



Makarora School Plan

2019-2021

Mission

Makarora School will in partnership with parents and caregivers, create a challenging, supportive environment that will encourage children to develop responsibility for their own quality learning and behaviour.



Harakeke is a plant highly valued by our ancestors (both Pakeha and Maori) and is becoming increasingly recognised as a plant that will be important in the future. We have chosen this plant to symbolise our beliefs about teaching and learning at Makarora School. It links our past with the present and future, and connects us with our environment.

Traditional tikanga of the harakeke tells us that the ancestors surround the young at the centre of the bush protecting and nurturing them until they become the ancestors at the outer edges. When harvesting leaves for use we take from the older outside leaves, and always return any unused to the base of the bush so it can continue to support the plant's growth.

Vision

“ Education is not the filling of a pail, but the lighting of a fire”

William Butler Yates.

Our vision is for children to be given the very best education and to leave Makarora School with the knowledge of how to learn and the desire to do so. We acknowledge that all children have the right to be taught and the responsibility to learn. We want children who have the skills to live life to the fullest in the wider world, to accept challenges, to take risks and manage change successfully, and have an enquiring mind.

We think it is important to present the children with many alternative views to allow them the opportunity to make informed choices in life. We believe that it is important that children learn to accept and appreciate difference and diversity in others. We want the children to be comfortable in a bi- cultural world.

We are located in a unique environment and we want the children to respect and understand that environment, and the wider world, and accept responsibility to protect the planet and her resources for future generations to enjoy. *Toitu te whenua, whatungarongaro te tangata (people come and people go but the land remains).*

Nau i whatu te kakahu, he taniko taku – (you weave the cloak and I the border). We believe that it takes a village to educate a child and that it is a shared responsibility to provide quality education for our children. We want the children to have highly qualified teachers, who work to establish a community of learners, encouraging children to accept responsibility for own learning.

Hutia te rito o te harakeke

Kei hei te komako e ko

Ki mai ki ahau

He aha te mea nui o te ao?

He tangata , he tangata , he tangata

If you pluck out the centre of the flax bush
I ask you where would the bellbird feed from?
What is the most important thing in the world?
I tell you it is people ,it is people, it is people.





School and Community 2019

Makarora School is situated at the head of Lake Wanaka in the Makarora Valley, adjacent to Mount Aspiring National Park. The school and adjoining community centre share facilities and grounds. The school also runs the Dave Osmer's Makarora Community Library, which is attached to the school and runs through the QLDC public library system. At the beginning of 2019 there were 9 Y2-7 children from 6 families attending the school, 1 of the children identified as Maori, 8 as NZ Pakeha.

Cultural Diversity

The Board believes it is important to take all reasonable steps to provide instruction in tikanga Maori and te reo Maori. When developing policies and procedures every endeavour will be made to reflect New Zealand's cultural diversity and the unique position of the Maori culture. Parents of any Maori students will be consulted either individually or collectively (as they decide appropriate) to ensure the school goals, targets and strategies are appropriate to meet any specific needs of Maori children. Teaching practice will support preferred learning styles of Maori students.

Special needs and abilities

The goals, targets and strategies included in this charter reflect the needs students at risk as well as those with special talents. On going monitoring and reviewing of the strategic plan ensures the school is responsive to the needs of individual or groups of children.

Consultation Statement

In preparing the goals, targets and strategies for this charter the Board of Trustees through the Principal consulted with the parents of the school, with the Board of Trustees and with each family of any identified Maori student either at end of 2017 year or beginning of 2018. Self review information, assessment results and consultation with teachers and other education personnel were also considered.

