



## Charter 2022 – 23

### **Mission Statement:**

Makarora School will in partnership with parents and caregivers, create a challenging but nurturing environment, that encourages children to take leadership of their own quality learning in a respectful and responsible manner.

### **Vision:**

Children at Makarora School have the very best education and will leave here with the knowledge of how to learn and the desire to do so. All children have the right to learn and the opportunity to be teachers. Our children will have the skills to live life to the fullest in the wider world: to accept challenges, ask questions, take risks, manage change resiliently and have inquiring minds.

It is important to present children with alternative views and encourage them to use their initiative and make informed choices in life. Students learn to be inclusive of others and are confident in themselves in a culturally diverse world.

We are located in a unique environment which creates the opportunity for children to learn how to respect, understand and care for nature and the wider world. We accept responsibility to protect the planet and her resources for future generations to enjoy – Think global, do local.

It takes a village to educate a child and that it is a shared responsibility to provide quality education for our children. Quality teachers establish a community that loves learning and encourages students to accept responsibility for their own learning.

### **School and Community 2022:**

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 2022 there were 9 Y1-6 children from 7 families attending the school. None of the children identified as Maori, 9 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. Ongoing monitoring and reviewing of the strategic plan ensures the school is responsive to the needs of individual or groups of children. The events of past couple of years has necessitated an across the school need for wellbeing, resilience and self worth through a programme of mindfulness and encouraging ownership of the local curriculum. The focus of belonging / whanaungatanga underlies the teaching.

### **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 2022 year or beginning of 2023. Self review information, assessment results and consultation with teachers and other education personnel were also considered. In 2021 there was a full Community consultation with a facilitator about these goals, targets and strategies followed up by progress meetings and the sharing of the New Charter for 2022 onwards.

**March 2022**

Present 2021 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 2022 –2023 to BOT

Send Charter and planning to MOE

May 2022 - October 2022

Consult with BOT on strategic direction

Consult with BOT/parents on local curriculum

Present annual report to Community

Ongoing monitoring of strategic goals

Report to BOT through Principal's report

Send 2022 annual report to MOE

November 2022

Draft budget to match strategic plan

December 2022

Report to BOT/parents /community on strategic goals and local curriculum

**February 2023**

Present annual report to BOT

Present updated charter to BOT

March 2023

Send 2022 annual report to MOE and charter and planning to MOE

## Strategic goals:

### **OBJECTIVE 1: LEARNERS AT THE CENTRE - Safe (Wellbeing : ERO focus)**

Accept responsibility for own learning in a challenging environment:

The school wide focus of wellbeing of self, whanau, school and the community in a positive educational environment will be achieved by using local resources and forging stronger bonds with a supportive and re-engaged community . **Whanaungatanga/Belonging.**

Children successfully use work and study skills allowing them to become self-managing, lifelong learners. They accept responsibility for self, while working within a nurturing, but challenging environment, that encourages quality learning, promotes healthy lifestyles and respects, understands and cares for nature.

Successful lifelong learner.

### **OBJECTIVE 2: BARRIER-FREE ACCESS - Inclusive**

Effectively communicate and interact with others:

Children communicate effectively and confidently in a range of ways and purposes. They interact appropriately with people across varied situations, accepting and valuing diversity and differences, valuing people and accepting responsibility for their own actions.

- Foundation numeracy and literacy/ barriers to learning reduced.

Socially and emotionally competent, resilient and optimistic about the future.

### **OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP -Te Tiriti o Waitangi**

Value bi-cultural diversity:

Children are comfortable culturally, speaking Maori in everyday contexts and participating in cultural activities. They respect and value te reo and tikanga. (Shared NZ HISTORY) + Teacher/Leadership quality.

Confident in their identity, language and culture as a citizen of New Zealand.

### **OBJECTIVE 4: FUTURE OF LEARNING AND WORK – Highest attainment**

Effectively gather information and confidently problem solve:

Children effectively gather, critically evaluate, use and present information for a variety of purposes using a range of sources and technologies and thinking skills. They effectively and confidently use problem solving strategies in many contexts and apply to everyday situations. (DIGITAL TECHNOLOGIES).

Participating and contributing confidently in cultural, local, national and global contexts.

THINK GLOBAL, DO LOCAL.

