



## Murchison Area School

**2021**

Charter

Ministry Profile 299

## **Kia ora and welcome to Murchison Area School.**

At Murchison Area School we are a school that is focused on teaching and learning to produce innovative, well balanced, life-long learners. We believe that our core function is not only to motivate our students, but also to inspire them to achieve personal excellence; be that in academic, arts, cultural or physical areas. It is our responsibility to provide our students with a safe learning environment that fosters positive relationships between all members of our community. When our students leave our school we want them to be adults that are able to fully contribute to their community, by either continuing with their education or successfully pursuing a vocation.

Murchison is one of the key hubs of the Tasman region and State Highway 6. At Murchison Area School we pride ourselves on our strong connection to our community, and we believe our community places great value on having a school that can provide its children with their entire compulsory education. As a school we believe that we can stand proud in the knowledge that we are providing this whole, highly successful education in one physical location.

We provide a safe and friendly environment for our staff to learn and grow alongside our students as life-long learners. Providing opportunities for professional development is a key to success in any school, and at Murchison Area School we provide multiple opportunities for staff to continue to develop their knowledge and pedagogy. As with all our community, we build positive relationships built on trust and a common goal of doing the best for our students.

Murchison Area School is the perfect balance between being small enough to care, and large enough to provide.

A successful charter communicates, for the school and its wider community, the steps the school is taking to improve learning outcomes for all their students. It communicates the school's vision and direction, its goals for the long and short term and its approach to meeting its legal responsibilities. It outlines the School's approach to meeting national and local priorities for education.

We have a great Board of Trustees, with a range of experiences and skills that compliment each other and the Senior Leadership Team. We are working together to achieve all of our goals.

A school's Board needs to be able to assure the government and its community that:

- The students in the school are receiving a high quality standard of education
- National priorities for school education are being addressed in the school
- The resources are being used prudently to ensure the highest possible quality programmes are provided for students.

The Board of Trustees must ensure the school has a clear sense of purpose by establishing its strategic objectives, documenting these objectives in a school charter, and monitoring progress in achieving these objectives. Our Charter documents these goals. It is a document that we update and review regularly. It is a public statement to our parents, staff and students of our commitment to achieving these goals. We can also use it to measure, review and report on our progress to meeting these goals. It is forward looking and it reflects the uniqueness of our school and our community.

Signed:

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Chairperson, Board of Trustees

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Principal

*From the Principal and the Chairperson*

## **SCHOOL/COMMUNITY PROFILE**

Murchison Area School serves a large geographic area. Half of our students live within the town itself, the other half of our roll mainly come from farming communities within neighbouring valleys and travel in to school daily.

The Murchison area is surrounded by natural features including lakes, rivers, mountains and native forests, all protected in National Parks and other public reserves. Outdoor recreation industry provides abundant opportunities for caving, climbing, fishing, gold panning, hunting, jet boating, kayaking, rafting, tramping and wildlife appreciation; and our summer population increases to cater for the many travellers who come to the area seeking adventure tourism. We are keen to include aspects of our local physical environment in our planning and curriculum.

State Highway 6 runs through the centre of Murchison township, which sits on the 'Four Rivers Plain'. The Buller/Kawatiri River runs beside the school and nearby are the Matakītaki, Matiri and Mangles Rivers. Therefore it is essential that pupils are provided with water skills.

Sport is a major part of community life with school teams often travelling away to other towns and areas for competitions. This small tight-knit community prides itself on its spirit and caring nature and the healthy option it provides for its people as an alternative to city living.

Our school roll is growing steadily, approaching 190 and forecast to grow to 200+ within 2 years. The roll has historically been transient due to employment contracts, though this has reduced significantly in recent years. Our Maori roll fluctuates between 10-15%.

The school has many major strengths including strong NCEA results, small class sizes, recently updated free ICT provision to all students, strong relationships, great community links and a wide and varied curriculum accessible and appropriate to each individual student and whanau. We pride ourselves on our inclusive nature for all students, our EOTC and our commitment to Te Reo and Tikanga. In 2020 we had many new building projects completed, these included six new classrooms, a new science Lab, new outside court areas, new toilets, new fencing, new staff preparation areas and new administrative areas. In 2021 we intend to complete our current phase of building improvements with a significant upgrade to our Technology block and Art facilities.



