potential and talents. Then, through assessment information and analysis, the Board of Trustees will understand the achievement of Maaori within the school and the effectiveness of these teaching practices.

The school will provide a welcoming atmosphere and physical environment for all parents and children by reflecting our cultures, but with emphasis on the bicultural nature of Aotearoa. We will also reflect our connection to Ngaati Koriki Kahukura and Ngaati Haua iwi, Maungatautari marae, the Tainui iwi and the Kingitanga as we support students to achieve the priorities of the Tainui Education plan.

The school will follow culturally responsive teaching practices and programmes so that Maaori students can learn as Maaori. Our aim is to all the school participating in Maaori Language Learning at Level 5, with half the school at Level 4b (at least 3hrs per week learning te reo and tikanga Maaori)

Values

Roto-o-Rangi School is committed to fostering and developing the following :-

- ~ Respect/Whakakoha: Admire the good qualities of yourself and all people.
- ~ Resilience/Manahau: Taking on a challenge and recover from any setbacks.
- ~ Responsibility/Takohanga: Take on a job and do it well.

Belonging
Turangawaewae

Innovation
Rerekeetanga

Collaboration
Mahi tahi

STRATEGIC GOAL 1

Growing inclusive relationships

STRATEGIC GOAL 2

Building future focussed learners

STRATEGIC GOAL 3

Growing collaboration to be stronger learners

When We Are Successful...

Students and staff feel that they belong – within family, ethnically, socially, emotionally, educationally.

When We Are Successful...

Students are prepared for their future with the skills to manage their individual path ahead. Staff are at the fore front of good educational practice, to give the children a quality education

When We Are Successful...

Students and Staff will work well within a team, and independently, to achieve our goals. We work together with the wider community

Strategic Initiatives:

- 1. Grow Culturally Responsive Practices*
- 2. Incorporate the House system into learning programmes.*
- 3. Develop a localised curriculum that reflects the school's location and environment.*
- 4. Grow closer connections with families.*

Strategic Initiatives:

- 1. Develop a School-wide pedagogy of – creative and critical thinking, trial and improvement, exploration of new ideas.*
- 2. Learner Agency is visible in the classroom*
- 3. Explore and implement new school wide curriculum programmes to improve learning and achievement*

Strategic Initiatives:

- 1. Upskill our learners in collaboration skills*
- 2. Using our physical environment and digital capabilities to work collaboratively in curriculum areas and school-wide planning.*
- 3. Change teaching practices to a Collaborative Learning curriculum.*



OUR VALUES

- ★ *Respect*
- ★ *Resilience*
- ★ *Responsibility*

3 YEAR STRATEGIC GOAL ROAD MAP

Strategic Goals	Year 1 - 2022				Year 2 - 2023				Year 3 - 2024				Outcome.
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
Growing Inclusive Relationships	Attain Level 4b Maaori Medium Immersion through expand te Reo use to phrases and sentences												Students and Staff using more than substitution in te Reo.
	Continue paepae time and increase Te Reo focus on phrases and sentences												
	Grow Kapahaka												Kawahaka roopu confident and strong increasing student engagement and sense of Belonging
	Students involved in Te Ohu Kaiarahi o te Kapua Iti												
	Employ tutors		Participate in Kapahaka festival		Perform at Assembly		Participate in Kapahaka festival		Participate in Kapahaka festival				
	Develop and implement a localised curriculum localised Curriculum												Curriculum plan created specific to our community and increasing student engagement.
	Engage with mana whenua			Develop localised histories Curric			Develop and Implement localised curriculum						
	Improve students' relationships and behaviours												Improved behaviour, improved engagement, improved achievement.
	Implement PB4L programme												
	Building Future Focussed Learners	Develop Learner Agency – knowing own learning, controlling own learning and supporting others in their learning											
Embed Whole school focus on LI, SC, feedback			Develop Active Reflection skills										
Improve Literacy achievement												Improved literacy results. 90% of students At expect.	
Implement Structured Literacy programme Jnrs			Expanded structured Literacy programme to Snrs					Boys Literacy PLD and programme.					
Embed phonemic spelling and literacy - Snrs													
Extra Literacy support for At-Risk students				Creative/Critical Thinking skills		Creative/Critical Thinking curriculum included in Localised curric.							
Improve STEM achievement													100% students At or Above expectation in Science & Technology
Employ STEM specialist and provide PLD				STEM focus within Localised curriculum									
Growing Collaboration to become stronger learners	Use devices to collaborate - Snrs												Students using devices more effectively collaborate in their learning
	Google suite skills – Docs, Drive												
	Design and Implement Collaborative learning												Teaching programmes use a Collaborative Learning approach.
	Explore Collaborative learning		Implement Collaborative learning		Embed Collaborative learning approach								