# Makarora School Strategic Plan 2022-2023

## LEARNERS AT THE CENTRE - Safe

Goal 1 : What are we aiming for?

### WELLBEING

Accept responsibility for own learning in a challenging environment:

Object 1 **The school wide focus of wellbeing of self, whanau, school and the community in a positive educational environment will be achieved by using local resources and forging stronger bonds with a supportive and re-engaged community . Whanaungatanga.**

#### Objective 2

How we will make it happen ?

***Children successfully use work and study skills allowing them to become self-managing, lifelong learners. They accept responsibility for self, while working within a nurturing, but challenging environment, that encourages quality learning, promotes healthy lifestyles and respects, understands and cares for nature.***

***Successful lifelong learner.***

Strategies and actions—What we will do:

- Students' outcomes will improve as they feel more supported, encouraged and resilient. They will be empowered as they re-build their self-worth and take ownership of the new localised curriculum. A changed pedagogical approach that is more supportive (while encouraging fun and enjoyment of learning) and a stronger home /school partnership has been initiated. Belonging/whanaungatanga.
- All learning and wellbeing needs are identified through well-structured individualised programmes. Continue the Mindfulness activities aimed at assisting children manage their thinking and behaviour.
- Continue to investigate assessment processes that assist children to accept responsibility for self.
- Work with two eldest children to develop leadership roles : tikanga and play-time monitors/activity organisers.
- Further develop programmes that encourage students to collaborate and take action as a response to an identified issue (inquiry learning) from new three year curriculum plan. ANZH strand implemented through this .
- Staff undertake professional development that will assist in meeting needs of students developing self management skills through a localised curriculum.
- Use IT as a communication tool between school and home and facilitate online learning when necessary.
- Continue Enviro school activities including recycling, and identifying local issues "think global act local " Work with Enviro School facilitator on identified local issue - taking action .
- Plan and work collaboratively with local School staff and pupils to undertake investigations in the environment . Wai Wanaka - Farmers as Kaitiaki programme.
- Music Creatives in School contract 2022 with Tarras school bringing two similar communities together. Whanaungatanga.

Targets—how we will 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

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, and is nurturing and supportive allowing the children to feel valued.

The physical environment enables and supports learning opportunities . Works within Covid 19 framework.

Students' outcomes will improve as they feel more supported, encouraged and resilient. They will be empowered as they re-build their self-worth and take ownership of the new localised curriculum. A changed pedagogical approach that is more supportive (while encouraging fun and enjoyment of learning) and a stronger home /school partnership has been initiated.

# Makarora School Strategic Plan 2022-2023

## BARRIER-FREE ACCESS - Inclusive

Goal 2: What are we aiming for?

Effectively communicate and interact with others:

### Objective 2

How we will make it happen ?

***Children communicate effectively and confidently in a range of ways and purposes. They interact appropriately with people across varied situations, accepting and valuing diversity and differences, valuing people and accepting responsibility for their own actions. Foundation numeracy and literacy / barriers to learning reduced. Socially and emotionally competent, resilient and optimistic about the future.***

### Strategies and actions—What we will do ?

- Music Creatives in School contract 2022 with Tarras school bringing two similar communities together. Whanaungatanga.
- Bob Bickerton maori instrument music show.
- Teach children music using ukulele / guitar, waiata
- All children learn te reo Maori and tikanga
- Work collaboratively on line with peer buddies from local schools on language activities, such as writing reports, sharing information with others
- Provided professional development for teachers to upskill in teaching phonics for our younger roll this year + resources.
- Utilise QLDC Library to ensure all children have a range of reading material that engages them, including on line resources.
- Maintain a range of on line resources and use on line literacy resources (such as Sunshine Books and Reading eggs/Express to complement existing school print resources. Purchase more readers in level 20 to 30 for senior readers).
- Share writing with children from other schools for motivation and peer feedback.
- Invite people with expertise or differing backgrounds to assist in delivery of school programmes. Open door to community to come to share with the students.
- 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. Online sharing.
- Involvement in Wai Wanaka (Farmers as Kaitiaki) and EnviroSchools.
- Involvement in local schools sports where possible.
- Buddy reading with Playgroup.

Targets—how we will know we have got there?

