



**Charter 2021 - 2023**  
**School No: 2971**

## Rapaura School Community

Rapaura School is a full primary school situated amongst the vineyards of Marlborough, north west of Blenheim. The well-kept grounds and rural location provide students with a pleasant environment in which to grow and excel in new learning. Positive relationships between school staff, students and the wider community are evident and the Board of Trustees works diligently to cultivate an open and sharing relationship with parents. Students and parents appreciate the family atmosphere, the professional and caring attitude of staff, the leadership opportunities that are created that provide new experiences and at all times respecting the traditions of the past.

The school is staffed by a Principal, 7 teachers, 2 teacher aides, a full time office administrator, and a cleaner/caretaker. A wide range of outside agencies support the school and these include a Public Health Nurse, RTLB, Property Maintenance Services and Group Special Education Services.

There are 3 teaching blocks where staff collaboratively teach and an administration area. The school has a library space that provides extra space for teaching and learning. The school also has storage sheds, a caretaker's shed, a PE shed, a swimming pool, an all weather turf, an adventure playground, a sand pit, area for bikes and a large grassed play area. The school is in the process of planning and designing a new technology space for our students to accommodate the curiosity and wonderings of our learners.

The school is now overseeing the Rapaura Community hall where it is used by students and local groups. The school is the focal point for the community.

### Special features of the school include:

- Supportive school community, BOT and staff
- Future focused teaching and supporting children to lead learning.
- A deep inquiring curriculum involving community
- Rural setting to extend learning
- School Library
- Swimming Pool
- Digital tools for our learners to connect with the outside world
- Bus service
- Extensive sports programmes
- Kapa Haka - senior and junior
- Learning spaces designed by our learners
- Country Harvest Fair
- Friends of Rapaura School parent group.
- Rapaura Community Hall

## REACH FOR SUCCESS

At Rapaura School we **REACH** from within  
and to the community as we strive for **SUCCESS**.



### RESPECT

Ourselves, our peers, our families, our culture, our school, our property and our community.



### EXCELLENCE

Attitude towards learning, building skills to achieve as a learner, pride, values, manners, setting expectations.



### ADAPTABLE

To be innovative, a problem solver, self-managing learner and a creative thinker. Be curious to ask questions and explore the world.



### COLLABORATION

Building knowledge and skills, to work constructively with others. To celebrate each other's strengths, and to share and develop ideas.

*'Alone we can do so little; together we can do so much.'* Helen Keller.



### HAUORA

**Well - being:** physically, mentally and emotionally, socially and spiritually. These 4 dimensions represent the four walls of a whare - each is necessary for strength and symmetry. *Dr Mason Durie*

### PROVERB

*Me ka tuohu koe*

If you bow/bend your head

*Me he maunga teitei*

Let it be to a lofty mountain

## SUCCESS AT RAPAUORA SCHOOL

### OUR STUDENTS GRADUATE -

1. With strong literacy, numeracy skills that are evident in all learning areas.
2. Holding high expectations and self belief as a learner.
3. With experience of leadership, supporting others and running school wide events.
4. Knowing how to self-manage, adapt and collaborate with others.
5. With opportunities of working with other peers here at Rapaura School and beyond.
6. Knowing how to enquire and pursue learning of a topic chosen by themselves.
7. With experiences developed from outdoor the classroom (EOTC).
8. Understanding to make progress, failure can be part of the process.
9. Realising that they don't need to know everything, but have the skills to find the answer or contact.
10. Knowing a 21st century learner, is about being adaptable, self-managing, curious and seeks learning opportunities to be successful.
11. With understanding the importance of well being and taking care of oneself.
12. Knowing the importance of fun and wellbeing.