Shading Key: Light – classroom teachers required to do, Darker – Leadership to do, Dark – Goal to be achieved and the Outcome of the goal.

ANNUAL PLAN 2022

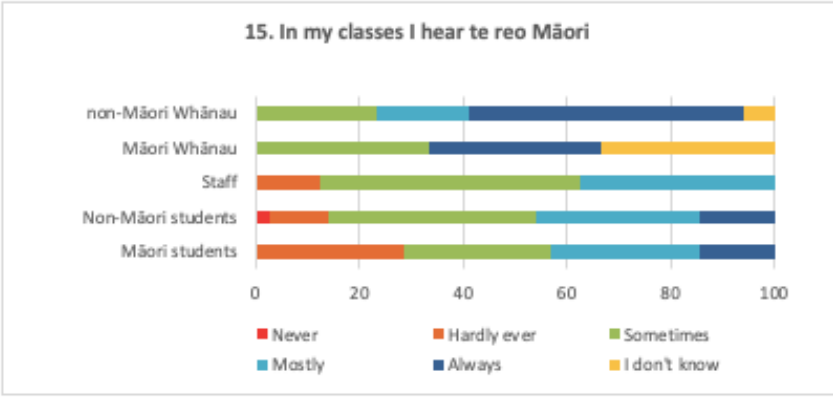
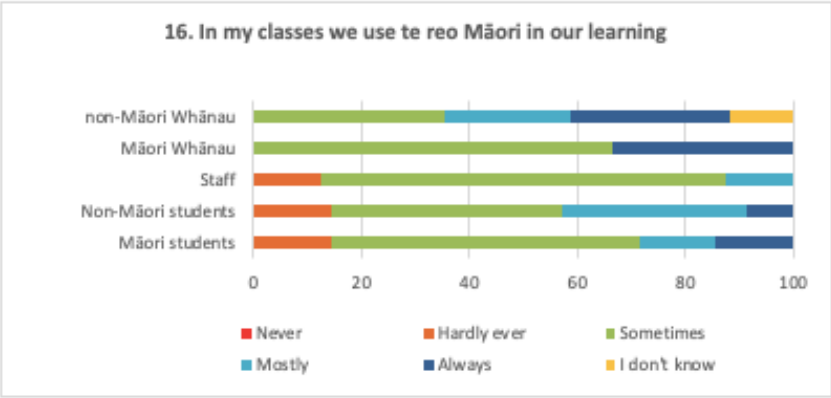
STRATEGIC GOAL: <i>Grow inclusive relationships</i>					
INITIATIVE	ACTIONS	ACCOUNTABLE /RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
Improve student relationships and behaviours	Begin PB4L programme	Wayne	\$5000 (MOE funded) \$600 NZCER Wellbeing@School	Sampling of students Surveys	All students feel safe in the school and proactively support each other.
	Termly House competitions: 1 sport (T1 – Swim; T2 - Gymnastics; T3 - X Country; T4 – Aths) 1 academic (T1 – Maths; T2 – Read; T3 – Speech; T4 – IT)	Pam	2hrs/term	Pride in supporting their House to do the activities	Improved relationships between students
	Weekly organised lunchtime sports by House House Buddies Learning Buddies – Learning buddy in same House House gardens. House duties at the end of the day	Pam	10hrs – release time given 1hr / week	Large numbers of students engaged in the activity. Older students more respectfully supporting. Students seek out students for support	Improved relationships between students
Attain Level 4b Te Reo	by using te reo phrases and sentences and local stories in paepae time and class time	Wayne Teachers	20mins – 1hr/4 days a week	Anecdotal recognition of growing te reo knowledge and use	Authentic te reo and tikanga growth
Grow Kapahaka	Kapahaka – tutors paid to run the group weekly. Leading to performances at Kapahaka Festival, Prizegiving assembly and marae visits.	Wayne	1hr/wk \$2,000	Kapahaka confidently perform at public events (Festival and assembly)	Students are proud to be in kapahaka and their self confidence grows
Design local curriculum	Engage with mana whenua around the curriculum they see as important for our tamariki to know	SLT	1 day then 3hrs Term 3 and 4 \$200 koha	Curriculum plan that includes hapu and local input.	A curriculum which is relevant to our area and our students
	Revise current school curriculum in combination with culturally responsive practice to design a curriculum which reflects our location, our history, strategic goals and values.	Wayne	3 days	A new curriculum plan. Students more engaged with the learning	New curriculum for Roto-o-Rangi School that is relevant and engaging more students with enthusiasm.
	Engage with Whaanau hui re: new curriculum	Wayne	2 x 3hrs each 6 months	Whaanau add to the curriculum	Increased whaanau and student engagement
	Explore Histories curriculum and how local stories fits into it.	Mandy Teachers	5hrs	Te reo curriculum developed which includes histories component	All staff and students know local and national stories.
Closer engagement with families and whaanau	Term activities inviting all whaanau into school e.g. Welcome BBQ in Term 1, Movie night – Term 2, Matariki hangi in Term 3, Sports evening – Term 4	All	4 x 6hrs \$500 towards refreshments	At least 50% of parents involved in activities. Non PTA parents involved in organising events.	Families feeling more involved in the school
	Termly whaanau hui – venues to be varied and changed	Wayne/WST	2hrs / term \$160 - kai	50%+ of whaanau attending meetings	Whaanau more involved in and contributing to school