Time frame

	Consult with BOT on strategic direction
November/ December 2018	Consult with BOT/parents on local curriculum Present annual report to Community
February 2019	Present 2018 annual report and targets to BOT. Finalise annual report and variance report, send to accountants for inclusion with annual accounts . Present updated charter and targets for 2018 -2020 to BOT Send to MOE



March – December 2019	On going monitoring of strategic goals Report to BOT through Principal's report *
July 2019	Progress report to Bot and parents on annual plan
October 2019	Survey parents/ community on strategic goals, and local curriculum
November 2019	Draft budget to match strategic plan
December 2019	Report to BOT/parents /community on strategic goals and local curriculum *
February 2020	Present annual report to BOT Present charter to BOT
1 March 2020	Send 2019annual report to MOE Send charter and planning to MOE





Strategic Goals

❖ **Effectively communicate**

Children communicate effectively and confidently in a range of ways for a range of purpose

❖ **Confidently problem solve**

Children effectively and confidently use a range of problem solving strategies in a range of contexts and apply to everyday situations

❖ **Effectively gather information**

Children effectively gather, critically evaluate, use and present, a range of information for a variety of purposes using a range of sources and technologies and thinking skills.

❖ **Accept responsibility for own learning**

Children successfully use a range of work and study skills allowing them to become self managing, life long learners. Children accept responsibility for self, including health and fitness.

❖ **Effectively interact with others**

Children interact appropriately with a wide range of people in a range of situations, accepting and valuing diversity and differences, valuing people and accepting responsibility for their own behaviour.

❖ **Value bi- cultural diversity**

The children are comfortable culturally, they respect and value te reo and tikanga, children feel comfortable speaking Maori in everyday contexts and taking part in cultural activities.

❖ **Challenging environment**

Children work within a supportive, challenging environment that encourages quality learning and behaviour, and promotes healthy lifestyles.



Makarora School Strategic Plan 2019-2021

Communicate effectively

Goal 1

What are we aiming for?

Children communicate effectively and confidently in a range of ways for a range of purposes

Objective 1

How will we make it happen ?

Provide literacy programmes that cater for the needs of all children, enabling them to make progress and reach at least their expected level of achievement for reading and writing

Strategies and actions—What will we do?

- Employ a local artist and musician to work with the children , 2019, 2020
- Take part in Upper Clutha Schools Music Festival 2020
- Teach children music using ukulele / guitar, waiata 2019
- Year 7 children learn a second language of their choosing 2019
- All children learn te reo Maori 2019-2021
- Provide PD opportunities for part time teacher for writing including assessment tools 2019
- Provide 1-1 programmes for children needing extra support for reading
- Provide speech assistance with outside provider for 2 boys with oral language issues.
- Work collaboratively on line with peer buddies from Haast school on language activities, such as writing reports, sharing information with others
- Provide professional development for teachers to upskill in teaching and assessment of writing .
- Consult with Resource Teacher of Literacy to ensure programmes and resources are appropriate 2019-2021 Utilise library staff to ensure all children have a range of reading material that engages them, including on line resources 2019-2021
- Build up a range of on line resources and use on line literacy resources (such as Sunshine Books) to complement existing school print resources . 2019-2019
- Share writing with children from other schools for motivation and peer feedback 2019-2020
- Invite local writers or authors to visit and share ideas with children in collaboration with Haast 2019-20

Targets—how will we know we have got there?

All children are able to identify features of writing, what they can do and what they need to improve. 2019-2021

All children take part in activities and talk about their work and what they have learned at Friends and Family Assembly and on line with Haast School children / parents

All children are making progress in both reading and writing effectively 2019 2020

All children are able to share mihimihī with friends, family and visitors, and explain what they are doing 2019-2021

Children welcome visitors to school with mihi ,mihimihī , waiata and older children take responsibility for leading and introducing appropriate formalities . 2019-2021



Makarora School Strategic Plan 2019-2021

Problem Solving Mathematics

Goal 2

Children effectively and confidently use a range of problem solving strategies in a range of contexts and apply to everyday situations .

Objective 1

Provide mathematics programmes that cater for the needs of the children and ensure they are making progress in their learning.

Strategies and actions

What will we do ?

- Roll over enrolment in Mathletics to support learning at home and school. 2019- 2021
- Provide 1-1 support for Y7 students and any children needing extra support , including on line tutorials available to children to support maths learning and encourage self directed learning.
- Teachers provided STEM type activities to teach maths in context.

Targets—how will we know we have got there?

All children are making progress with using and understanding maths knowledge and strategies

All children are working at least at their expected age level for mathematics



Makarora School Strategic Plan 2019-2021

Gather information

Goal 1

What are we aiming for?