Learning at Murchison Area School

## VISION

**‘Living to Learn, Learning to Live’**

*Ka ake, ka ora. Ka ora, ka ako.*

We will ensure that students are given every opportunity to achieve our vision by focusing on:

- Raising achievement through developing a Growth Mindset
- Maintaining healthy relationships through following Restorative Practices
- The promotion of self-worth through our school Values: Respect (*Whakaute*), Honesty (*Whakapono*), Consideration (*Whai Whakaaro*) & Responsibility (*Haepapa*)

## Murchison Area School Strategic Aims

2019-21

### 1. To continue to raise academic achievement across all areas of the school. (2021)

- To continue to raise academic achievement across all areas of the school. (2020)
- Raising achievement through improved data management and analysis. (2019)

### 3. To continue to build a successful, supportive and inclusive educational setting for all of our students, to promote improved well-being for all. (2021)

- To continue to build a successful, supportive and inclusive educational setting for all of our students (2020).

- Communication and consultation with whanau, iwi and wider community. (2019)



### 2. To consolidate our Restorative philosophy emphasis across the whole school community. (2021)

- To successfully integrate a new, safe modern learning environment to increase engagement and opportunity for all (2020).

- To actively engage with our Kahui Ako across all mutually beneficial areas. (2019)

### 4. Celebrate and promote the implementation of bi cultural principles through the development of our localised curriculum. (2021)

- implementation of bicultural principles. (2019).

*It should be noted that some Strategic Aims from 2019 and 2020 have been superseded by new aims as they have been completed and are now being embedded.*

## Strategic Aims 2019-2021

### Strategic Aim 1: To continue to raise academic achievement across all areas of the school.

#### GOALS 2020-2021

- Review and develop procedures for tracking and analysing student achievement more consistently in Years 1 to 10 (Use of KAMAR). (2019)- further develop into 2020. Continue with current process and analysis structure for 2021.
- Increase the successful number of External NCEA papers entered in years 11-13. Look at this previous goal taking into account new NCEA review and changes for 2022 (Ensure students become used to external formats).
- Use the PLD from 2019 and start of 2020 from Canterbury University to adapt and improve teaching pedagogy in writing years 1-10. With a particular focus on the 2021 Year 7 and 8 Boys cohort.
- Be adaptive and flexible with our 2020 (and 2021) cohorts for NCEA entry and provision of suitable course advice and delivery.
- Continue to integrate the new Digital Curriculum into Years 1-10 within the current curriculum (not stand alone). Carry through for 2021.
- If the school roll continues to grow, consider an eighth primary class for 2021 (Resourcing and staffing factors to be examined) (Not required for 2021-consider for 2022).
- To link closely with strategic goal 3 and make our curriculum localised, relevant and inclusive to all. (Utilise the additional knowledge and understanding from DP's sabbatical in Term 1 2021).
- Utilise, be familiar with and explore the new NCEA developments. (Principal on National working group for NCEA changes 2021).
- Continue to extend successful links with Trade Academies and Distance providers to allow for maximum student engagement and success. Continue to develop in 2021.

**Strategic Aim 2: To successfully integrate a new, safe modern learning environment to increase engagement and opportunity for all (2020).**

**GOALS 2020**

- Bring our new roll growth classrooms online and accessible as soon as possible in 2020, (Term 2?) therefore providing a suitable working environment for teaching and learning.
- Establish a physical primary hub of the school and link all these classrooms together both in teaching and learning but also with communal physical spaces.
- Provide new specialist teaching areas for each secondary face to face teaching subject (Maths, Physical Education, Social Studies, Art and Food Technology)
- Begin the process to provide additional physical space for a music area/suite
- Complete the new Science Lab (Mid-term 1 2020) and be able to offer a wider curriculum in Senior science with this facility.
- Provide a dedicated sensory room for Learning support staff (Start of Term 2, 2020)
- Provide dedicated Learning Support/Teacher Aide/counsellor/school nurse rooms (Start of Term 2 , 2020)
- Provide a change and toilet facility for students with Learning needs (Start of 2020)
- Provide a safe, fully fenced school perimeter (Mid-term 2, 2020)
- Repaint and repair/update the school playcentre to provide a more suitable teaching and learning area and increase links with the Playcentre (start of 2020)
- Investigate resurfacing of all playground areas to provide safe and positive outdoor areas for teaching and learning, especially Physical Education
- Modernize the Admin area of the school to provide suitable teaching prep area and meeting area

**Strategic Aim 2: To consolidate our Restorative philosophy emphasis across the whole school community.**

**GOALS 2021**

- Try to find External staff Restorative training options via PLD or MOE provision.
- Establish a process for recording events on KAMAR
- Have a small series of parent and community evening sessions to explain process and ideal outcomes to parents and community
- Highlight through visual guides the school's Restorative philosophy
- Communicate with our community through Facebook and the newsletter about positive outcomes
- Have explicit meetings, assemblies and Hui's re what restorative looks like or our students and staff and parents-including the expected staff communication home and on KAMAR.

