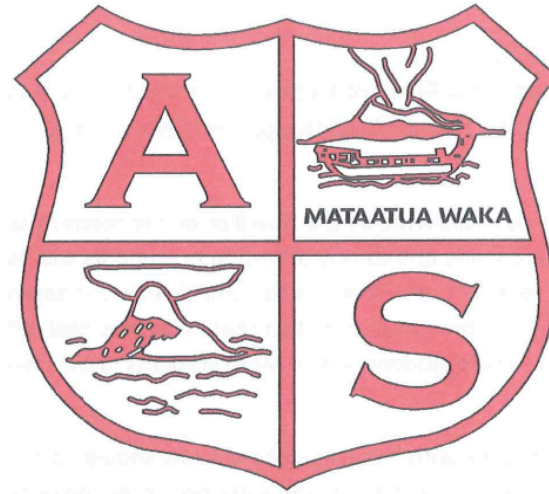


# Apanui School



## 2023 Charter

# **Apanui School Vision**

Ake Runga  
(Our Best Always)

## **Mission Statement**

We think, collaborate, communicate, contribute and create

He manu hou ahau, he pi ka rere.

*I am a small bird poised for flight.*

Whakatauki of Ngati Awa

# Apanui School Values

We focus on three key values that guide our programme. We are a PB4L and as such we actively teach these values in every class and this forms the basis of our school culture.

Responsibility

Manaakitanga

Respect

Whakanuitanga

Resilience

Whakamanawatanga



# Strategic Goals

**He aha te mea nui o te ao?  
He tangata, he tangata, he tangata**

What is the most important thing in the world?  
It is the people, it is the people, it is the people

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

**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.

**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.

**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.

**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 Target - Learners at the Centre

Goal	Target	2022	2023	2024
<b>Learners at the Centre</b>  <i>Learners and their whānau / family are at the centre of education</i>	To provide an inclusive environment that enriches the education of all students. This includes te reo me ona tikanga.	Schoowide shared understanding of tikanga as it relates to our school	Develop schoolwide Te Reo me ona Tikanga for students and staff.	Work towards Level 4 immersion.
		Develop a schoolwide understanding of what TWoA offers our students / community.	Provide opportunities for targeted PD to develop teacher practice to meet the needs of TWoA.	Review the impact of TWoA on student achievement
	Invest in relationships with our iwi.	Acknowledge Ngati Awa as mana whenua (purakau, tikanga, school environment).	Display and share the purakau of Ngati Awa within our school site.	Develop teacher practice and knowledge to allow teaching through the purakau.
	To have our whānau / families engaged in supporting Structured Literacy		Work with whānau / families to share the understanding of the Structured Literacy kaupapa / philosophy to support student learning.	Continue to develop our parent knowledge of structured literacy and how they can support their children.

# Strategic Target - Barrier Free Education

Goal	Target	2022	2023	2024
<b>Barrier free education</b>  <i>Great education opportunities and outcomes are within reach for every learner</i>	Attendance	'Whanau' approach (CoL) - tracking and initiatives to improve attendance.	Track schoolwide and target families to support regular attendance.  Engage in supporting CoL wide initiatives for attendance.	Review current processes and data for attendance
	Structured Literacy	Whole Staff Development to implement structured literacy schoolwide.	Use data to target students and teachers who require additional assistance with structured literacy.  Whole Staff Development to implement structured literacy schoolwide.	Provide development for staff (including new staff) to implement structured literacy.  Review the impact of structured literacy on student achievement.
	To create a school environment that is responsive to changes ie: Covid 19 and School Rebuild	Observe the effects of Covid on student outcomes eg: engagement, participation  Review our PB4L approach to minimise the impact of the rebuild on students and teachers	Review how the new learning spaces are impacting on teacher practice and student achievement  Undertake training and implementing Pause, Breathe, Smile programme schoolwide  Staff PLD on developing an inclusive school environment.	Review how the new learning spaces are impacting on teacher practice and student achievement  Review the impact of Pause, Breathe, Smile for our school.  Apanui is an inclusive environment for all.

