



Wā Ora
Montessori School

**Wā Ora Montessori School Charter
2016 - 2018**

• **Mission - Purpose**

Wā Ora Montessori exists to:

1. Provide an environment that supports children's physical, moral, social, emotional and intellectual development, so they can be the best they can be, believing in their intrinsic worth and having a positive influence on the world.
2. Support the worldwide Montessori movement by influencing the external environment so that people and institutions are receptive to, supportive of and embracing of Montessori concepts.

• **Vision – Our future ideal**

Wā Ora Montessori will be a collaborative community offering an authentic Montessori education experience for 18 months to 18 year olds and being regarded as a flagship for Montessori Education

• **Values – What guides us morally**

- Learning – to learn is to live fully. We pursue excellence in learning and living by encouraging and equipping people to be independent thinkers, eager to explore and experiment, and conscious of the possibilities and experiences that come from having a balanced, creative and well mixed life.
- Ecology – everything natural is interconnected. We are impressed and awed by nature. We must conduct our lives responsibly and sustainably, for we always affect other natural things.
- Generosity of spirit – good people create good people. Human communities make possible the greatest expressions of human goodness and achievement. Through our own school community we live the values that create people who appreciate that sharing, working together, altruism and respect improves the experiences and potential of everyone in that community. We produce people who can bind together communities greater in size than ours – their neighbourhoods, towns and cities, to whole nations and the global community.
- A mutually supporting community – we are a thriving, energetic community of families, children and staff. School staff are 'Renaissance' people – capable across a wide range of areas, who challenge themselves to extend their learning and thrive on sharing their passion and mastery with our children. Our families invest their time, energy and trust in the school, bringing their strengths and skills to contribute; forming a support base for the school and for each other. Our children build a community where all are respected and each person's contribution is valued. They take pride in their environment, offer help to each other and experience joy in realising their full potential.

● Guiding Principles

- To strive for students to achieve independence and self-confidence through the development of core competencies and knowledge by implementing the Montessori curriculum through Te Whāriki and The New Zealand Curriculum.
- To strive for the Montessori ideals within the framework of the Desirable Objectives and Practices and the National Education Guidelines
- To affirm and value the variety of cultures present within the Wa Ora community with particular emphasis on the unique place of Māori as tangata whenua and the principle of partnership inherent in Te Tiriti o Waitangi.

● The Special Character of Wā Ora Montessori School

(a) The Wa Ora Montessori School is part of an international network of Montessori schools and was established by parents in the Wellington community to serve the educational needs of its tamariki and adolescents by applying the philosophy of Dr Maria Montessori within kura.

(b) The Special Character of this school is determined by the Montessori philosophy which is aimed at fostering the unfolding of each individual's unique natural tendencies.

(c) Central to the Montessori pedagogy is the concept of the four Planes (or phases) of Development as humans move from infancy to adulthood. It provides a holistic view of the developing human being and implicitly reinforces the idea of the importance of education as a "help to life". The four Planes are:

0 – 6 years Individual Creation of the Person

6 – 12 years Construction of the Intelligence

12 – 18 years Construction of Social Self

18 – 24 years Construction of Self Understanding

An individual will pass through each plane. At each stage there are different *emotional, intellectual and physical* needs. We respond to tamariki at each stage and set up a *prepared environment* appropriate for each Plane of Development.

(d) Human tendencies of exploration, repetition, orientation, self-perfection, order, imagination, manipulation, work, observation, abstraction and communication are catered for appropriate to the age and developmental readiness of the tamaiti, in all of the classrooms.

(e) The *early childhood* curriculum lays the foundation for development by recognising the needs and the sensitive periods of the child between the ages of three and six. It covers the areas of practical life, sensorial education, mathematics, language and culture which includes: biology, zoology, science, history and extends children up to and beyond the age of 6.

(f) Cosmic Education provides the philosophical reference for *primary education* in Montessori schools. In its broadest sense, this philosophy encompasses the concept of interdependence within the universe and individual responsibility for global harmony. Cosmic Education also includes the concept of education for life through which the child learns that caring is expressed through the basic attitudes of respect and responsibility.