**Strategic Aim 3: To continue to build a successful, supportive and inclusive educational setting for all our students, to promote improved wellbeing for all.**

**GOALS 2020-2021**

- To continue to support all students within our school and new to the school, including any learning support needs. Further develop in 2021.
- To provide high quality learning support through Learning support staff and training. Further develop in 2021.
- To provide sufficient hours for Teacher Aide support (BOT and SLT driven). Further develop in 2021.
- To provide a high quality SENCO with sufficient time and resources to complete a successful job. Further develop in 2021.
- To liaise with all relevant agencies, both MOE and outside agencies to gather expertise, support and financial backing to make successful. Especially now as no longer part of CoL.
- To provide a suitable and well-resourced physical area for delivery of all programmes required. Further develop in 2021.
- To continue to upskill both the SENCO (Study Award 2020/1) and all staff, teachers and non-teachers. Further develop in 2021.
- To begin to work with LSC's as they come on line and suitably trained to offer relevant support and advice.
- To continue and extend working closely with school counsellor and school nurse to offer support to all students, staff and community. Further develop in 2021.
- To work with PN and SLT re SAC conditions and NCEA requirements and entries. Further develop in 2021 – new PN.
- To build educational relationships with targeted schools of similar philosophy or type. Eg Tapawera or Amuri Area Schools
- Support workplace staff through Circle of Security programme delivery to all.
- Provide a pre-planned and organised framework for support to identified individual students and cohorts.

## Strategic Aim 4: Celebrate and promote the implementation of bi cultural principles through the development of our localised curriculum.

### GOALS 2019-2021

- Increase Tikanga/Te Reo programmes across whole school; use of outside community facilitators. (2019)
- Appoint Tikanga staff member to lead Te Reo/Tikanga and kapa haka throughout whole school. (2019)
- Use of Te Reo/Tikanga via greetings, everyday language, posters, newsletters, communication, signage, instruction. (2019)
- Develop cultural exchanges with other schools, and take part in Kapa Haka Festivals. (2019)
- On-going PD & understanding of biculturalism (External expertise). (2019) [Link with DP's sabbatical knowledge and outcomes 2021.](#)
- Find and use expertise to build relationships and involvement with whanau, local iwi and marae in order to honour and legitimise the Treaty of Waitangi. [Link with DP's sabbatical knowledge and outcomes 2021.](#)
- Investigate marae links with a view to incorporating more marae visits and education into our school programme. [Link with DP's sabbatical knowledge and outcomes 2021.](#)
- Develop effective Home/School partnerships to enhance student learning at both home and school.
- Valuing language and culture and identity. [Link with DP's sabbatical knowledge and outcomes 2021.](#)
- Investigate the use of speech competitions, including Te Reo. [Further develop 2021.](#)

## Annual Implementation Plan – 2020 *with evaluation*

<b>Strategic Aim 1: To continue to raise academic achievement across all areas of the school.</b>				
<b>Annual Objectives:</b>				
<b>Implementation</b>			<b>Evaluation (How will we know if we are succeeding?)</b>	
<b>Process: (Design and implementation)</b>	<b>Resources:</b>	<b>By when? By whom?</b>	<b>Outcome: (Behaviour, people or communities)</b>	<b>Output: (Product, process)</b>
Review and develop procedures for tracking and analysing student achievement more consistently in Years 1 to 10 (Use of KAMAR). (2019)- further develop into 2020. (Core student data)	KAMAR, MOE data analyst, Kristie Cook and SLT <i>Delayed due to COVID (PAT's only at present)</i>	SLT co-ordination. Ongoing throughout 2020.	Upskilling of SLT knowledge & understanding to complete the process <i>(Need to continue to ensure new SLT members up to speed) End of 2020 data collated and analysed by SLT-targets for 2021 set</i>	Target & strategic decision making
Increase the successful number of External NCEA papers entered in years 11-13	PN time <i>(Ensure with AP regular updates of NCEA progress published) Hours finished Term 1 2020, End of 2019 Lit results showed improvements</i>	Throughout 2020 by PN , SLT and Secondary syndicate <i>Sarah to attend Sec syndicate meetings.</i>	More students entering and passing external papers. <i>(IEP and Mentoring scheme, introduced week 2, term 3)</i>	Make students and parents aware of benefits
Use the PLD from 2019 and start of 2020 from Canterbury University to adapt and improve teaching pedagogy in writing years 1-10	IMPACTEDed and Canterbury University <i>(Apply for more PD hours from IMPACTEDed:</i>	Whole staff and led by SLT, throughout 2020  <i>(Continue with Quin, regular updates to staff)</i>	Increase in Curriculum levels of Year 4-10 writing levels, preparing them for NCEA. <i>+move, TA support into Year 11 lit areas-Done</i>	PLD workshops and one on one learning. Syndicate meetings