# Strategic Target – Quality Teaching and Leadership

Goal	Target	2022	2023	2024
<b>Quality teaching and leadership</b>  <i>Quality teaching and leadership make the difference for learners and their whānau</i>	Coaching	Train key staff in Leading by Learning coaching model.  Use the Leading by Learning model to support teacher development in Science, LTP and Structured Literacy	Train additional staff using the Leading by Learning model to build capacity.  Use the Leading by Learning model to support teacher development in Science, LTP and Structured Literacy	Review the impact of Leading by Learning on teacher practice at Apanui.  Use the Leading by Learning model to provide support for teachers in their needed area of development.
	Science	Develop and implement an overview of what science learning and teaching looks like at all levels at Apanui School.	Use Purakau as a context for teaching of science.  Implement and undertake ongoing reviews around specialist science teaching schoolwide.	Review the quality of science teaching and student learning at Apanui. Implement changes from the review to improve practice.

# Strategic Target - Future of Learning and Work

Goal	Target	2022	2023	2024
<b>Future of Learning and Work</b>  <i>Learning that is relevant to the lives of New Zealanders today and throughout their lives.</i>	Making links with Ngati Awa / Mataatua	Key staff gain an understanding of the requirements of the NZ history curriculum, including as it relates to Ngati Awa.	Introduce and teach the NZ History curriculum at Apanui. Ensure focus on local context.  Develop a schoolwide understanding of Ngati Awa 2050. (Ko Ngāti Awa te Toki)	Work with Ngati Awa and Awanuiarangi to review the outcomes for students and staff in relation to the Ngati Awa 2050
	Develop a working relationship with REAP.	Work with REAP to develop schoolwide and CoL wide practice in Science.	Make links between Science and purakau, utilising REAP and Kahui Ako expertise.	



# Annual Plan Goals

Goal	Target	2023	Actions	Who Leads	Outcomes
<b>Learners at the Centre</b>  <i>Learners and their whānau are at the centre of education</i>	To provide an environment that enriches Māori education. This includes te reo, tikanga and our school environment.	Develop schoolwide Te Reo me ona Tikanga for students and staff.	Work with Pouroto Ngaropo and key staff to undertake PD around tikanga in Te Ao Māori	Pouroto, Herewini, Simon	Improved teacher knowledge and understanding.
			Implement revised PB4L matrix which incorporates our tikanga / kawa	All	Consistent practice across our school
			Schoolwide noho at Wairaka marae	Herewini, Simon	Understanding and implementation of marae based tikanga.
		Provide opportunities for targeted PD to develop teacher practice to meet the needs of TWoA.	Support provided for TWoA around implementing SL	Donna, Ruth	Improved student outcome in Literacy.
			Ongoing development of TWoA - te reo me ona tikanga, tuakana : teina.	Herewini, Pouroto	Students are proud to be Māori, improved reo and tikanga.
			STEAM PLD supported for implementation across TWoA	TWoA staff, Simon, Glen	Increased engagement in learning.
	Invest in relationships with our iwi.	Display and share the purakau of Ngati Awa within our school site.	Develop plan for local curriculum on the Apanui site.	Simon, Pouroto, Nikorima	Key learning of local curriculum evident around the school site.
			Engage in CoL Iwi Connection PD	Herewini, Simon	Improved teacher knowledge
			Ensure our actions as a school are appropriate for mana whenua	Herewini, Pouroto, Simon	Practice, learning and actions are appropriate
	To have our whānau / families engaged in supporting Structured Literacy	Work with whānau / families to share the understanding of the Structured Literacy kaupapa / philosophy to support student learning.	Provide ongoing communication to parents about SL philosophy.	Ruth, SL Lead Team	Parents understand SL, what is reported to them and what they can do to support their child(ren) learning in Literacy
			Run a parent information session about SL	SL Team and LearningMatters	
			Develop an information pamphlet for parents around SL at Apanui	SL Team and LearningMatters	