STRATEGIC GOAL: <i>building future focussed learners</i>					
INITIATIVE	ACTIONS	ACCOUNTABLE / RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
Curriculum PLD	Learning about and adopting the Better Start Literacy Approach in Year 1	Tessa	2 days release	Better Start Literacy Learning format used daily in classroom	Improved achievement results at the end of Year 1 and 2 compared to data from last 10yrs
	Embedding School-wide phonemic spelling programme	WST All	30mins/wk 1hr/wk	Phonemic spelling tests. Writing samples show greater accuracy with unknown words,	Improved literacy – reading unknown words more accurately so reading levels increase; writing levels increase as writing is more accurate and fluent; spelling accuracy improves.
	Teachers of Literacy and STEM employed as specialist teachers to deliver programmes across the school	SLT	1 ftte	Significantly Improved achievement of At-risk students. Significantly improved achievement of all students in Sc and Tech. Staff knowledge of Literacy interventions and STEM activities improved	Higher literacy results, better engagement. Richer curriculum. Increased staff capacity
Learner Agency	Learner Agency Skills matrix re-visited by staff.	Wayne	1hr	LA Matrix	Teachers increasing their LA skills
	New staff PLD in LA (<i>tied in with CRP work</i>)	Wayne	5hrs	Using Success Criteria, curriculum matrices, feedback in lessons	St. understand their learning and engage
	Class programmes utilising Learning Intentions, Success Criteria, self assessment and feedback	ALL	Daily	Observation of students using in class. Rongohia te Hau survey results show most students use these	Students understand their learning and engage more.
	Poutama Pounamu to use Rongohia te Hau survey and analyse data.	Wayne	3hrs	Baseline data of where we fit in the CRP matrix	Establish goals for improving CRPs
	Using responsive practices – based around Learner Agency practices	Wayne	1/2 TOD + regular staff meetings (40hrs PLD MOE)	Rongohia Te hau survey shows Maaori students equally engaged as non-Maaori	Improved engagement of Maaori students, with strong sense of belonging -