	done and accepted for 75 additional hours )			
Be adaptive and flexible with our 2020 cohorts for NCEA entry and provision of suitable course advice and delivery.	SLT and secondary syndicate	By all staff, especially SLT,PN and SENCo (Utilise SENCo expert knowledge to support staff and students)	More targeted success for students (Continue to support students in NCEA with correct course and subject options) SLT input into secondary syndicate meeting to aid best practice	Mentoring of students and close liaison with parents and SLT Term 3,2020
Continue to integrate the new Digital Curriculum into years 1-10 within the current curriculum (not stand alone)	Unit holder ICT and PLD provider ( Done)	All teachers of years 1-10 and Unit holder	Evidence of digital curriculum being integrated into wider curriculum ( Ensure we share and celebrate successes-IMPACTed conference, Ed gazette, Prime ministers awards 2021) Done	Adaptation and changes to curriculum and delivery. Syndicate meetings
If the school roll continues to grow, consider an eighth primary class for 2021 (Resourcing and staffing factors to be examined)	SLT, BOT	SLT Term 3, 2020 ( To review as term 3 continues)	Smaller classes, focused year levels Plus NCEA 2/3 combined classes for 2021	Improved academic results
To link closely with strategic goal 3 and make our curriculum localised, relevant and inclusive to all.	SLT, SENCO, Teaching staff (DP to apply for sabbatical for Term 1 2021 to focus upon this)	All staff. Start of 2020 (Continue to adapt curriculum and resources suitable for all eg building and hospitality) Tech block	Increased engagement Dp successful with sabbatical application for term 1 , 2021 focusing on local curriculum.	Increased achievement
Utilise, be familiar with and explore the new NCEA developments.	MOE, PN and “within schools CoL teacher” (Linda to continue to share her knowledge with sec syndicate)	All secondary staff, by end of 2020 First TDD NCEA day completed Nov 20, Principal is on Regional and national panel for NCEA changes and introduction 2021.	Increased understanding and preparation for new NCEA	
Continue to extend successful links with Trade Academies and Distance providers to	TOSI Trade Academies and other providers	Throughout 2020 by SLT and Secondary syndicate staff	Increased engagement, retention and employment possibilities (Gateway resources for 2021)	Use of local providers

allow for maximum student engagement and success.	( Localised Careers expo at Tapawera start of term 4. Provide potential succession planning for 2021- Done	(STAR courses for Year 10 and 11 students)		
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<b>Strategic Aim 2: To successfully integrate our new, safe and modern learning environment to increase engagement and opportunity for all.</b>				
<b>Annual Objectives:</b>				
<b>Implementation</b>			<b>Evaluation (How will we know if we are succeeding?)</b>	
<b>Process: (Design and implementation)</b>	<b>Resources:</b>	<b>By when? By whom?</b>	<b>Outcome: (Behaviour, people or communities)</b>	<b>Output: (Product, process)</b>
Bring our new roll growth classrooms online and accessible as soon as possible in 2020, (Term 2?) therefore providing a suitable working environment for teaching and learning.	MOE	MOE and building contractors Start of Term 2 , 2020 (Delayed to start of Term 3 by COVID) Certificate of occupancy issued 16/7/20	All 3 buildings and large number of rooms available for use. All Roll growth classrooms on line and in use plus additional teacher prep areas, sensory room and Learning support areas	MOE, Project manager and Principal
Establish a physical primary hub of the school and link all these classrooms together both in teaching and learning but also with communal physical spaces.	MOE, BOT	By start of Term 4 2020. Contractors as agreed. (Likely to be now during Term 4 for outdoor spaces due to COVID and landscaping throughout next 9 months)	Ideal inside/outside teaching spaces, joint class areas and communal, whole school areas. Landscaping still to be completed after MOE review of outdoor facilities start of 2021	Increased engagement