Goal	Target	2023	Actions	Who Leads	Outcomes	
<b>Barrier free education</b>  <i>Great education opportunities and outcomes are within reach for every learner</i>	Attendance	'Whanau' approach (CoL) - tracking and initiatives to improve attendance.	All staff know and apply school process around attendance	Kylie, Ruth	Consistency in addressing issues.	
			Engage in CoL 'Whānau' attendance programme.	Kylie	Best practice followed to engage target families.	
			Termly reporting to staff / BOT and review	Kylie, Simon	Target families identified and tracked. Continual improvement of practice	
	Structured Literacy	Whole Staff Development to implement structured literacy schoolwide.	Whole Staff Development to implement structured literacy schoolwide	Lead Literacy Team, Learning Matters	AfL practices are consistent and supported by coaching	
			Use data to target students and teachers who require additional assistance with structured literacy	Literacy Lead Team	Support is available for students and staff to improve learning.	
	To create a school environment that is responsive to changes / needs.	Review how the new learning spaces are impacting on teacher practice and student achievement	Observations, anecdotal notes, student and staff feedback about how the learning spaces operate and review what is / isn't working to ensure the spaces operate effectively.	Simon and staff	The learning spaces support student achievement and they operate effectively.	
			Undertake training and implementing	Staff TOD to undertake the training.	All	Trained staff
			Pause, Breathe, Smile programme schoolwide	Implement Pause, Breathe, Smile in Term 2 across the school	All	Students can apply mindfulness.
				Review PB4L data, student and staff voice around the effectiveness.	Ruth, Donna, Anita	Effectiveness reviewed & improvements made
		Staff PLD on developing an inclusive school environment.	Staff meetings and ongoing discussions to develop our understanding and practice.	All	Staff understanding supports being an inclusive school	

Goal	Target	2023	Actions	Who Leads	Outcomes
<b>Quality teaching and leadership</b>  <i>Quality teaching and leadership make the difference for learners and their whānau</i>	Coaching	Train additional staff using the Leading by Learning model to build capacity.	Identified staff undertake the Leading by Learning Training and are provided with ongoing opportunities to implement and receive coaching to further improve practice.	Simon, Lisa, Sarah C	Build capacity within the staff and a consistent approach developed
		Use the Leading by Learning model to support teacher development in Science, LTP and Structured Literacy	Trained staff work with LTP, Science and Literacy Lead Team to develop their coaching practice.	Lead Teams, Lisa, Sarah C, Simon	Skilled staff who can coach teachers to improve their practice in any context with a consistent approach.
	Science	Use Purakau as a context for teaching of science.	Iwi Connections and Science Lead Teams create resources to support implementation across the CoL.	Glen, Herewini, Simon	Authentic learning of science
		Implement and undertake ongoing reviews around specialist science teaching schoolwide.	Student, staff and whānau feedback sought around specialist science role.	Glen, Simon	Understanding of the impact of programme
		Feedback guides ongoing development of the role.	Glen, Simon	Authentic learning of science	

Goal	Target	2023	Actions	Who Leads	Outcomes
<b>Future of Learning and Work</b>  <i>Learning that is relevant to the lives of New Zealanders today and throughout their lives.</i>	Making links with Ngati Awa / Mataatua	Introduce and teach the NZ History curriculum at Apanui. Ensure focus on local context.	Lead Team guide staff development in term two of NZ History Curriculum	Donna W, Lynley	Staff understand the format of NZ History Cm
		Develop a schoolwide understanding of Ngati Awa 2050. (Ko Ngāti Awa te Toki)	Staff collectively plan and teach NZ histories schoolwide unit in term 3	All	Staff plan and teach NZ history curriculum
	Develop a working relationship with REAP.	Make links between Science and purakau, utilising REAP and Kahui Ako expertise.	Staff meeting from Iwi Connections Lead Team about the Ngati Awa 2050 kaupapa.	Herewini, Iwi Connections AST's	Staff have an understanding of mana whenua aspirations.
		Glen attends Science Lead Teacher meetings with CoL and REAP.	Iwi Connections, Science Lead Team and REAP create resources to support implementation across the CoL.	Glen, Sarah C	Authentic science best practice developed
				Glen, Sarah C	Authentic science learning with local curriculum of purakau.