All children take part in activities and talk about their work and what they have learned at Assembly and sharing in person or on line with local School children.

All children are making progress in both reading and writing effectively. Good oral skills and manners are displayed.

All children are able to share mihi mihi with friends, family and visitors, and explain what they are doing.

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

All children work effectively with a range of people in a range of situations (especially visitors to school).

Greater involvement from the community.

# Makarora School Strategic Plan 2022-2023

## QUALITY TEACHING AND LEADERSHIP - Te Tiriti o Waitangi

Goal 3: What are we aiming for?

Value bi-cultural diversity:

### Objective

How we will make it happen ?

***Children are comfortable culturally, speaking Maori in everyday contexts and participating in cultural activities. They respect and value te reo and tikanga. (Shared NZ HISTORY) + Teacher/Leadership quality. Confident in their identity, language and culture as a citizen of New Zealand.***

### Strategies and actions—What we will do ?

- Use resource teacher of te reo in classroom— when REAP is able to provide teacher. Meanwhile, teacher aide provides te reo lessons(2 hours per week) and all staff use basic commands in class and share their own mihi. Will use local speakers of Maori when Covid19 legislation allows.
- Deliver a local curriculum that integrates knowledge and experience of tikanga, using place based learning.
- Celebrate Matariki with the community and possibility other small school .
- If Maori students starts we will consult with individual parents on specific goals and programmes to ensure Maori students are progressing at least to their expected age level.
- If Maori students start we will plan programmes to ensure they are provided with opportunities to develop talents in areas important to Maori.

### Targets—how we will know we have got there?

Y4–6 can share their mihi and explain

Y1-3 children can share a simple mihi

Ensure any Maori students are all working at or above their expected age level for reading writing and maths.

# Makarora School Strategic Plan 2022-2023

## FUTURE OF LEARNING AND WORK – Highest attainment

Goal 4: What are we aiming for?

Effectively gather information and confidently problem solve:

### Objective 2

How we will make it happen ?

***Children effectively gather, critically evaluate, use and present information for a variety of purposes using a range of sources and technologies and thinking skills. They effectively and confidently use problem solving strategies in many contexts and apply to everyday situations. (DIGITAL TECHNOLOGIES).***

***Participating and contributing confidently in cultural, local, national and global contexts.***

***THINK GLOBAL, DO LOCAL.***

### Strategies and actions—What we will do ?

- Three year Plan based on local curriculum will provide opportunities for inquiry learning for all children. Different presentation formats will be used and technology skills developed further.
- Teachers take part in professional development activities to increase IT capabilities and assist in delivering Digital Technologies curriculum .
- Work with other small schools to promote IT as a communication and collaboration tool .
- Provide tools such as iPads and laptops to ensure children are able to use up to date tools to assist them finding and using information.
- Roll over enrolment in Mathletics to support learning at home and school.
- Introduction of Pr1me maths throughout school term2 2022.
- Review maths equipment and resources to ensure they are meeting needs of students and supporting teachers to deliver maths learning
- Teachers provided STEM type activities to teach maths in context.
- Enviroschools and Farmers as Kaitiaki programmes.

Targets—how we will know we have got there?

*Y2 –6 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.*

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

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

### Goal 1 Communication

Employ PT teacher extra for 2 days per week (.1 BOT funded) Done

Provide 1-1 programmes for 2 boys student to ensure they make appropriate progress. One student left the other is now reading at C.A.

Purchase on line resources (apps) for literacy, share with parents Done + playgroup (readers also sent home daily)

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

Provide individual second language learning (on line) for Y6-8 students. French Studies using Ovi

### Goal 2 Problem solving

Provide 1hr extra teacher time per week for Y7/8 and for selected children for support or extension. Soaring Solo programme provided by Principal daily

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

Look at Y7/8—programme and support activities/options e.g. hard materials (woodwork). No - but careers, guitar, debating, leadership, computer game creation, Banquer financial literacy, cooking, CAD, thermoplastics modelling, French and senior camp were provided.

### Goal 3 Gather Information

Continue developing digital citizenship concepts and on line safety awareness Ongoing

Provide opportunities to develop a knowledge of coding Scratch, Ozobot, Sphero, Minecraft and gaming design (Y7/8) provided.