Provide new specialist teaching areas for each secondary face to face teaching subject (Maths, Physical Education, Social Studies, Art and Food Technology)	MOE, BOT, SLT and teaching staff	BOT, SLT and secondary staff. (Ready start of Term 3-Food Tech planning for 2021 significant upgrade)	New specialised facilities available. <b>Done, design brief now with SSL for tech upgrade also.</b>	Improved teaching and learning, higher attainment
Begin the process to provide additional physical space for a music area/suite	BOT, SLT	SLT and Caitlin Young?  (Shared space with CRT, ready Term 3 )	Specialist Music room created-Dual space due to Music teacher on maternity leave	Widen curriculum
Complete the new Science Lab (Mid-term 1 2020) and be able to offer a wider curriculum in Senior science with this facility.	MOE, BOT	Contractor (CMT) Feb 28 <sup>th</sup> 2020  (Done)	Improved teaching and learning within the specialist classroom space	Raising of achievement, wider curriculum
Provide a dedicated sensory room for Learning support staff and students (Start of Term 2, 2020)	BOT,MOE	Contractor. Start of Term 2, 2020  (Start of Term 3- delayed due to COVID )	Improved achievement of target groups or individual students. <b>Completed start of Term 1 , 2021</b>	Raising of achievement of target groups but also of whole cohorts.
Provide dedicated Learning Support/Teacher Aide/counsellor/school nurse rooms (Start of Term 2 , 2020)	MOE, BOT	Contractor. Start of Term 2, 2020  (Start of Term 3- delayed due to COVID )	Closer liaison between staff and more use of dedicated facility. <b>Done</b>	Greater use, benefits to all students and community
Provide a change and toilet facility for students with Learning needs (Start of 2020)	MOE and BOT	Contractor. Start of Term 1, 2020 (ST Homes)  (Done)	Students will have their own private change area not using school sick bay.  <b>Done</b>	Greater use, benefits to all students and community

Provide a safe, fully fenced school perimeter (Mid-term 2, 2020):  Complete full upgrade of fire and security systems for entire school.	MOE  MOE	Contractor (CMT)  Start of Term 3, 2020  Done  (Done) Door to be completed week 6 to link in with new fire alarms	Safe environment for all students and staff	Safety, peace of mind for all community
Repaint and repair/update the school Playcentre to provide a more suitable teaching and learning area and increase links with the Playcentre (start of 2020)	BOT, MOE, SLT	Contractor (Shuttleworths). Start of Term 1, 2020  (Done)	Improved and safe environment for Playcentre students. Increasing likely links and progression to the school.	Safety, peace of mind for all community
Investigate resurfacing of all playground areas to provide safe and positive outdoor areas for teaching and learning, especially Physical Education	BOT, SLT	Contractor. By end of Term 2, 2020.  (Works start beginning of Term 3- delayed due to COVID )	Safe area for students to play and take part in sport. Also use for community groups.  Done	Contractors quote and complete works
Modernize the Admin area of the school to provide suitable teaching prep area and meeting area	SLT	Contractor. By end of Term 2, 2020.  (Done)	Greater area for staff to prepare and work in outside of their teaching spaces. Meeting space available for families etc  Done, start of term 1, 2021	Increased work output and greater engagement with community.

**Strategic Aim 3: To continue to build a successful, supportive and inclusive educational setting for all our students.**

**Annual Objectives:**

Implementation			Evaluation (How will we know if we are succeeding?)	
Process: (Design and implementation)	Resources:	By when? By whom?	Outcome: (Behaviour, people or communities)	Output: (Product, process)
To continue to support all students within our school and new to the school, including any learning support needs	BOT, SLT, SENCO (Continue to successfully seek additional funding from MOE and external agencies plus also BOT budgeting)	SLT, SENCO and staff	Engaged students, happy students, improved results. Improved sense of well-being.	Use of LSC and MOE to support SENCO and SLT goals ( Review by BOT of CoL and LSC involvement Aug 20) Completed and withdrawn start of 2021.
To provide high quality learning support through Learning support staff and training	BOT and SLT, external PLD (SENCo currently completing Study award, TA's to review possible new PLD funds from MOE)	Learning support staff (Continue to increase and provide required hours of support to all students and staff)	Increased engagement and achievement	PLD provision
To provide sufficient hours for Teacher Aide support (BOT and SLT driven)	BOT and external funding (As above) Increased hours for current Year 11 students	SLT and SENCO Successful application for URF funding to enable this until term 3, 2021	More classroom support for staff, increased engagement of all students.	Timetabling and people resourcing
To provide a high quality SENCO with sufficient time and resources to complete a successful job	BOT, SLT (As above, difficult balance of personal well-being and supporting growth of other staff)	SLT, start of year 2020.	Increased support for all staff and students. Engaged students and supported community	Community feedback
To liaise with all relevant agencies, both MOE and outside agencies to gather expertise, support and financial backing for home and school partnerships to be successful	MOE, External agencies, whanau (As above)	SLT, SENCO, whanau Done and continuing with successful grant applications already completed.	Increased engagement with agencies and more funding, resource opportunities.	Increased engagement and happy students, staff and community