## 2023 Annual Achievement Target

**Strategic Goal** Literacy

**Strategic Target** To raise the level of student achievement in Reading and Writing

**Rationale** Student achievement in reading and writing has plateaued for the last three years. We reviewed our current literacy and looked at what is happening in a range of other schools in terms of best practice. We have decided that structured literacy will provide us with a more consistent approach across the school in our teaching practice and continuity in the learning for the children. Structured literacy, along with fine tuning of our assessment for learning practices will support all learners, including our children with dyslexic traits, boys and our Māori students, whose achievement is below that of non-Māori.

We view this as an achievement target for at least two years (2022 and 2023). This will provide us with the chance to undertake the training, to implement and to refine our practice. We feel that we should see progress in both years, but especially in 2023 as best practice comes to the fore and the children will benefit from the impact of the consistent approach.

**Baseline Data**

**Reading**

**Writing**

	Mid 2020	End 2020	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2020	End 2020	Mid 2021	End 2021	Mid 2022	End 2022
Apanui All (At or Above)	71%	74%	71%	72%	61%	68%	70%	71%	68%	70%	66%	67%
Apanui Māori All (At or Above)	57%	65%	60%	59%	47%	56%	58%	60%	57%	59%	48%	52%
TWOA (At or Above)	45%		45%		39%		50%		42%		39%	
Apanui NZ European (At or Above)	80%	80%	79%	78%	69%	77%	79%	78%	75%	74%	75%	76%
Apanui Boys (At or Above)	69%	73%	70%	68%	54%	61%	66%	67%	62%	60%	59%	60%
Apanui Girls (At or Above)	72%	74%	73%	74%	67%	76%	73%	73%	76%	76%	73%	77%

**Target** To raise achievement in reading and writing to 80% for all students  
To raise achievement in reading and writing to 80% for Māori students  
To raise achievement in reading and writing to 80% for boys