STRATEGIC GOAL: <i>Growing collaboration to be stronger learners</i>					
INITIATIVE	ACTIONS	ACCOUNTABLE / RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
Using technology to work collaboratively	Develop a Self evaluation form on Google Apps capabilities	Wayne	1hr	Completed the self evaluation form	Data to develop PLD plan for Google Apps
	Plan online based Google Apps internal PLD	Wayne	10 hrs	Plan developed for individual teachers.	Each teacher improves Google Apps knowledge
	Implement online based PLD for Google Apps	Wayne	0.5hrs/wk	Self evaluation forms show improvement in knowledge of google apps from initial completion of questionnaire	Teachers are regularly using Google apps in teaching and students are using in their learning

Target 1	a./ To have 80% of students At or Above expected levels in Literacy and Numeracy (with 20% Above expected levels)									
Baseline Data	Mid year data 2020:									
		above	At	NS	NMS		Above	At	NS	NMS
	Mid Year Writing	5%	50%	30%	15%	Mid Year Reading	49%	19%	14%	19%
	Mid Year Writing	5	51	30	15	Mid Year Reading	49	19	14	19
		Above	At	NS	NMS					
	Mid Year Maths	31%	30%	28%	10%					
	Mid Year Maths	32	31	28	11					
Target 2	To have our scores higher than the national norm across all areas.									
Baseline Data	To be collected – Term 1 from Wellbeing@School survey NZCER									
Target 3	All students can confidently explain what they are learning, why they are learning it, how well they are doing and what their next learning goal is across Literacy and Numeracy.									
Baseline Data	To be collected at the start of 2022 with new staff.									

ANALYSIS OF VARIANCE FOR 2021 TARGETS

School Name:	Roto-o-Rangi	School Number:	1927
Strategic Aim:	All students are successfully accessing the depth and breadth of the NZC.		
Annual Aim:	Accelerating achievement of students Needing Acceleration to achieve expected levels.		
Target:	a./ To have 100% of students and staff saying they hear and use te reo at least sometimes. b./ To have all children at Level 3 for all questions on the Belonging survey		
Baseline Data:	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>15. In my classes I hear te reo Māori</p>  </div> <div style="text-align: center;"> <p>16. In my classes we use te reo Māori in our learning</p>  </div> </div>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teachers and principal involved in online te reo Maori PLD.</p> <p>Maori curriculum grown within class programmes i.e. time spent learning te reo as well as incorporating more Maori perspectives in topics and learning.</p> <p>Increased use of te reo in public at the school.</p> <p>All classes taught and conduct their own whakatau to welcome new students and families</p> <p>b. more House based activities.</p>	<p>Increased use of te reo in classes.</p> <p>Unofficially 2 Snr classes operating at Level 4b Te reo (3hrs te reo learning per week)</p> <p>More te reo heard in social settings</p> <p>Students less startled when hearing te reo outside of the classroom and responding with more confidence</p> <p>Teachers with growing confidence in te reo and proactively seeking more effective use in their programmes.</p> <p>No data to compare with previous year's data due to inability to hold the Rongohia te Hau survey again</p> <p>b. Not a lot changed.</p>	<p>Growing teacher confidence</p> <p>Growing expectation of te reo use</p> <p>More regular use of te reo outside of "lessons"</p> <p>b. Activities were not consistent enough to engage</p>	<p>Maintain the standard set with use of te reo.</p> <p>Regular visits by SLT into classes to witness, celebrate and promote good te reo practices</p> <p>Further extend the kapahaka presence by performing in school assemblies, leading at official occasions.</p> <p>Engage with mana whenua to support the development of our own curriculum which will include great local content and a mana whenua perspective.</p> <p>More regular House activities</p>