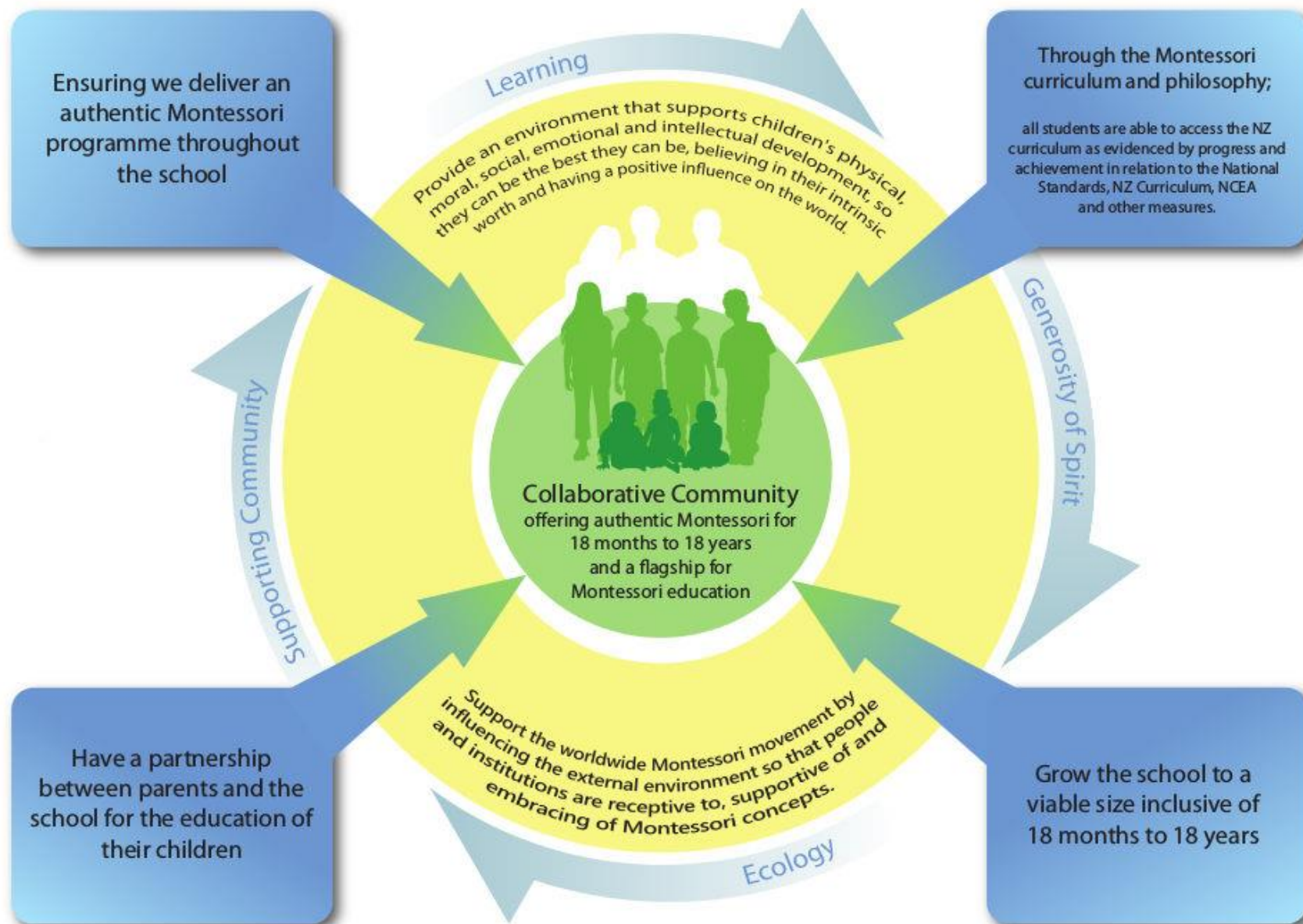
(g) Children of the Land provides the philosophical reference for *high school education*. The curriculum is taught in four to six week cycles under of humanities (English, history, economics etc) and Occupations (sciences, technology and maths) as well as creative and physical expression and small business skills. Adolescents need a supportive environment in which to integrate their new physical and mental selves into the adult they are becoming.

(h) In general, Wa Ora provides ākonga with a prepared Montessori environment that:

- Has a full set of age appropriate Montessori materials in every room incorporating control of error appropriately.
- Is peaceful, uncluttered, beautiful, clean and ordered.
- Has supplementary materials that can be used to meet targeted objectives.
- Has the outdoors as an extension of the classroom.
- Has ākonga in the full 3-4 year mixed age range.
- Gives ākonga as close to the full 3 hour work cycle as possible and allows them to freely choose work.
- Allows for freedom of movement.
- Makes use of natural materials wherever possible.

(i) The Montessori philosophy practised at Wa Ora includes:

- An acceptance of a philosophy that formal Montessori education occurs in three year cycles,
- An acceptance of a specific structured school environment which encourages individual choice through true discovery.



This diagram gives the context of how the goals of the following Strategic Plan fit alongside the vision, mission and values of Wa Ora Montessori Composite School

- **Strategic Plan**

The following section describes the strategic goals for the next 5 years.