**Actions:**

Goal	Actions	Timeframe	Who	Outcome
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To undertake PD for the whole school in literacy.	<ul style="list-style-type: none"> <li>- Contract with Learning Matters to provide the PD.</li> <li>- All teachers and t.aides to receive the same training from Learning Matters.</li> <li>- Work with LTP Lead Team to review how we engage students in literacy through LTP. Provide staff meeting PD.</li> <li>- Assessment for Learning PD around expectations and best practice.</li> </ul>	2023	All	<ul style="list-style-type: none"> <li>- Quality PD provided</li> <li>- Consistency and shared understanding across the school for all staff</li> <li>- Literacy remains a priority and is integrated into LTP - real world relevant learning.</li> <li>- Quality teaching and students engaged in their own learning.</li> </ul>
		Ongoing	All	
		2023	LLT and LTP Lead Teams	
To improve teacher practice.	<ul style="list-style-type: none"> <li>- Identify 4-5 target children within your class. Inquire into your practice to provide them with additional support to raise their achievement.</li> <li>- Implement structured literacy in your classroom in line with the timeframe developed with Learning Matters.</li> <li>- A minimum of four quality literacy sessions per week.</li> <li>- Provide clear direction for t.aides in literacy, aligning with structured literacy approach.</li> <li>- Use assessment for learning practice within your class.</li> <li>- Ensure the class environment is literacy rich.</li> <li>- Model a love for literacy by reading to and with children.</li> <li>- Ensure CR&amp;RP teaching is evident in your practice.</li> <li>- Use data to guide teaching focus and priorities</li> <li>- Develop an understanding of assessment and how this relates to Structured Literacy / class implementation</li> </ul>	2023	All class teachers	<ul style="list-style-type: none"> <li>- Accelerated / targeted progress for children below their expected level.</li> <li>- Improved teacher practice / pedagogy</li> <li>- Children are immersed in literacy</li> <li>- Targeted support for children</li> <li>- Quality teaching and students engaged in their own learning.</li> <li>- Children are immersed in literacy</li> <li>- Children are immersed in literacy</li> <li>- Pedagogy meets the students needs</li> <li>- Data guides our direction and decision making.</li> <li>- Quality, consistent data is gathered and used</li> </ul>
		2023	All	
		2023	All	
		2023	All class teachers	
		2023	All	
		2023	All	
		2023	All	
		2023	All	
		2023	All	
		Term 2, 2023	All	
To have consistency in our practice guided by the Literacy Lead Team (LLT)	<ul style="list-style-type: none"> <li>- Appoint the literacy lead team (at least one person from each team).</li> <li>- Work alongside Learning Matters to develop a deep understanding of best practice in structured literacy.</li> <li>- Undertake coaching training to be able to lead the development of best practice at Apanui long term.</li> <li>- Coach alongside Learning Matters to provide ongoing support for teachers.</li> <li>- Review our current Assessment for Learning practice in literacy and provide PD for staff around expectations.</li> <li>- Review current resources and literacy practice in each class.</li> <li>- Lead team and whole school moderation of reading and writing</li> <li>- Regular review and refinement of progress and strategic direction in literacy, including feedback from teachers on their development and implementation of structured</li> </ul>	Term 1	Simon/Ruth	<ul style="list-style-type: none"> <li>- High quality literacy leaders guiding school direction.</li> <li>- Shared indepth understanding of structured literacy.</li> <li>- A consistent coaching approach supporting teachers / t.aides to develop their practice</li> <li>- Shared indepth understanding of structured literacy.</li> <li>- Best practice</li> <li>- Best practice and resources to teach</li> <li>- Consistency in judgements / assessment</li> <li>- Continual improvement in our practice and pedagogy.</li> </ul>
		2023	LLT	
		2023	LLT	
		2023	LLT	
		Term 2	LLT	
		2023	LLT	
		2023	LLT	
2023	LLT and Snr Mgmt			

	<p>literacy.</p> <ul style="list-style-type: none"> <li>- Review mid and end of year data to guide our practice and next steps.</li> <li>- Develop a plan around providing support for new teachers around structured literacy (induction process and ongoing support)</li> <li>- Representatives attend CoL Literacy Lead Team meetings to provide additional perspectives, expertise and ideas.</li> <li>- Work with LTP Lead Team to review how we engage students in literacy through LTP.</li> </ul>	<p>Term 2&amp;4</p> <p>Term 3</p> <p>2023</p> <p>Term 2&amp;3</p>	<p>LLT, Snr Mgmt and Board</p> <p>LLT</p> <p>LLT reps</p> <p>LLT and LTP Lead Teams</p>	<ul style="list-style-type: none"> <li>- Data guides our direction and decision making.</li> <li>- Ability to bring new staff up to speed with how we operate</li> <li>- Shared understanding developed across the CoL of quality literacy practice</li> <li>- Literacy remains a priority and is integrated into LTP - real world relevant learning.</li> </ul>
<p>To continue to develop best practice in how we teach Māori students</p>	<ul style="list-style-type: none"> <li>- Provide the release for TWOA classes to visit a schools to see structured literacy being taught in Level 3 immersion classes.</li> <li>- To provide support our pedagogy and consistent practice in TWOA classes.</li> <li>- Our strategic goals, including 'providing an environment that enriches Māori education'.</li> </ul>	<p>Term 2</p> <p>2023</p> <p>2023</p>	<p>Simon &amp; TWOA</p> <p>Donna W &amp; TWOA</p> <p>All</p>	<ul style="list-style-type: none"> <li>- Develop an understanding of how structured literacy can work in a Level 3 immersion unit.</li> <li>- Strong and consistent pedagogy used in TWOA raising student achievement</li> <li>- Māori student achievement is raised.</li> </ul>
<p>To resource our literacy programme.</p>	<ul style="list-style-type: none"> <li>- Purchase relevant resources to support the structured literacy approach.</li> <li>- Purchase resources to aid in class teaching of literacy eg: student whiteboards, etc</li> <li>- Provide release for teachers and teacher aides to undertake the training and to meet with Learning Matters / Literacy lead team coaches.</li> </ul>	<p>2023</p> <p>2023</p> <p>2023</p>	<p>Ruth, LLT</p> <p>Ruth, LLT</p> <p>Ruth, Simon</p>	<ul style="list-style-type: none"> <li>- Teachers are resourced to provide their programme.</li> <li>- Teachers are resourced to provide their programme.</li> <li>- Staff are well trained and provided with time to reflect upon current practice and next steps.</li> </ul>