Children effectively gather, critically evaluate, use and present, a range of information for a variety of purposes using a range of sources, technologies, and thinking skills.

Objective 2

How will we make it happen ?

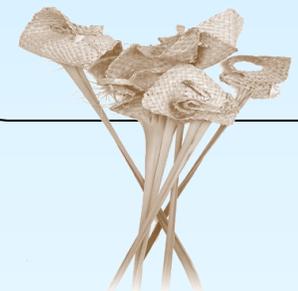
Provide children with opportunities to develop thinking skills using a range of technologies to gather and share information

Strategies and actions—What will we do ?

- Teachers take part in professional development activities to increase ICT capabilities (Google training on line) 2019- 2021
- Work with other small schools such as Haast to promote ICT as a communication and collaboration tool (Skype, Facetime) 2019-2021
- Provide tools such as iPads to ensure children are able to use up to date tools to assist them finding and using information. 2019 2021

Targets—how will we know we have got there?

Y4-8 Children are able to find, information in texts to answer questions. Present information from a range of sources , in a variety of ways , for a range of purposes



Makarora School Strategic Plan 2019-2021

Goals— Manage self

Goal 1

What are we aiming for?

Children successfully use a range of work and study skills allowing them to become self managing, life long learners. Children accept responsibility for self, including health and fitness .

Objective 1

How will we make it happen ?

Develop programmes that encourage children to take increasing responsibility for their own learning

Objective 2

How will we make it happen ?

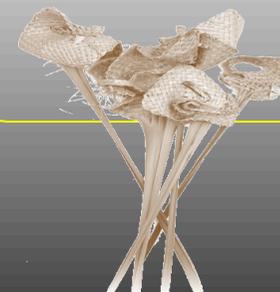
Implement assessment practices that encourage children to become actively involved in own learning .

Strategies and actions—What will we do ?

- Use ICT's to use as communication tools between school and home 2019-2021
- Continue to investigate assessment processes that assist children to accept responsibility for self. 2019-2021
- Work with Stick and Stones programme or similar, and parents to develop an understanding of digital citizenship and safety, and 2019- 2021
- Further develop programmes that encourage students to collaborate and take action as a response to an identified issue (inquiry learning)
- Teacher development *New Pedagogies for Deeper Learning* with Upper Clutha Schools

Targets—how will we know we have got there?

All children are able to set learning goals, write an evaluation about their own learning and share progress with parents at least twice per year.



Makarora School Strategic Plan 2019-2021

Interact with others

Goal 1

What are we aiming for?

Children interact appropriately with a wide range of people in a range of situations, accepting and valuing diversity and differences, valuing people and accepting responsibility for their own behaviour.

Objective 1

How will we make it happen ?

Assist children to develop social skills by providing opportunities for interaction with people in the school and wider community

Strategies and actions—What will we do ?

- Invite people with expertise or differing backgrounds to assist in delivery of school programmes 2019-21
- Involve the children in programmes outside the school
- Invite other schools to visit or visit other schools to interact with children in the local area (eg Haast) 2019- 2021
- Investigate ways of interacting on -line with range of people through various means including Skyping or video conferencing 2019-2021
- Take part in New Pedagogies for Deeper Learning professional development contract with Upper Clutha Schools and Core Education. 2019

Targets—how will we know we have got there?

All children work effectively with a range of people in a range of situations .



Makarora School Strategic Plan 2018-2020

Local Goals— Value Cultural Diversity

Goal 1

What are we aiming for?

The children are comfortable culturally, they respect and value te reo and tikanga, children feel comfortable speaking Maori in everyday contexts and taking part in cultural activities

Objective 1

How will we make it happen ?

Provide opportunities for children to learn te reo and tikanga , and use appropriate protocols in the classroom

Objective 2

How will we make it happen ?

Develop specific learning strategies and targets to ensure Maori children are achieving success in a range of ways .

Strategies and actions—What will we do ?