To provide suitable and well-resourced physical areas for delivery of all programmes required	BOT, SLT, MOE	SLT, SENCO Start of Term 2, 2020 (Delayed by 1 term due to COVID)	Educational setting that allows for all students to reach their potential. Positive physical environment for staff and whanau <b>Done</b>	An updated sensory room, new Learning support offices for Learning support and SENCO (All due to be moved into on Day 1 of Term 3)
To continue to upskill both the SENCO (Study Award 2020) and all staff, teachers and non- teachers.	MOE, SLT, Teach NZ scholarship (Done)	By SENCO, Principal. Start of 2020	Continual improvement of learning, pedagogy and support of staff, students and whanau	Enrolment in PGCE in Complex Needs with Canterbury University. Successful application to Teach NZ
To begin to work with LSC's as they are appointed and are suitably trained, to offer relevant support and advice.	CoL and MOE, communication and use of expertise when required	LSC, and relevant MOE appointed staff, SENCO, SLT (SENCo and SLT working with and upskilling the new LSC and hopefully meeting the latest one?)	Improved outcomes for students, staff and community.	Successful integration of new position and people in our schools already successful programmes School has now withdrawn from the CoL.
To continue and extend working closely with school counsellor and school nurse to offer support to all students, staff and community.	SLT, DHB (Great working relationships with this team but still struggling to engage fully with outside agencies)	Principal, SENCO, School nurse and school counsellor (Increased hours for counsellor from Term 3)	Improved outcomes for students, staff and community. Successful application for URF funding to enable this until term 3, 2021	A flexible, successful system of support to staff, students and whanau
To work with PN and SLT re SAC conditions and NCEA requirements and entries.	Time (Needs to be driven by AP and PN to ensure no one missed and all sec staff realise what they can do)	Throughout 2020, SENCO, PN SLT and Secondary staff. New PN appointed for 2021, great job achieved by previous PN	Students achieving academic success at the correct level to reach potential and through support as required	Improved results and engagement
<b>Strategic Aim 4: Implementation of bicultural principles;</b>				
<b>Annual Objectives:</b>				

Implementation			Evaluation (How will we know if we are succeeding?)	
Process: (Design and implementation)	Resources:	By when? By whom?	Outcome: (Behaviour, people or communities)	Output: (Product, process)
Development of Te Reo and Tikanga within classroom teaching and learning	'He Reo Tupu, He Reo Ora' (book/online) Posters Weekly vocabulary Learning progressions for Te Reo, Tikanga and Mihi (Ariana Stevens)	Classroom teachers 2019 onwards <b>DONE</b> Kapa haka/Tikanga/Te Reo Leader to be appointed <b>DONE</b> (2017 and 2019) SLT to work with Ariana Stevens on learning progressions, which will then filter to staff (2019). <b>First part completed</b>	Improved use of Te Reo school-wide Community support and community displays/performances eg ANZAC Day <b>(Kapa Haka and ANZAC cancelled in 2020 due to COVID) Matariki in school holidays-adapted</b>	Visible Te Reo and Tikanga presence in the school. <b>done</b> New school waiata and haka. <b>Waiata done, haka in progress</b> Kapa haka group (performance and non-performance)
Appoint staff member to lead Tikanga/Te Reo and to continue to develop a wider Kapa Haka group (Primary and Secondary)	Time and PD as required, plus budget	Throughout 2019. SLT, and advertise to staff. <b>DONE</b>	Large group to take part in West Coast Festival in Term 4 and perform at local events. <b>done</b> Development of biculturalism across whole school community.	Greater awareness and understanding of biculturalism amongst whole school community. <b>done</b>
Ensure all our signage and communication, including reports, include Te Reo.	Admin	By Admin, whole staff and led by SLT. <b>DONE</b>	Use of Te Reo becomes more widespread and staff, students and community are familiar with it. <b>Done and ongoing</b>	Successful exposure of greater number of students, parents and staff to Te Reo.
Cultural Exchanges with other schools	Transport, relief and budget	Staff as required but likely to involve Mr Marquet, Mr Williams, Mr Dearlove, Dy Blick and other staff	Exchanges/visits to be hosted and/or developed with Collingwood, Amuri and Tapawera Area Schools, plus TOSI Tournament. <b>DONE</b>	Successful exposure of greater number of students and staff to these events. <b>done</b>
Use external provider for Teacher Development Day re biculturalism. On-going PD and understanding of biculturalism	Ariana Stevens <b>done</b> Budget MoE Iwi 'Ka Hikitia'	Start of 2019 - whole staff. SLT to have made contact with MoE and iwi etc by Term 2. BoT and SLT to have understanding of Ka Hikitia.	Staff have exposure and familiarity with Tikanga and Te Reo. SLT more developed understanding of biculturalism and therefore more able to lead change across the school community. <b>Done and ongoing</b>	Greater uptake across the whole school and community.
Investigate the use of speech competitions, including Te Reo.(2020)	Time	SLT, Tikanga tutor and Head of English <b>(Term 4, 2020 event for years 1-10)</b>	Increases awareness of Te Reo as national language <b>Done and hugely successful for whole school and community.</b>	Increased bi-cultural awareness