# **Te Reo / Tikanga Maori**

*Te Reo Maori ko te reo te Manawa pou o te iwi  
Ma te korero Te Reo e Ora ai  
Ma te ora o te Reo  
Ka Rangatira*

*The Maori Language is the heart of the people  
To speak the Language is to keep it alive  
If the language is Alive  
We all become leaders*

The Board of Trustees wants all students to be able to access quality Māori language options and acknowledges the importance of Te Reo and Tikanga and the enhanced value it brings to Apanui School. The Board acknowledges Te Reo Māori as a national language and the role the Treaty of Waitangi plays in the governance of New Zealand.

The forging of close links with Ngati Awa Iwi is important as the School is named after paramount chief Te Hurinui Apanui. Relationship building will continue with Ngati Awa and with its educational entities.

The Board recognises that the development of cultural identity and language improves the achievement of all students, so the Board will support development and implement strategies, such as 'Ka Hikitia' into all aspects of school life, with focus on: partnerships, student achievement, curriculum implementation, teacher development of such competencies, school culture and learning environments, to also value and develop competence in Te Reo Māori, Tikanga and Ngati Awatanga.

- Providing two Māori Enrichment classes this year – Junior and Senior. These classes are collectively called Te Whānau o Awatope. Te Reo Māori and Tikanga programmes in Mainstream are also provided.
- All classes will use New Zealand Curriculum, Marautanga o Aotearoa and Te Rautaki Mātauranga o Ngati Awa to guide programmes. These include a formal marae Noho that promotes whakawhānaungatanga (relationships), manaakitanga (kindness), rangatiratanga (self-management / leadership) and Ngati Awatanga (local iwi).
- Te Whānau o Awatope classes have strong parent support / teacher involvement, assisting to lead cultural events that are important to Apanui School such as pōwhiri, Matariki celebrations, and participation in local and regional Kapahaka competitions, and other significant school events.
- All Mainstream Class Te Reo Māori and Tikanga programmes will be taught by teachers, with Kaiārahi support. The Kaiārahi will assist in all classrooms and provide support for Te Reo and Tikanga programmes. The Māori Enrichment class teachers also assist in Te Reo and Tikanga programmes and on schoolwide occasions.



# Student Assessment

All children are involved in regular assessment in Literacy (reading and writing) and Mathematics. A range of assessment tools are used and these are reviewed regularly for their effectiveness.

Teachers, management and the Board of Trustees use the assessment data to guide their programmes and to set goals.

Teachers: use data to set individual learning goals, to group children and to look at next steps.

Management: use data to look for trends in achievement and analyse the effectiveness of programmes / teacher practice.

BOT: use data to analyse cohorts, to target resourcing and set annual goals for achievement.

Twice a year teachers are required to make Overall Teacher Judgments (OTJ's). The OTJ's are a teacher's best judgment of how each child is progressing against the standard for their age in reading, writing and mathematics. Teachers then report to parents in the mid and end of year report on the child's progress. The mid year reporting is the teacher's prediction about where the child will be at the end of the year. Note: Standards are based on a child's learning at the end of each year.

A teacher will use data from a range of assessment tools to make the OTJ for each child. This data includes book work, group work, teacher observations, class tests, standardized tests and schoolwide assessments.

All children are assessed against our achievement expectations annually. This occurs:

After one year at school

At the end of Year 2

At the end of Year 3

At the end of year 4

At the end of year 5

At the end of year 6

We also perform a school entry assessment when a child enters school (within three weeks of their fifth birthday). This provides teachers with goals for the first year of schooling.