FOCUS AREA - CURRICULUM & STUDENT ACHIEVEMENT	
<i>Strategic Goal</i>	This is strategic to the school as we are legally obliged to deliver the NZ curriculum via a Montessori curriculum (our integration agreement) and set objectives around National Standards.
Through the Montessori curriculum and philosophy, all students are able to access the NZ curriculum as evidenced by progress and achievement in relation to the National Standards, NZ Curriculum, NCEA and other measures.	<p>Objectives</p> <ul style="list-style-type: none"> a. All students are achieving the desired Montessori benchmark at the end of their appropriate 3 year cycle b. Effective measurements are developed for the High school – both in the adolescent programme and the college. c. Minimise assessment to ensure special character is maintained. d. Targets for national standard will be set each year.

FOCUS AREA – MONTESSORI AUTHENTICITY	
<i>Strategic Goal</i>	This is strategic to the school since our belief is that the Montessori pedagogy is the best pedagogy to deliver the child outcomes defined in our mission.
Ensuring we have and deliver an authentic Montessori programme throughout the school.	<p>Objectives</p> <ul style="list-style-type: none"> a. Retention and development of high quality Montessori Teachers b. Lead teachers are 100% Montessori qualified with the qualifications being of a high quality c. Development of high school Montessori programme – both as Adolescent programme and College programme that can be assessed as excellent Montessori practice for these age groups. d. Continual development of authentic Montessori practice throughout the school

• FOCUS AREA - GROWTH	
<i>Strategic Goal</i>	This is strategic to the school since our change of class application had target roll figures in it and not achieving these is likely to bring into question the schools viability. As the playgroup and preschool feeds the primary school then it must form part of this goal.
Grow the school to a viable size inclusive of 18 months to 18 years.	<p>Objectives</p> <ul style="list-style-type: none"> a. Increase student numbers to 280 in the area school and 100 in the preschool. b. Develop the required capital infrastructure in a financially viable and environmentally sustainable way. c. Ensure staffing levels are appropriate and sustainable.

FOCUS AREA – PARENT SATISFACTION

<i>Strategic Goal</i>	This is strategic because the school believes, backed by research, that outcomes for children are improved if parents are fully involved in the child's education.
Have a partnership between parents and the school for the education of their children.	Objectives a. Improve communication mechanisms throughout the school b. All parents have a base knowledge of Montessori sufficient to support their child's learning (both at home and at Wa Ora). c. High participation of parents in the school events and roles.

- **Overall Strategies**

Through the Montessori curriculum and philosophy, all students are able to access the NZ curriculum as evidenced by progress and achievement in relation to the National Standards, NZ Curriculum, NCEA and other measures.	
Objectives	Strategies
<p>a. Students are achieving the desired Montessori benchmark at the end of their appropriate 3 year cycle</p>	<ul style="list-style-type: none"> • Ensure staff are high quality, trained and experienced Montessori teachers who love what they do. • Engage experts to appraise our 'Montessoriness' at all levels • Measure outcomes at the end of each 3 year cycle and share results so that each level of the school can celebrate its success and identify areas to improve on.
<p>b. Effective measurements are developed for the High school – both in the adolescent programme and the college.</p>	<ul style="list-style-type: none"> • Have clear outcomes for all programmes • Look to outside Montessori, for ways to measure these outcomes, e.g. NCEA, OTJ, well-being surveys.
<p>c. Minimise assessment to ensure special character is maintained.</p>	<ul style="list-style-type: none"> • Ensure teacher's performance is measured on desire to learn and engagement as well as more traditional outcomes. • Ensure any formal assessment is well thought out and utilised.
<p>d. Targets for national standard will be set each year</p>	<ul style="list-style-type: none"> • Analysis of EOY results drive the following year's targets

Ensuring we have and deliver an authentic Montessori programme throughout the school.

Objectives	Strategies
<p>a. Retention and development of high quality Montessori Teachers.</p> <p>b. Lead teachers are 100% Montessori qualified with the qualifications being of a high quality</p> <p>c. Development of high school Montessori programme – both as Adolescent programme and College programme that can be assessed as excellent Montessori practice for these age groups.</p> <p>d. Continual development of authentic Montessori practice throughout the school</p>	<ul style="list-style-type: none"> • Continue to build team cohesion through sharing and a building on the sense of community within the staff • Continued investment in PD – both Montessori and non-Montessori • Encourage and grow leadership that allows people to grow in their career • Investigate alternative avenues for funding teacher training, e.g. Personal loan • Develop strategies for fast tracking international teachers • Attract and retain NZ teachers who can train before they start teaching at Wā Ora. • Focus on Montessori outcomes rather than just NCEA delivery • Incorporate information obtained from overseas experience • Develop assessment practices outside simply external qualification results • Ensure Montessori philosophy underpins all pedagogical decisions made • Continue to invest in Montessori PD • Review by external Montessori experts

Grow the school to a viable size inclusive of 18 months to 18 years.