---

## National Education Priorities

---

### The National Administration Guidelines (NAGs)

#### Nag 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
  - i. to provide all students in years 1-10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
  - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1-8;
  - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- b. through the analysis of good quality assessment information\*, evaluate the progress and achievement of students, giving priority first to:
  - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1-8; and then to:
  - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information\*, identify students and groups of students:
  - i. who are not progressing and/or achieving;
  - ii. who are at risk of not progressing and/or achieving;
  - iii. who have special needs (including gifted and talented students); and
  - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

### **Nag 2**

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information\* on student progress and achievement;
- c. on the basis of good quality assessment information\* report to students and their parents on progress and achievement of individual students:
  - i. in plain language, in writing, and at least twice a year; and
  - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. on the basis of good quality assessment information\*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

### **Nag 3**

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

#### **Nag 4**

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

#### **Nag 5**

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote health food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

#### **Nag 6**

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

#### **Nag 7**

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

#### **Nag 8**

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.

## Recognising New Zealand's Cultural Diversity

---

Rapaura School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

In recognizing this, Rapaura School will take all reasonable steps to provide instruction in Tikanga Māori (Māori Culture) and Te Reo Māori (Māori Language) for full time students whose parents request it.

To achieve this at Rapaura School, should a parent request a higher level of Tikanga and / or Te Reo than is at present evident in our school, Rapaura School's programme, the staff and family will explore possibilities, which could include one or more of the following:

- Further explain the existing programmes
- Further extend the existing programmes if & as appropriate
- Combine with a neighbouring school for parts of the day / programme
- Dual enrolment with Correspondence School
- Provide in school support & resources to further enhance inclusion of Te Reo & Tikanga within the child's classroom
- Explore other schools who may offer programmes closer to their expectations
- Use local Resource people such as the Resource Teacher of Maori

## Supporting Documents

---

The following documentation supports us in improving student achievement

- School policies - (School Docs)
- Programmes of work
- Assessment Plan
- Professional Development Programme
- Curriculum Delivery Plan
- Curriculum Progress / Achievement Statement i.e. Long Term Planners

The following documentation supports us in developing good management practices and effective organisational systems:

- Charter
- Policies
- Performance Appraisal Plan
- EEO Plan
- Annual Budget
- Procedures for controlling / monitoring expenditure
- Ten Year Property Plan
- Board of Trustees' Terms of Reference
- Staff Job Descriptions / Performance Agreements
- Board of Trustees Handbook
- Teachers' Handbook
- Monthly Financial Report
- Meeting Minutes
- Board of Trustees / Portfolio committees
- Staff Meeting Minutes
- Self-Review Programme

The following documentation supports us in fostering positive community partnerships:

- Parent Information Book
- Newsletters - Parents / Caregivers
- Reporting System
- Community meetings and consultation
- FORS Constitution
- School website
- School Facebook Page/ Seesaw and student blogs

'Whiria nga tahi nga ākonga - Weave Learners Together'





# Piritahi Kahui Ako Annual Plan 2021

<p style="text-align: center;"><b>Vision</b></p> <p style="text-align: center;"><i>'Whiria nga tahi nga ākonga - Weave Learners Together'</i></p> <div style="text-align: center;"> </div>		<p style="text-align: center;"><b>Principles</b></p> <ul style="list-style-type: none"> <li>● Equity, Excellence, and Belonging</li> <li>● Collaboration</li> <li>● Cultural Relationships for Responsive Pedagogy</li> <li>● Ako</li> <li>● Reflective Practice</li> </ul>
		<p style="text-align: center;"><b>Achievement Success Indicators</b></p> <ul style="list-style-type: none"> <li>● All learners make expected progress</li> <li>● Priority learners make accelerated progress</li> <li>● Progress measured and analysed</li> <li>● Trusted reliable data informs practice</li> <li>● Equitable outcomes for all</li> </ul>
<p><b>Workstreams / Action Plans</b></p>		
<p style="text-align: center;"><b>Strengthening Teacher/Leadership Capability</b></p>	<p style="text-align: center;"><b>Hauora</b></p>	<p style="text-align: center;"><b>Community, Iwi &amp; Māori Engagement</b></p>
<ul style="list-style-type: none"> <li>● Accelerate achievement of priority learners through collaborative Spirals of Inquiry (SOI). Monitor and evaluate the impact against agreed criteria</li> <li>● Improve culturally responsive practice</li> <li>● Strengthen collaborative practices</li> <li>● Use evaluative and reflective practices</li> <li>● Develop, use and embed agreed pedagogical practices</li> <li>● Strengthen moderation and assessment practices to increase reliability of data</li> <li>● Strengthen leadership capabilities</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a shared understanding of Hauora and Mauri Ora</li> <li>● Identify health and wellbeing needs</li> <li>● Set priorities to promote and improve the wellbeing of all</li> <li>● Share best practices schools use to support diverse learners</li> <li>● Promote emotional and social competencies</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen educationally powerful connections</li> <li>● Develop an understanding of Māori achieving success as Māori through iwi/whānau korero</li> <li>● Strengthen transitions and develop coherent pathways for learners</li> <li>● Engage with community to promote health and wellbeing</li> <li>● Engage with iwi/whānau to support schools to develop a localised curriculum</li> <li>● Promote excellence, equity and belonging to reflect our commitment to Te Tiriti o Waitangi</li> </ul>