<p>More emphasis on THINK acronym to help students support each other.</p> <p>Assemblies devoted to discussing ways of making others feel they belong</p> <p>Hauora/Mindfulness lessons taught in class lessons</p>		<p>THINK could be espoused but it didn't alter students interactions with each other "in the moment".</p> <p>Helped students not be as anxious at times of stress around the covid lockdown</p>	<p>Develop a House Buddy system – have a Buddy in your House you can go to when things are not working socially, academically, etc. Buddy then supports them. Each time a buddy helps out, they earn a house point.</p> <p>PB4L initiatives to support behaviour, being more positive and helping students feel they belong.</p>
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<p>Planning for next year:</p>			
<p>PB4L House Buddy Mana whenua engagement in Localised Curriculum.</p>			

School Name:	Roto-o-Rangi	School Number:	1927
Strategic Aim:	All students are successfully accessing the depth and breadth of the NZC.		
Annual Aim:	Accelerating achievement of students trending Below or Well Below expected levels of achievement.		
Target:	All target students improve by at least 100% on their associated phonemic awareness tests.		
Baseline Data:	Individual data was collected mid year on a variety of phonemic skills. The low level of scoring across the year levels highlighted the lack of phonemic/phonological teaching and learning in literacy. The mid year data was to be compared to their individual data at the end of the year.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Received some PLD in the use of the Switched onto Spelling method of phonemic learning.</p> <p>Used the book to guide a new spelling method in our classes, depending on a students age.</p> <p>Based spelling exercises/writing activities on a phonemic approach, which included the spelling words students were learning</p>	<p>80% of students who completed both tests were able to improve on their initial data by 100%.</p> <p>Junior students were able to make more significant improvement than Snr students.</p> <p>3 Senior students made some phonemic gains but these students are special needs students who have made little gain in their academic learning in general and were not included in the target group.</p>	<p>Whilst the 4 Snr students made progress with their phonemic knowledge, they were not able to improve by 100%. This is due to the higher baseline data they began with.</p>	<p>A more systematic adoption of the approach is required for consistency across the school.</p> <p>More thorough implementation of the approach so that it becomes imbedded in the school.</p> <p>Upskilling of new staff in the approach.</p> <p>An improved method of collecting the data is required. Scores are only telling half the story</p>

Planning for next year:

Develop a recording method to highlight which sounds/combinations students know rather than just a raw score

School Name:	Roto-o-Rangi		School Number:	1927
Strategic Aim:	Develop and maintain Innovative resources and teaching practice to meet the future needs of the students and staff.			
Annual Aim:	Digital technology curriculum implemented across all classes.			
Target:	a./ To have 100% of Maaori students feeling that “Teachers talk with me about my work and results so I can get better” – Always b./ All staff move at least 1 stage in what they do in the “Promoting further learning” section of the Teacher Capabilities matrices.			
Baseline Data				
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>	
Teachers discussed explicitly about what to do to improve their learning. New staff were supported to use Lis, SC and WALTs in their lessons so they could discuss next learning steps Learning Progressions were displayed in rooms and teachers referred to them when discussing the Lis	<p>Did not do the Rongohia te Hau survey to compare initial data.</p> <p>New staff did not reach this section in their teaching practice.</p> <p>Experienced staff who had previous knowledge continued with the learning but had mixed results. The Jnr teachers had a small shift in this area. The senior teachers had minor progress in this area.</p>	<p>Due to COVID we did not get the do the Rongohia te Hau survey again in 2021.</p> <p>With resulting lockdowns we did not make the Teaching Capabilities a focus and as such the new staff did not get to spend time improving this.</p> <p>The students didn't have the skill levels required and so the basic skills were strengthened, which meant little growth in the advanced skills. as one was a beginning teacher still coming to grips with the basics of responsive practices</p>	<p>We plan to do the survey early in 2022 as this will also support the new staff members at the school.</p> <p>Responsive Practices will become Business as Usual in 2022 with Mentor Teachers supporting new staff to implement many of the teaching practices and thus student capabilities.</p>	
Planning for next year:				
This is to become more Business as Usual and to be incorporated in to Professional Growth Cycles to maintain the focus. Rongohia te Hau survey to be conducted in Term 1 to compare against the year before and set goals for PGCs				