Objectives	Strategies
a. Increase student numbers to 280 in the area school and 100 in the preschool.	<ul style="list-style-type: none">• Ensure staff is high quality, trained and experienced Montessori teachers who love what they do.• Engage experts to appraise our '<i>Montessoriness</i>' at all levels• Measure outcomes at the end of each 3 year cycle and share results so that each level of the school can celebrate its success and identify areas to improve on.
b. Develop the required capital infrastructure in a financially viable and environmentally sustainable way.	<ul style="list-style-type: none">• Have clear outcomes for all programmes• Look to outside Montessori, for ways to measure these outcomes, e.g. NCEA, OTJ, well-being surveys.
c. Ensure staffing levels are appropriate and sustainable.	<ul style="list-style-type: none">• Ensure teacher's performance is measured on desire to learn and engagement as well as more traditional outcomes.• Ensure any formal assessment is well thought out and utilised.

Have a partnership between parents and the school for the education of their children.

Objectives	Strategies
a. Improve communication mechanisms throughout the school b. All parents have a base knowledge of Montessori sufficient to support their child's learning (both at home and at Wā Ora). c. High participation of parents in the school events and roles	<ul style="list-style-type: none">• Have a communications position within the school to focus on providing best practice and to review systems for maximum effectiveness. • Develop methodologies for educating parents in the Montessori principles; the key to the effectiveness of this is making it quick and easy to access. • Encourage strong parental support and involvement in the school community through matching the school's needs with parent's resources and/or skills.• e.g. Matariki, working bees, production, PTA events etc

WĀ ORA MONTESSORI AREA AND PRESCHOOL 2016 ANNUAL PLAN

Strategic Goal 1	NAGS	Objectives	Strategies	People responsible	Due	Resources required	Indicators
Through the Montessori curriculum and philosophy, all ākonga are able to assess the New Zealand curriculum as evidenced by progress and achievement in relation to the National Standards, New Zealand curriculum, NCEA and other measures	<p><u>Curriculum</u></p> <p>(a) Develop and implement teaching and learning programmes</p> <p>(i) To provide all ākonga in Yr1-13 with opportunities to achieve for success in all areas of the New Zealand Curriculum</p>	<p>Ākonga are achieving the desired Montessori benchmark at the end of their appropriate 3 year cycle</p>	<ul style="list-style-type: none"> Posted curriculum is developed for the science curriculum for adolescent programme Tracking programme for the adolescent programme is developed Ensure the planning is consistent across the High School Develop a system to track ākonga against this and report to the BoT/Council Revise benchmarks for Primary school to make sure they are up to date 	<p>Richard and Adolescent teachers</p> <p>As above</p> <p>As above</p> <p>Primary and Preschool kaiako</p> <p>Tania and Primary ākonga</p>	<p>End of Term 2</p> <p>All year</p> <p>All year</p> <p>Term 3</p> <p>Term 3/4</p>	<p>Time for all</p>	<ul style="list-style-type: none"> Ākonga can see the learning that needs to take place at each stage of the school in order to be ready for the next stage Kawakawa planning is up to date and means both kaiako and ākonga know what to expect Benchmarks for six year olds entering Primary school are used to evaluate the effectiveness of the Preschool programme in preparing ākonga for Primary
	<p>ii) Giving priority to ākonga achievement in literacy and numeracy, especially in Yr1-8</p>	<p>Targets are set against National Standards</p> <p>All ākonga are achieving highly in the core areas</p>	<p>Writing:</p> <ul style="list-style-type: none"> In house PD on writing, including PLGs and sector staff meetings Identified 6 & 7 year old ākonga will work on letter recognition and formation with Mzia Work with expert to develop targeted writers, particularly boys Mzia continues to support Davis programme students Arrange transition meetings to pass on relevant 	<p>PD with expert in boys literacy skills</p>	<p>Ongoing</p>	<p>\$2,000</p> <p>\$10,000</p> <p>\$6,000</p>	<ul style="list-style-type: none"> The number of ākonga achieving at a satisfactory level in writing increases Targets for National Standards and NCEA literacy are met Regular monitoring of ākonga needing additional support occurs and is analysed for progress SLT oversees the writing progress each term and helps kaiako analyse data Classroom programmes include strategies identified as successful through PD with as yet to be named expert on literacy for boys