Find and use expertise to build relationships and involvement with whanau, local iwi and marae in order to honour and legitimise the Treaty of Waitangi. (2020)	SLT and Tikanga Tutor	All staff, start of 2020 Sarah P to complete Term 1 2021 with sabbatical?	Increased bicultural awareness AP completing Level 3 certificate in Te Reo and Tikanga at present	Increased connection with Maori entities
Investigate marae links with a view to incorporating more marae visits and education into our school programme. (2020)	Tikanga tutor and AP	SLT, Tikanga tutor. Start of term 3, 2020 (Delayed due to COVID - possible link with DP Sabbatical application for 2021?)	Increased connection with local iwi's	Increased connection with Maori entities

**Strategic Aim 1: To continue to raise academic achievement across all areas of the school.**

**Annual Objectives:**

Implementation			Evaluation (How will we know if we are succeeding?)	
Process: (Design and implementation)	Resources:	By when? By whom?	Outcome: (Behaviour, people or communities)	Output: (Product, process)
Review and develop procedures for tracking and analysing student achievement more consistently in Years 1 to 10 (Use of KAMAR). (2019)-further develop into 2020. Continue with current process and analysis structure for 2021.	Time	By SLT and Syndicate leaders	Produce specific cohort or individual targeted students	Raise achievement and engagement
Increase the successful number of External NCEA papers entered in years 11-13. Look at this previous goal taking into account new NCEA review and changes for 2022 (Ensure students become used to external formats).	Secondary syndicate leader and staff	Attempt by end of year to explain to students what is coming in 2022-eg 50% of credits are external-Not enough internals to pass any more	Increased uptake of externals future proofing for changes to NCEA	Increased success at NCEA
Use the PLD from 2019 and start of 2020 from Canterbury University to adapt and improve teaching pedagogy in writing years 1-10. With a particular focus on the 2021 Year 7 & 8 Boys cohort, and with the additional focus on Maths.	Primary Maths and Literacy Unit holders and SLT. Potential PLD with new Maths resource Numicon	Working closely with Maurice M, Virginia T, Adrienne C, Di VDZ and SCT	Increased curriculum levels and greater understanding and access to wider curriculum. Access to more Numicon resources.	Raise achievement and engagement
To link closely with strategic goal 3 and make our curriculum localised, relevant and inclusive to all. Utilise the additional knowledge and	SP and SLT	Review by end of Term 2 holidays and then feed forward and discuss with syndicates and staff ready for 2022.	Increased engagement	

understanding from DP's sabbatical in Term 1 2021.				
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<b><i>Strategic Aim 2: To consolidate our Restorative philosophy emphasis across the whole school community.</i></b>				
<b><u>Annual Objectives:</u></b>				
<b>Implementation</b>			<b>Evaluation (How will we know if we are succeeding?)</b>	
<b>Process: (Design and implementation)</b>	<b>Resources:</b>	<b>By when? By whom?</b>	<b>Outcome: (Behaviour, people or communities)</b>	<b>Output: (Product, process)</b>
Try to find External Restorative training options via PLD or MOE provision.		Andy-Principal	Increased understanding and more consistent approach from all	
Have explicit meetings, assemblies and Hui's re what restorative looks like for our students and staff and parents-including the expected communication home and on KAMAR	Andy, SLT and syndicate leaders	Throughout the year and focus on new staff and whole school meetings	Increased understanding and buy in from community of what Restorative is and how it works at MAS	
Have a small series of parent and community evening sessions to explain process and ideal outcomes to parents and community	Andy	By Andy and SLT in term's 2 and 3	Increased understanding and buy in from community of what Restorative is and how it works at MAS	