Extend knowledge of digital tools to enhance learning

All children became more able with presentation skills

### Goal 4—Managing self

Y7/8 - programme self monitoring and choice Successful

Offer Parent sessions to help using technologies for communication and reporting—Covid 19 prevented this

Parent Interview X2— x3 (including 2 3-way interviews to set student goals)

Electronic portfolio's reporting to parents No— but comprehensive reports sent home term 4 2021

## Makarora School Annual Plan Report 2021



### Goal 5 Interacting with others

Invite other school/s to visit and share experiences and work - Haast came for Matariki but Covid 19 got in the way of other collaborations.

Investigate on line learning opportunities and encourage student on line interaction with others to support their learning. Much online learning due to Covid 19

Work with children to develop collaborative skills for learning (PAL programme) - Gold Card reward scheme was effective in encouraging a cooperative school

### Goal 6 Value bi cultural diversity

Teacher-aide to lead staff development and teach children. Learning vocabulary and tikanga around environment. Continue to develop extended mihihihi and learn new waiata Ongoing

Plan Matariki celebration including appropriate food. Invite Haast students to share our Matariki celebration. Community really supported this

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

### Compliance

\* ERO—focus and assurance completed. 3 year relationship starting in 2022.

- Review /revision School with community—New Charter and goals develop and community more supportive of school
- Replace window in office with double glazing Done
- Deck area project Completed and awaiting sign off
- SIPs Playground development—money used for fire alarm system that was necessitated due to outdoor learning space project (Deck)
- Asbestos plan—in place

### Goal 7 Challenging Environment

● Y7/8—programme and camp—successful programme prepared Y7/8 students for Mount Aspiring College in 2022: both were achieving above expected norms.

● Extend decking to allow for an outdoor classroom area Completed

● Budget for van rental to transport children when parents are not available. Parents have committed to transport students.

● Skiing (fundraise for this \$3000) NO—but Central Lakes trust gave a grant of \$2000 for Covid 19 relief that we could use towards this

### **OBJECTIVE 1: LEARNERS AT THE CENTRE - Safe (Wellbeing)**

Accept responsibility for own learning in a challenging environment:

Object 1—The school wide focus of wellbeing of self, whanau, school and the community in a positive educational environment will be achieved by using local resources and forging stronger bonds with a supportive and re-engaged community . **Whanaungatanga.**

Object 2—children successfully use work and study skills allowing them to become self-managing, lifelong learners. They accept responsibility for self, while working within a nurturing, but challenging environment, that encourages quality learning, promotes healthy lifestyles and respects, understands and cares for nature.

Successful lifelong learner.

- leaderships skills two eldest pupils
- Mindfulness journals and activities
- Localised curriculum— PD and TODs
- Music creatives with Tarras school
- Wai Wanaka and EnviroSchools
- Online learning

## **Makarora School Annual Plan 2022**

### **OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP -Te Tiriti o Waitangi**

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Confident in their identity, language and culture as a citizen of New Zealand

- Matariki celebrations + local school
- Localised curriculum considering local iwi
- Mihi and waiata
- Teacher PD, employ maori tutor/teacher aide
- Bob Bickerton maori instrument show

### **OBJECTIVE 2: BARRIER-FREE ACCESS - Inclusive**

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- Foundation numeracy and literacy/ barriers to learning reduced.

Socially and emotionally competent, resilient and optimistic about the future.

- Music Creatives Tarras
- Bob Bickerton maori instrument show
- Playgroup buddy reading
- Continue to invite community members into school
- Collaboration with local schools
- Wai Wanaka and EnviroSchools

### **Compliance:**

- \* ERO—focus wellbeing , Hauora.
- \* Development of Local Curriculum
- \* Review /revision School with community
- \* Electrical upgrade—small schools
- \* Completion of outdoor learning space

### **OBJECTIVE 4: FUTURE OF LEARNING AND WORK – Highest attainment**

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Participating and contributing confidently in cultural, local, national and global contexts.

- Development of 3 Year Local Curriculum Plan
- STEM, IT skills development.
- Introduction of Pr1me maths
- Wai Wanaka and EnviroSchools

#### OBJECTIVE 1: LEARNERS AT THE CENTRE - Safe

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## Makarora School Annual Report 2022

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