			information as children move from one class to the next and so progress isn't halted				
			<p>Reading:</p> <ul style="list-style-type: none"> • Continue reading support programme with parents, reading recovery and targeted assistance from additional allocated time to Reading Recovery teacher • Reading recovery programme operates for four children/week • Ensure ākongā transitioning from one area of the school to the next have sufficient skills to allow them to be independent in the curriculum • Have a range of programmes and avenues to recommend to parents looking for external support for their tamariki • Develop literacy aids for ākongā who need support in reading and writing 	SLT All staff Reading Recovery tutor	Mid and end year	0.2 FTTE funded by BoT	<ul style="list-style-type: none"> ○ Six year olds who have worked with the Reading Recovery teacher improve their reading skills and are able to continue with the regular classroom programme ○ The support through the 'reading with parents' programme will have allowed targeted ākongā to improve their writing over the year ○ Targets for reading are included in 'literacy targets' for selected ākongā. An inquiry that supports literacy development for the 29 identified ākongā still at Wā Ora in 2016 will be developed, rather than one that supports writing as will be developed by the 21 other identified ākongā
			<p>Math:</p> <ul style="list-style-type: none"> • Focus for Preschool is children learning as many basic facts as possible before transitioning • Develop a way to track ākongā moving through the math map in the High School • Develop a way of delivering 	SLT All staff	Mid and end year		<ul style="list-style-type: none"> ○ Ākongā have the confidence and skills to be successful in the math areas ○ Small group work in both the adolescent programme and the High School allows ākongā to be supported or challenged as appropriate

		structured lessons that provide choice in Kawakawa	As above	Term 1		○ Targeted 12-15 year olds make accelerated progress
		<ul style="list-style-type: none"> Work on strategies to assist targeted ākongā in the 12-15yr programmes accelerate their learning 				
b) Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of ākongā to be evaluated	Effective assessment measurements are developed for the High School – both in the Adolescent Programme and the College	<ul style="list-style-type: none"> Areas identified by the NZCER survey are worked on The <i>'Wellness at School'</i> review and survey is undertaken with the 15-18yr olds Relook at the reporting structure for Primary School Reports to the Board will be developed and given on the results of assessment in Social Studies and technology New teachers are brought up to speed with MRX and use by all is monitored Feedback from child voice is shared and used to improve specialist programme for ākongā Specialist teachers join High School inquiry and meetings Keep parents informed of progress in NCEA through the year to ensure whānau, ākongā and kaiako are working together Assess the benchmarks being reached in Preschool according to the sensitive periods, absorbent mind and 	Tumuaki SLT	Term 3	\$300	<ul style="list-style-type: none"> The survey shows the identified areas have improved The review shows any areas that need to be attended to Reports are easy to prepare and understand Reports to the Board give information on student progress in an easily understood manner. These are shared with the community The posted curriculum is used effectively at the planning and tracking level and is analysed to show what we are doing well Reading Recovery teacher, teacher aide, librarian, specialist teachers are all utilised to best effect Children are moving to Primary from Preschool with the necessary skills and attitudes to quickly and successfully access the Primary curriculum
			DP High School High School kaiako	Term 3	\$300	
(ii) Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school and the National Curriculum			Primary kaiako	Term 1		
			SLT	Term 1		
				June October		
			Primary and specialist kaiako			
			Preschool kaiako			

		Human tendencies				
<p>(c) On the basis of good quality assessment information, identify students and groups of students</p> <p>(i) Who are not achieving</p> <p>(ii) Who are at risk of not achieving</p> <p>(iii) Who have special needs</p>	<p>Minimise assessment practices to ensure the breadth of the Montessori curriculum is maintained and still meets the needs of parents, kaiako, ākongā and the Ministry of Education</p>	<ul style="list-style-type: none"> • Ensure external agencies are brought in for those ākongā who need it in all levels of the school • Ensure ākongā who qualify are enrolled for SACS for NCEA • Have SENCO monitor children's progress according to IEPs on regular basis • PAT is used twice per year for reading and math, and e-AsTTle is used for writing, to gain 'line in the sand' assessments to use when making OTJs. Assistive technology is used where appropriate • PAT listening test is done in March – to allow teachers to have baseline data to initial reasonable expectations of ākongā 	<p>SESCO Tumuaki DP High School</p>	<p>T1 T2</p> <p>T1</p> <p>T1 Ongoing</p> <p>June, Nov</p> <p>March</p>	<p>Time Budget as necessary</p> <p>RTLB</p> <p>Assessments</p> <p>Time NZCER</p>	<ul style="list-style-type: none"> ○ Results from PAT, e-AsTTle and other formats are used to inform future teaching needs ○ Regular monitoring of ākongā with IEP's is done by SENCO to ensure they are making progress against the goals set ○ A report is written by the SENCO on the progress of ākongā receiving additional support ○ Ākongā with IEPs meet the learning goals outlined for them
<p>e) In consultation with the school's Māori community, develop and make known to the school's community, policies, plans</p>	<p>There is no disparity between Māori and non- Māori ākongā in excellent academic achievement</p>	<ul style="list-style-type: none"> • Targets for Māori ākongā are set • Revitalise whanau hui • Work with whanau to increase literacy skills of tamariki, particularly of tama • Continue to develop Kapa Haka rōpū • Gain a better understanding of specific values and 	<p>SLT Kaiako Whānau rōpū</p>		<p>Time</p> <p>\$200</p>	<ul style="list-style-type: none"> ○ Targets for Māori ākongā are met ○ Literacy skills of Māori tamariki are effective ○ Kapa Haka is a successful and appreciated part of the school ○ Tikanga and Te Reo are embedded in policies, procedures and everyday practices ○ As many Māori as non- Māori achieve at or above the standard for reading, writing