# Communication and Engagement

Apanui School recognises that part of encouraging life-long learning in its students involves teaching and learning in the home environment.

To achieve the best education possible the school will continue to work on engaging with parents and caregivers in their child's learning.

The School will:

- Provide information to parents and caregivers about how students learn at Apanui School and how school learning can be complemented in the home.
- Encourage parents and the community to involve themselves in the school curriculum, including coming into school as experts to support student learning.
- Maintain open and positive communication with parents and caregivers.
- Provide formal opportunities for parents and caregivers to discuss the progress and development of students.
- Be welcoming of all enquiries about the progress, development and welfare of students.
- Make parents and caregivers aware of how to contact teachers and the principal.
- Review how communication occurs with parents/caregivers.

The Board of Trustees for Apanui School will endeavour to maintain a membership that reflects the diversity of the School community, particularly in respect to Māori. It will do this when necessary by co-opting individuals who can add specific cultural dimensions to the Board. The Board will engage with the School community and Te Whānau o Awatope on opportunities for co-opting.

# **Community of Learning / Kahui Ako**

From 2016 Apanui school has participated in a Community of Learners whose aim is through collaborative practice, to raise student achievement especially for priority learners. The Whakatane Community of Learners includes ten schools including primary, intermediate and secondary levels. The schools have identified achievement challenges that are relevant to the needs of our local learners from their shared NCEA and National Standards data. Together we will develop a plan to address these challenges through utilising and managing the resources allocated to our community of learners.

We will inform our parents and whanau of our achievement challenges and the planned collaborative actions to meet these. Monitoring of progress towards meeting the achievement challenges will be ongoing and our achievement data will be one of the measures of our progress towards the Whakatāne Kahui Ako learning goals.

# The Apanui School Year

Term	Task	Objective
1	<p>Start of year assessment            Parent Interviews – Child Centred Conferences            Assessment data analysed            Charter approved by BOT &amp; sent to MOE by March 1<sup>st</sup>            Charter goals shared with community            Parent Interviews            Auditors requirements completed            Enrolment Zone process completed for term 3 and 4</p>	<p>Reading, Writing and Maths assessments            Goal setting meeting (10 mins) with parent and child            Annual goals are developed as part of strategic plan            Legislative requirement for all schools            Parents know what the school is focusing on for the year.            Child Centred Conferences (10 mins) with parent and child            Legislative requirement for all schools            To meet the Enrolment Zone requirements for MOE</p>
2	<p>Mid year assessments completed            Parent Interviews            Mid year reports sent home to parents</p>	<p>Reading, Writing and Maths assessments            Child Centred Conferences (10 mins) with parent and child            Summative information for parents, including National Standards</p>
3	<p>Report to BOT on mid year data            Parent Interviews            Enrolment Zone process completed for term 1 and 2 of next year</p>	<p>Assessment data analysed and Charter goals reviewed            Child Centred Conferences (10 mins) with parent and child            To meet the Enrolment Zone requirements for MOE</p>
4	<p>Charter review by BOT            Applications for MOE contracts completed            End of year assessments completed            Report to BOT on end of year data            End of year reports sent home to parents            BOT &amp; Principal Chairperson report sent home</p>	<p>To ensure the Charter is a living data            To maximise MOE support for school goals            Reading, Writing and Maths assessments            Assessment data analysed and Charter goals reviewed            Summative information for parents, including National Standards            Summary of school year, including summative schoolwide data</p>

# Supporting Documents

The following documents support this Charter:

- 1 – New Zealand Curriculum
- 2 – Apanui School Curriculum
- 3 – Five Year Agreement (Property)
- 4 – Ten Year Plan (Property)
- 5 – Policies
- 6 – Procedures (Apanui School Staff Booklet)
- 7 – Inquiry Learning Model
- 8 – PB4L @ Apanui School
- 9 – Assessment Schedule
- 10 - Staff Professional Development Annual Plan