## Rapaura School Strategic Plan 2021 - 2023

Strategic Aims	Annual Goals 2021	Annual Goals 2021	Annual Goals 2022
<b>Hauora -</b>	<ol style="list-style-type: none"> <li>1. Ensure staff, support staff and students understand the importance of Hauora.</li> <li>2. Work with staff to familiarise with new appraisal requirements.</li> </ol>	<p>Staff and support staff to learn of own needs to ensure their Hauora is catered for.</p> <p>Staff to foster and build relationships with all learners of the school to provide a safe and healthy work place.</p> <p>Board of Trustees provide staff with support from an outside provider to discuss and work to ensure well being is at the forefront.</p> <p>Plan collectively the Accord days to accommodate staffs' wellbeing and workload.</p> <p>Staff to collaboratively unpack and understand the changes to the appraisal documentation.</p>	

<p><b>Strengthening teacher/ leadership capability</b></p>	<p>3. Extend knowledge of NZ Math Curriculum Elaborations.</p> <p>4. Staff to grow their pedagogy of the two new Digital Technology Curriculum areas.</p> <p>5. All staff to work towards a submission of our Inquiry learning.</p> <p>6. All staff to participate in professional learning conversations around area of Inquiry.</p> <p>7. Collaborate to ensure consistency of programmes across the school.</p>	<p>Staff to unpack and align Math curriculum elaborations to learning at Rapaura School.</p> <p>Staff to work with Core Ed to grow their knowledge and to include with Inquiry learning.</p> <p>Staff to undergo professional learning by attending a moderation session, support from NPDL hub and lead teacher.</p> <p>All staff identify an area of professional learning to base a professional conversation around. Staff to carry out conversations up to two times per year. WSL &amp; management to support.</p> <p>Staff to revise Literacy overviews to include new learning of a phonics based programme.</p>	<p>Review math planning and teaching.</p> <p>Identify the successes and gaps at the end of 2021 to inform of areas to teach in 2022.</p> <p>Look to grow professional conversations either with new or existing buddy.</p> <p>Ensure all staff are completing overviews.</p>
--	--	--	--

<p><b>Monitoring and evaluating progress</b></p>	<p>8. Work with Educa to inform staff of new real time reporting.</p> <p>9. Include monitoring of math elaborations and literacy learning.</p>	<p>While on deferred sabbatical visit Educa schools.</p> <p>WSL to monitor the recording and coverage of math elaborations. Literacy led teacher to ensure all staff are completing revised Literacy overviews.</p>
<p><b>Community, Iwi and Māori engagement</b></p>	<p>10. Provide opportunity for whanau to learn alongside and share their knowledge.</p> <p>11. Include opportunities for whanau to view deep learning.</p>	<p>Include community engagement within our learning programmes to ensure all learners are seen as partners.</p> <p>Ensure invitation to our learning reaches our partners.</p>