and targets for improving the achievement of Māori ākonga		practices that have been identified by whānau as being important for them and putting that into practice, i.e. tuakana/tēina, Ako, manaakitanga etc.				and maths ○ At least 85% of Māori ākonga will achieve NCEA Level 1, 2 and 3
	Tikanga and Te Reo Māori are seen and heard as part of our normal school life	<ul style="list-style-type: none"> • Kapa Haka group has a more even mix of pupils across the school • Matariki celebration is strengthened in its new format and is integrated more into the school • Te Reo Māori is used more in all areas • Numbers of ākonga taking Māori into NCEA increases • Te Reo appears in an increasing number of our publications • Enhance understanding of specific values and practices researchers have identified by Māori as being effective for Māori and putting that into practice incorporating into the appraisal system • Develop a way to look at how our Māori Pre-schoolers are doing and discuss twice per year (trends and ideas) 	Tumuaki Whanau rōpū Māori kaiako SLT	Ongoing		<ul style="list-style-type: none"> ○ Kapa Haka performances are looked forward to and appreciated ○ Phrases and words will be heard in the playground ○ Matariki celebration increases to include more whanau ○ Each SLT will incorporate Maori into their verbal and written communication ○ Karakia at the beginning of all meetings ○ New staff employed are up to speed quickly and are supportive of the importance of our Māori ākonga achieving success as Māori ○ More whānau are involved in the WAG and in the school
(f) Provide appropriate career education and guidance for all		<ul style="list-style-type: none"> • The Yr7 ākonga have appropriate careers exposure • Extend implementation of academic goal setting to the adolescent programme 	Tumuaki DP High School	Term 3 Ongoing		<ul style="list-style-type: none"> ○ Ākonga have adequate support in deciding future pathways for careers and make appropriate decisions for subject choices ○ Our Yr13 students participate in University open days

	ākonga in Yr7 and above		<ul style="list-style-type: none"> • Careers advisor has more time to devote to this and is excused from an advisory group to do so • Advisory groups target Kawakawa ākonga to ensure they are on track for success in their desired field • Expand opportunities for careers exploration through STAR expenditure 		Term 2 Ongoing Ongoing	STAR budget	<ul style="list-style-type: none"> ○ It is understood by ākonga and whānau that the expected leaving qualification is Level 2 at minimum, Level 3 by preference ○ STAR money is used effectively to support Yr11-13 career education
		Preschool ākonga enter Primary with writing skills that enable them to work independently	<ul style="list-style-type: none"> • Ensure language enrichment and games are a daily part of the Preschool programme • Develop strategies to support targeted tamariki make progress in their writing 	Tumuaki DP Preschool		Allocated time	<ul style="list-style-type: none"> ○ Most children enter primary able to write using correct letter formation, fluid writing and automatic retention of each letter, meaning they can write easily and legibly

Strategic Goal 2	NAGS	Objectives	Strategies	People responsible	Due	Resources required	Indicators
Have a partnership approach between parents and the school for the education of their tamariki	<u>School Review</u> To maintain a Charter and Strategic Plan relevant to our community	Whānau show their commitment to develop knowledge of authentic Montessori as identified by Wa Ora	<ul style="list-style-type: none"> Look at how attendance and participation in parent events can be enhanced by ensuring the content is of interest Class parents are supported to be an effective part of the communication network More areas are included in working bees rather than the usual Saturday morning slot. In addition, Sunday mornings will be trialled 	Tumuaki SLT PLG in charge of parent evenings Communications officer	Ongoing	Time Reliable communication system	<ul style="list-style-type: none"> Parent information events are well attended and meet the needs of parents Whanau feel they have the opportunity to be part of the community The process of parents contributing to the school has adapted more to allow many avenues for parents to contribute
		Participation by whānau in school events exceeds previous levels and BoT / Council / PTA membership is above minimum levels	<ul style="list-style-type: none"> Survey attendees to determine what is successful and what needs to change Continue to look for ways to ensure parents know what is coming up with regards to parent evenings Encourage whanau to stand for BoT in this year's elections Grow the size of the PTA 	Tumuaki Communications officer BoT PTA	Each term	Reliable Communication systems Time	<ul style="list-style-type: none"> Attendance at parent evenings of all kinds continues to grow The PTA membership is growing and feels it is contributing positively to the school The PTA feels appreciated for the work they do
	Maintain an ongoing programme of self-review including evaluation of information on ākongā achievement	School is running smoothly, is compliant with all regulations and is meeting the needs of ākongā effectively	<ul style="list-style-type: none"> Follow review cycle that includes all areas of compliance Review staff induction to ensure new staff are quickly brought up to speed Delegate roles to appropriate people Have a clear schedule with 	Tumuaki PA, SLT SLT	According to schedule		<ul style="list-style-type: none"> Policies, procedures, curriculum and compliance are up to date and meeting current needs Staff are working well, with new staff knowing what they need to know Reports to the BoT are on time and contain enough information to allow the BoT/Council to know