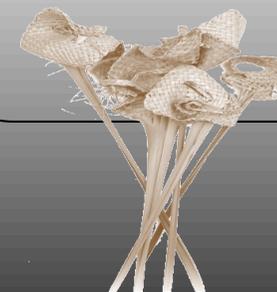
- Use resource teacher of te reo to teach te reo in classroom 2019--2021
- Deliver a local curriculum that integrates knowledge and experience of tikanga, using place based learning 2019-2021
- Celebrate Matariki with the community and possibility other small school 2019-2021
- Consult with individual parents on specific goals and programmes to ensure Maori students are progressing at least to their expected age level. 2019- 2021
- Plan programmes to ensure Maori students are provided with opportunities to develop talents in areas important to Maori 2019-2021

Targets—how will we know we have got there?

Y4-8 can share their mihi and explain 2018-2020

Y1-3 children can share a simple mihi 2018-2020

All Maori students are all working at or above their expected age level for reading writing and maths. 2018- 2019



Makarora School Strategic Plan 2018-2020

Challenging Environment

Goal 1

What are we aiming for?

Include activities within our integrated curriculum which promote a healthy lifestyle.

Objective 1

How will we make it happen ?

Implement an Environmental Education programme that develops self responsibility and awareness of environmental issues .

Strategies and actions—What will we do ?

Plan a range of EOTC activities for children, including biking and swimming, ski-ing 2019- 2021

Continue enviro school activities including recycling , and identifying local issues “think global act local “ 2019-2020

Work with Enviro School facilitator on identified local issue - taking action 2019-2021

Plan and work collaboratively with Haast School staff and pupils to undertake investigations in the environment

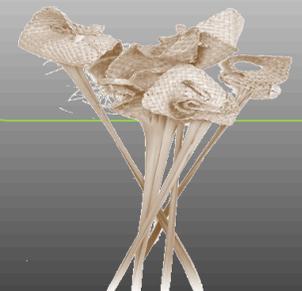
Targets—how will we know we have got there?

Children have at least 10 swimming sessions a year

By the end of Y8 children are able to swim 200m

The school environment supports the school programmes.

The physical environment enables and supports learning opportunities .



Goal 1 Communication

Employ PT teacher/s extra for at least 2 days per week) (.1 BOT funded)

Provide 1-1 programmes for 2 boys student to ensure they make appropriate progress.

Purchase on line resources (apps) for literacy , share with parents

Provide Mathletics , Reading Eggs and Sunshine on line to use at home and school

Provide individual second language learning (on line) for Y5-7 students.

Goal 2 Problem solving

Provide 1hr extra teacher time per week for Y7 and for selected children for support or extension .

Provide on line resources for children to use at home as well as school

Goal 3 Gather Information

Continue developing digital citizenship concepts and on line safety awareness

Provide opportunities to develop a knowledge of coding

Extend knowledge of digital tools to enhance learning

Goal 4—Managing self

Offer Parent sessions to help using technologies for communication and reporting

Parent Interview X2

Electronic portfolio's reporting to parents

Teacher development Pedagogies for Deeper Learning

Makarora School Annual Plan 2019



Compliance

- Retro fitting windows (second half of house) with double glazing as per recent legislation requirements for rental property.
- Replace window in office with double glazing .

Goal 5 Interacting with others

Invite other school/s to visit and share experiences and work (Reciprocal visits to Haast)

Investigate on line learning opportunities and encourage student on line interaction with others to support their learning , including working with Sticks N Stones resources.

Take part in Upper Clutha PD cluster developing deeper learning a Michael Fullan concept that include global collaboration.

Work with children to develop collaborative skills for learning

Goal 6 Value bi cultural diversity

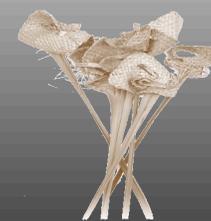
Employ Mary Anne Tamati for te reo lessons fortnightly during year. Learning vocabulary and tikanga around environment . Continue to develop extended mihi and learn new waiata

Plan Matariki celebration including appropriate food . Invite Haast students to share our Matariki celebration.

Continue imbedding cultural practices that enhance bi-cultural understanding into our school practices .

Goal 7 Challenging Environment

- Upgrade kitchen area of school house
- Investigate installing weather blinds to verandah to provide extra a shelter for children during winter.
- Budget for van rental to transport children when parents are not available .



Makarora School

1 March 2019