**Annual plan - Strategic Aim 1  
Hauora**

<b>Strategic Aim</b>	<b>Action</b>	<b>Responsibilities</b>	<b>Resources</b>
<b>1. Ensure staff, support staff and students understand the importance of Hauora</b>	1. Staff and support staff to learn of own needs to ensure their Hauora is catered for.	All staff	To further inform staff of their personalities and ensure new staff member - Alison Mooney and Brene Brown
	2. Staff to foster and build relationships with all learners of the school to provide a safe and healthy workplace.	Two staff members to attend Adult Learning course.	Learning to Talk Books by Joan Dalton  \$3200
	3. Staff actively participate in Kiwican programme and include Kiwican facilitators in school programmes eg cross country, community days.	All staff	School to fund \$40.39 per student.
	4. 4. Board of Trustees to fund an outside support person for the wellbeing of staff. This is fully funded by the Board of Trustees.	All staff	Workplace Support \$ 2000
	5. Plan collectively the Accord days to accommodate staffs' wellbeing and workload.	All staff	Release day once per term.
<b>2. Work with staff to familiarise with new appraisal requirements</b>	1. All staff to work through the professional growth cycle requirements and identify how Rapaura School supports all staff's professional learning.	All staff	Teachers Council. Staff meetings.  Interlead appraisal connector.

**Annual plan - Strategic Aim 2  
Strengthening teacher/leadership capability**

<b>Strategic Aim</b>	<b>Action</b>	<b>Responsibilities</b>	<b>Resources</b>
<b>1. Extend knowledge of NZC math curriculum elaborations</b>	1. WSL to lead learning around the understanding of the math elaborations and ensure our Inquiry and math planning records this.	WSL	Release WSL Staff meetings Syndicate meetings
	2. WSL to closely follow and support all staff to ensure new learning is linked to data and student needs.	WSL	ASL
<b>2. Staff to grow their pedagogy of the two new Digital Technology Curriculum areas.</b>	1. ICT unit holder and NPDL lead to engage with support person from Core to ensure staff and paper work is updated with Digital Technology Curriculum.	NPDL lead ICT unit holder	Core Education - NPDL learner hours
	2. Options created to demonstrate learning from the two strands.	ICT unit holder	Staff meeting Professional conversations.

<p><b>3. All staff to work towards a submission of our Inquiry learning.</b></p>	<ol style="list-style-type: none"> <li>1. All staff to work towards a submission of our Inquiry learning to grow their understanding of a 'deep unit of learning.'</li> <li>2. Timetable an Accord day per term to allow collaborative planning and support for staff to reduce workload and promote whole school Inquiry.</li> <li>3. NPLD lead and staff to identify what competency to include with our Inquiry learning for 2021 which best aligns to Citizenship.</li> <li>4. All staff to participate in Staff Only Day on 29 January.</li> </ol>		<p>NPDL - global fee Webinar Core Education</p> <p>Accord release day</p> <p>Release and staff meetings.</p> <p>\$360.00</p>
<p><b>4. All staff to participate in professional learning conversations around area of Inquiry.</b></p>	<ol style="list-style-type: none"> <li>1. All staff identify an area of professional learning to base a professional conversation around. Staff to carry out conversations up to two times per year.</li> </ol>	<p>WSL, NPDL lead and other staff</p>	<p>Staff/syndicate meeting.</p>
<p><b>5. Collaborate to ensure consistency of programmes are lead to create success across our school.</b></p>	<ol style="list-style-type: none"> <li>1. Staff to revise Literacy overviews to include new learning of the importance of phonics and to ensure they are align to our beliefs.</li> </ol>	<p>Literacy unit hold Senior management. WSL</p>	<p>Staff meetings and syndicate meetings.</p>

**Annual plan - Strategic Aim 3  
Monitoring and evaluating progress**

<b>Strategic Aim</b>	<b>Action</b>	<b>Responsibilities</b>	<b>Resources</b>
<b>6. Work with staff to see the benefits of real time reporting.</b>	<ol style="list-style-type: none"> <li>1. Following Principal's sabbatical, Term 2, discussions will be held with all staff regarding the best options of real-time reporting.</li> <li>2. Look to a programme to best meet the needs of the community.</li> <li>3. Provide information for our whanau and families around ways to include their voice with real time reporting.</li> </ol>	<p>Principal</p> <p>All staff</p> <p>All staff</p>	<p>Sabbatical Term 2.</p> <p>Staff meeting</p> <p>Staff meeting Parent meeting</p>
<b>7. Include monitoring of math elaborations and literacy learning.</b>	<ol style="list-style-type: none"> <li>1. WSL to ensure at least once a term, during a whole staff meeting we carry out an activity/professional reading or other, to grow staff's understanding of math elaborations.</li> <li>2. Ensure staff to identify in their planning the evidence of new math and literacy learning.</li> </ol>	<p>WSL to lead staff meetings Staff to present.</p> <p>Staff planning.</p>	<p>Staff meetings WSL release</p> <p>Staff meetings.</p>