			<p>deadlines that people can see and meet</p> <ul style="list-style-type: none"> • SLT to direct review of Social Studies and Technology in preparation for reports to the BoT • Ensure community is aware of all policies and procedures 	<p>Tumuaki</p> <p>SLT</p> <p>Communications Officer</p>			<p>what is happening in all areas</p> <ul style="list-style-type: none"> ○ Procedures are available to community on the school website for parents and on Google Drive for all staff
	<p>Report to ākongā and whānau on the achievement of individual ākongā. Report to the school's community on achievement of students as a whole and as groups in relation to National Standards</p>		<ul style="list-style-type: none"> • High School report format is tweaked to make it easier for teachers to complete • Primary School reports are reviewed • The annual report is submitted to the auditor in a timely fashion and includes outcomes in relation to targets set in 2015 • Reports are written on Social Studies, Technology, as well as reading, writing, math for Yr2-10 and NCEA for Yr11-13+ 	<p>Tumuaki</p> <p>DP High School</p> <p>DP Primary School</p> <p>Tumuaki</p> <p>Tumuaki</p> <p>SLT</p>	<p>End of Term 1</p> <p>End of T1</p> <p>March</p> <p>As review timetable</p>	<p>Access to survey gizmo or similar survey website</p> <p>Searchable website</p>	<ul style="list-style-type: none"> ○ Reports across the school are meaningful, give enough information so parents are aware of how their child is doing and are easy to understand ○ The audited annual report is presented at the Council AGM and posted on the website. It is sent to MoE by the March 1st cut-off date ○ Results from curriculum reports to the BoT are shared with the community
		<p>Improve satisfaction of school community with communication and education</p>	<ul style="list-style-type: none"> • Develop ways of meeting with community to find out and respond to issues that might be there • Meet with new parents shortly after they start to build relationships • Present reports to the BoT/Council regularly 				<ul style="list-style-type: none"> ○ The parent survey indicates that whānau are satisfied with: <ul style="list-style-type: none"> - The communication with whānau - Satisfaction with education offered - Decisions made in running the school ○ 85% of whānau rate their satisfaction with the school's communications as good or better

Strategic Goal 3	NAGS	Objectives	Strategies	People responsible	Due	Resources required	Targets/Indicators
Ensuring we have and deliver an authentic Montessori Programme throughout the school	<u>Employment and Personnel</u> Develop and implement personnel and industrial policies, which promote high levels of staff performance, use educational resources effectively and recognise the needs of ākongā	The Preschool and Primary School continue to offer authentic Montessori programmes that are internally and externally assessed according to the Montessori Journey to Excellence (MJ2Ex) indicators and implemented as necessary	<ul style="list-style-type: none"> Montessori trained staff lead philosophy discussions at regular staff meetings to ensure it is always front and centre of everything we do. Evaluation of Montessori aspect of school by Carla Foster in Term 2, with recommendations considered and implemented as possible/appropriate. 	Krista Tumuaki SLT	Term 2-4		<ul style="list-style-type: none"> Staff have a greater understanding of what we do and why School is running effectively as a Montessori School.
		The High School programme is externally assessed to be providing excellent Montessori practices for the Adolescent Programme and the College Programme	<ul style="list-style-type: none"> Assistance is sought from an external experienced programme director for ongoing development Support new lead teacher for adolescent programme, sending him to Australia for the 'Meeting in the Middle' gathering of adolescent teachers, along with 1-2 other adolescent teachers. 	Tumuaki DP High School	Term 3 June Aug Jul/Aug	\$2,000 \$2,000 - \$3000	<ul style="list-style-type: none"> We are confident that our programme is staying Montessori while delivering a sound NCEA programme Staff develop a network of peers across Australia that they can exchange ideas with Trained staff are helping the programme to stay true to Montessori principles and ideas