Establish a process for recording events on KAMAR	KAMAR and Jay	Jay, investigate and utilise possible "House point" scheme to record positive events	Easy tracking of "at risk" students and support of staff	
Highlight through visual guides the school's Restorative philosophy	Admin staff and SLT	Throughout 2021	Improved signage and E-communication material	
Communicate with our community through Facebook and the newsletter about positive outcomes	Kathryn and SLT	Consistently throughout the year	Improved understanding of school's Restorative philosophy	

<b>Strategic Aim 3: <i>To continue to build a successful, supportive and inclusive educational setting for all our students, to promote improved wellbeing for all.</i></b>				
<b>Annual Objectives:</b>				
<b>Implementation</b>			<b>Evaluation (How will we know if we are succeeding?)</b>	
<b>Process:</b> (Design and implementation)	<b>Resources:</b>	<b>By when?</b> <b>By whom?</b>	<b>Outcome:</b> (Behaviour, people or communities)	<b>Output:</b> (Product, process)

To liaise with all relevant agencies, both MOE and outside agencies to gather expertise, support and financial backing to make successful. Especially now as no longer part of CoL.	SLT and SENCo	SLT and SENCo plus relevant MOE and wider staff (counsellor, Nurse and specialist agency staff)	Maintain staffing and support for students and increase where possible	
To build educational relationships with targeted schools of similar philosophy or type. Eg Tapawera or Amuri Area Schools	Principal-DP (sabbatical) and SLT	Throughout the year but perhaps through NCEA TDD days and other opportunities	Spread of best practice and increased sharing of knowledge	
Provide a pre-planned and organised framework for support to identified individual students and Cohorts eg Year 11 Boys maths –(25 <sup>th</sup> period?)	SLT , SENCo and syndicate leaders	Throughout the year, targeted IEP's and support structures	Increased engagement and achievement	
Support workplace staff through Circle of Security programme delivery to all				

<b><u>Strategic Aim 4:</u> Celebrate and promote the implementation of bi cultural principles through the development of our localised curriculum.</b>				
<b><u>Annual Objectives:</u></b>				
<b>Implementation</b>			<b>Evaluation (How will we know if we are succeeding?)</b>	
<b>Process: (Design and implementation)</b>	<b>Resources:</b>	<b>By when? By whom?</b>	<b>Outcome: (Behaviour, people or communities)</b>	<b>Output: (Product, process)</b>
Find and use expertise to build relationships and involvement with whanau, local iwi and marae in order to honour and legitimise the Treaty of Waitangi. <a href="#">Link</a>	Andy and DP (sabbatical)  Tikanga and Te Reo course?	By end of year, ready for 2022 if not earlier	Increased commitment to Treaty and increased understanding of Maori learners within our school.	

with DP's sabbatical knowledge and outcomes.				
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#### Annual Targets for 2020:

- 1) To raise Year 8 cohort (of 2020), Maths Curriculum Levels from 21% to 60% (39% increase) **Mid-year PAT results show increase to 92%: Final end of 2020 data shows increase to 100% (increased by 79%).**
- 2) To raise Year 10 cohort (of 2020), English levels from 25% to 60% (35% increase) **Mid-year raised to 73%: Final end of year raised to 80% (increased by 55%)**
- 3) To raise % of endorsements at NCEA from 12% to 40% (28% increase) **likely to be 25%, which is a 100% increase but not the goal. Actual finalised figure was 20%= 3 out of 15 students**

#### Annual Targets for 2021:

- 1) To raise the mathematical ability of the 2021 Year 11 cohort, to all achieve successful completion of NCEA Numeracy.
- 2) To target and raise the 2021 Year 7 and 8 Boys cohort in Maths and Writing to enable successful academic integration into the high school in 2022/3 from 25% to 75% in Year 7 and from 46% to 75% in Year 8.
- 3) To improve understanding and provide training and implementation of restorative philosophy across the school and community.