**Annual plan - Strategic Aim 4  
Community, Iwi and Māori  
engagement**

<b>Strategic Aim</b>	<b>Action</b>	<b>Responsibilities</b>	<b>Resources</b>
<b>8. Provide opportunity for whanau to learn alongside and share their knowledge.</b>	<ol style="list-style-type: none"> <li>1. Identify through planning opportunities to include whanau to learn alongside our tamariki, for example Inquiry learning.</li> <li>2. Seek strengths and interest of our whanau group.</li> <li>3. Encourage and invite whanau, iwi and the wider community to be involved with visits and discussions.</li> <li>4. Involve parents with Police Education programme. Provide support by organising a parent evening and cover cyber safety and other areas identified.</li> </ol>	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>Principal Police Community Officer</p>	<p>Meet the teacher evening. Inquiry learning.</p>
<b>9. Include opportunities for whanau to view deep learning.</b>	<ol style="list-style-type: none"> <li>1. Invite whanau to learning celebrations to view, support and engage with our learners.</li> </ol>	<p>All staff</p>	

**Strategic Aim:** That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum.

**Annual Aim:** **Math 2021**

*All learners make expected progress and all priority learners make accelerated progress in mathematics.*

**Baseline data:**

*Analysis of school wide data writing data in November 2020 showed that an overall 82% were achieving 'at' or 'above' New Zealand Curriculum. Nine out of fifteen Māori students were achieving 'at' or 'above' New Zealand Curriculum. Further analysis identified a group of 31 across the school not meeting New Zealand Curriculum. Eight children from the junior school (NE-Y3), seventeen from middle school (Y4-6) and six from senior school (Y7-8). We have flagged math as a PLD focus for 2021. This new work will include growing pedagogical knowledge of the NZC math curriculum elaborations. We see that our teaching and learning needs to include a balance of knowledge and strategy and also authentic learning to incorporate this. Day-to-day planning and Inquiry planning will include learning based on math curriculum. Evidence will be produced through teacher inquiry. We are predicting the elaborations will support a wider range of students.*

**Target:**

A group of twenty seven students across the school will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2021.

Actions to achieve targets	Led by	Resourcing	Timeframe
1. Staff to ensure classrooms are well resourced with materials and resources to enable all students the opportunities of being successful when sharing math.	Classroom teachers		Before the school year starts and ongoing
2. Staff to unpack and adopt NZC math elaborations and to include in planning.	Classroom teachers	TOD WSL	TOD - ongoing
3. Ensure all students carry out learning using Mathletics as this is being supported by our parent partners.	Classroom teachers		Ongoing
4. All staff to be aware of the Charter targets within their classrooms and plan learning that engages and is authentic to their needs.	Classroom teachers	Staff meeting, Term 1	Ongoing
5. WSL to oversee the planning and teaching and learning of staff across the school.	WSL & ASL	Staff meeting	Ongoing

**Strategic Aim:** That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum.

**Annual Aim:** Reading 2021

*All learners make expected progress and all priority learners make accelerated progress in reading.*

**Baseline data:**

*Analysis of school wide data writing data in November 2020 showed that an overall 84% were achieving 'at' or 'above' New Zealand Curriculum. Thirteen out of fifteen Māori students were achieving 'at' or 'above' New Zealand Curriculum. Further analysis identified a group of twenty six across the school not meeting New Zealand Curriculum. Eleven children from the junior school (NE-Y3), fourteen from middle school (Y4-6) and one from senior school (Y7-8). Every year we see this pattern in reading where the higher percentage of students in the junior school particularly Y2 but we agree to keep with the national expectation of reaching the suggested reading levels - green, turquoise and gold by 120 weeks. School data was gathered at the beginning and the end of 2019 and more often for the priority students. This year we have focused on comprehension to ensure our readers understand what they are learning. This has affected the overall percentage of progress as our belief is to ensure we understand what we're reading rather than pushing learners on with lower comprehension. Comprehension and vocabulary will be our 'hot spot' when teaching reading.*

**Target:**

A group of twenty-six students across the school will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2021.