		A sustainable staffing programme is maintained with annual retention of full time staff of 85%	<ul style="list-style-type: none"> • Continue sending staff on training <ul style="list-style-type: none"> - 1 to finish Primary - 1 to start Preschool training • Have DP of Primary school released to take care of needs of Primary teachers • Continue to look at work place satisfaction, particularly in staff feeling empowered • Work with SLT to help ensure their staff feel fully supported to develop and extend their skills • Continue to develop appraisal system to meet many needs, through development of inquiry and job description evaluations 	Tumuaki Tumuaki SLT	Ongoing Term 3	\$40,000 \$	<ul style="list-style-type: none"> ○ Joel finishes his primary training; Jenny finishes Preschool training ○ Another Preschool teacher is hired ○ DP does not have a classroom of her own and can oversee development of Primary area of school ○ Staff input has guided development of workplace in 2015 ○ SLT have the tools needed to grow and support their staff ○ Appraisal system continues to be integrated and meaningful, and successfully demonstrated teachers can be re-registered
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Strategic Goal 4	NAGS	Objectives	Strategies	People responsible	Due	Resources required	Targets/Indicators
Grow the School to 380 students between the ages of 3 years to 18 years	<u>Financial and Property Management</u> Allocate funds to reflect the school's priorities as stated in the Charter	Develop the required infrastructure – building and people to meet the growing needs of the school	<ul style="list-style-type: none"> • More room for teaching is developed • Playgroup and Preschool rolls continue to be target of advertising • Re-brand continues to be rolled out – sports uniforms, brochures etc. 	Property Committee	Term 1 Monthly	Donation from trust \$30,000	<ul style="list-style-type: none"> ○ Specialist areas are complete and equipped, and meet needs of teachers and ākonga ○ Roll and waiting list is at a level that means keeping classes full is no longer a concern ○ Branding is increasingly recognised as representing and belonging to us
	Comply with asset management plans and implement maintenance	Monitor and control school expenditure and ensure annual accounts are prepared and audited as	<ul style="list-style-type: none"> • A budget with identified revenue streams is monitored closely • Monthly reports are presented to the BoT/Council • Expenditure is monitored by budget holders to ensure spending stays within allocation 	Tumuaki SLT BoT/ Proprietors	Feb Monthly Monthly	Allocation of time	<ul style="list-style-type: none"> ○ Spending is close to budgeted projections ○ All spending is according to budget projections ○ Any variations are approved in advance ○ The budget allows the school to

	programme to ensure buildings and facilities provide a safe, healthy learning environment	necessary					grow as planned
		There are 270 ākonga in the Area School by the end of this plan and 100 tamariki in Preschool	<ul style="list-style-type: none"> Marketing initiatives target gaps in roll to ensure even growth through school Enrolments are managed carefully so as to ensure the roll cap is not exceeded Limited entrance to places in the Primary and High School are managed carefully 	Tumuaki Proprietor Communications Officer	Monthly Sept		<ul style="list-style-type: none"> Classes have the right number of students in a well-balanced way The waiting list has enough children on it to fill any gaps as they occur and so we are assured of filling each cohort with the numbers desired
		There is appropriate staff in each area of the school	<ul style="list-style-type: none"> New DP for Preschool is found PD plan for teachers to ensure succession is in place for Montessori trained teachers and management staff The BoT subsidises subject specialists in High School to ensure there are enough staff to teach NCEA subjects 		Term 2		<ul style="list-style-type: none"> Management structure is effective for different parts of school, ensuring school is well run School is staffed with the right teacher in the right area from Preschool to High School NCEA is offered in the identified subjects to Level 3

Targets

Writing

By the end of 2016:

National Standards

1. 73% of ākonga are at or above National Standards
2. 80% of children below and well below National Standards in 2015 will make accelerated progress of at least two sub-levels

Paying particular attention to:

1. Tama in the 9-12 class where 18 below and 5 well below
2. Tamāhine in Yr7
3. Ākonga in Yr8
4. 80% of ākonga below and well below in both reading and writing (54% (or 27 of the 50 ākonga below or well-below) will make accelerated progress)

Māori ākonga

1. 73% of Māori ākonga will meet National Standards
2. The 7 (out of a total of 22) Māori tamariki who are below or well below will make accelerated progress

Yr9 and 10 ākonga

3. 78% of Yr9/10 ākonga will be at expected curriculum levels for their class
4. The 12 students (9 Yr9 and 3 Yr10) who were below or well-below curriculum expectations in 2015 will make accelerated progress

NCEA

1. 100% of ākonga will gain numeracy credits
2. 100% of ākonga will gain literacy credits
3. At least 85% of Yr11 ākonga will gain NCEA Level 1
4. At least 85% of Yr12 ākonga will gain NCEA Level 2
5. At least 85% of Yr13 ākonga will gain NCEA Level 3
6. At least 20% of students will get an excellent endorsement up from 14% in 2015
7. The number of merit endorsements will remain high (>50%)