Actions to achieve targets	Led by	Resourcing	Timeframe
----------------------------	--------	------------	-----------

1. Staff will review literacy overviews to align with shift of phonics.	Classroom teachers Literacy led teacher	Staff meeting	End of March
2. Staff will work with a buddy to observe and lead professional conversations as a method enquiring of practice.	Classroom teachers	PAC colleague Staff work to identify and document Professional Growth Cycles.	Beginning of 2021 Twice a year.
3. Staff will show the deliberate acts of reading and the reading framework within their planning.	Classroom teachers	Staff meetings	As required.
4. RTL will further support staff with the pedagogy of 7+ programme.	RTL Literacy led teacher	Staff meetings	As required.
5. Staff across the school to include phonics learning in their classroom plans.	RTL Classroom teacher	Yolanda Soryl phonics training, Structured literacy	
6. StepsWeb will be available for all students from Y1 - 8 to use and grow their literacy skills.	Classroom teacher Literacy led teacher	Beginning and end of year assessment.	School budget a license for each child
7. RTL will run a staff meeting around Structured Literacy. A couple of staff will attend	RTL Literacy led teacher		Term 1 - hui Term 2 - workshop \$2000 from PLD budget.

**Strategic Aim:** That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum.

**Annual Aim:** **Steps on-line learning**

Incorporate Steps into class and home learning to grow all learners' knowledge of phonics and spelling.

**Baseline data:**

*At Rapaura School we have been incorporating Steps programme across our learners, 6 years and above, since 2015. Traditionally the programme was run with the support of a Teacher Aide who worked with individual children and groups who were withdrawn from the class programme.*

*2020 the programme advanced to a web-based programme with individual licenses. From the results of the past, the school chose to invest so that every child, from the age of 6 years, had access to the programme. The students carry out a pre assessment and post assessment which will be used to analyse the progress at the end of 2021. The programme is self-paced and commences from a level at which is taken from the pre assessment. Each class allows time within the classroom programme and home learning to carry out the tasks. A small number of students have completed the programme. On reflection they felt it was beneficial and supported them with their spelling.*

**Target:**

*All learners, from the age of 6 years, to grow their skills and knowledge of phonics and spelling using the Steps programme to better their spelling age.*

<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Timeframe</b>
1. Rapaura School will continue to fund each child from the age of 6 years a license.	Board of Trustees	Budget	For the year
2. Staff will include a time for all students to carry out pre assessment.	Classroom teachers	Classroom teachers	Ongoing
3. Staff will monitor time so that each child is carrying out Steps work.	Classroom teachers		Weekly

**Strategic Aim:** That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum.

**Annual Aim:** **Communication - NPDL competency**  
All learners to understand and grow their ability to communicate.

**Baseline data:**

*At Rapaura School we have been incorporating New Pedagogies for Deep Learning practices across the school. This has allowed us to deepen our learning to ensure all students are making a difference.*

*NPDL, includes four quadrants - pedagogical practices, learning partnerships, leveraging digital and learning environments which is included in planning and units of work.*

*NPDL, includes six competencies - communication, character, creativity, critical thinking, collaboration and citizenship. All six competency we believe are critical to all students success. As a school we have agreed to unpack one competency per year to ensure all students fully understand and are able to identify the competency across different authentic experiences.*

*The competencies are set out in a rubric format where each child will identify where they are at from one of the communication dimensions: Reflection to further develop and improve communication. The rubric is set under the following headings: Limited Evidence, Emerging, Developing, Accelerating and Proficient.*

