



MAIHIIHI SCHOOL CHARTER 2018-2020

CULTURAL DIVERSITY AND MAORI DIMENSION	WHO WE ARE	STRATEGIC INTENT
<p>Children and Community should:</p> <ul style="list-style-type: none"> • Be accepting of others, cultures and difference and value each other's heritage, culture and people. • Encourage success for Māori as Māori. • Through consultation there is a positive feel for the direction of the school. • Take part in Te Reo and Tikanga Māori. • Board will ensure reasonable steps are taken to provide Te Reo Māori. • Biculturalism will be reflected in classrooms. 	<p>DESCRIPTION OF SCHOOL AND COMMUNITY</p> <p>Maihihi School is centrally located between Otorohanga and Te Awamutu, neighbouring Otewa Primary School. The school has an extensive playground area and a large playing field which backs on to farm land and includes a school garden. The children at our school come from mainly dairy farming families living in the Maihihi district, the school has a community feel, helped by its smaller size. There are plenty of opportunities for parents, caregivers and whānau to get involved in school life through the various groups which operate within the school. These include the Fundraising Committee which raises thousands of dollars each year through fundraising and applications to charitable trusts. We are also working towards hosting regular Whānau/family hui to support the school in the achievement of all students. However, we currently have a strong community consultation process to gather community voice.</p> <p>The school is well resourced and has its own swimming pool and an extensive library. The school is enormously proud of its sporting achievements, participating in a large number of local COPS sporting fixtures. We also ensure that we have regular excursions into the wider community, utilising many local recreational facilities. This includes an annual Year 5-8 school camp. We value our rural community feel and this is celebrated annually with our agricultural day. Children raise a calf, lamb or goat to compete in school and local Waikato competitions.</p> <p>Maihihi School ensures that its community is well informed of news and events occurring within the school. We have a fortnightly newsletter that goes home, as well as being published on the school website – www.maihihi.school.nz. We also communicate with our wider school community via Facebook.</p>	<p>A. Maihihi Students have a love of and are in charge of their learning. (Community, Curriculum, Self-Manager, Team Player, Risk Taker, Thinker, Researcher & Communicator).</p> <p>B. Maihihi School is raising all learner achievement and providing a complete education through the New Zealand Curriculum. (Curriculum, Thinker & Community).</p> <p>C. Maihihi School is improving teacher effectiveness and further developing quality programmes that motivate learning. (Curriculum, Self-Manager, Risk Taker, Thinker, Researcher & Communicator).</p> <p>D. Maihihi School is strengthening community engagement. (Community, Team Player, Risk Taker, Thinker & Communicator).</p>

	<p>The school provides substantial information to parents and caregivers about the achievement of their children. This includes regular reporting and communication, as well as work samples that show the learning that has occurred and the value that is being added to their child's education.</p> <p>Staff are encouraged to lead in areas of interest and expertise, and to collaboratively be involved in the corporate life of the school.</p> <p>Maihihi staff are committed to working co-operatively in order to lead Maihihi School from the present to a positive future.</p> <p>Our 2019 Charter has 3 student achievement targets; Spiral of Inquiry into implementing Cultural Responsiveness to accelerate our Māori and Pasifika students as well as writing and mathematics targets.</p>	
SCHOOL PRIORITIES	ANNUAL TARGET	2019-2021
<ul style="list-style-type: none"> Effectively using and articulating achievement data. (New Standards?) To raise achievement in Literacy and Numeracy. Maihihi School Curriculum. Māori achievement. Student safety. New Zealand curriculum implementation. Information and communication technology. E-Learning. Living our Maihihi values and virtues. 	<p>ANNUAL AIM 1: To implement Spiral of Inquiry through developing Cultural Responsiveness with a focus on accelerating Māori and Pasifika students.</p> <p>ANNUAL AIM 2: To accelerate the progress of 60% of identified boys who are working below their expected curriculum level in writing.</p> <p>ANNUAL AIM 3: To accelerate the progress of 46% of identified girls who are working below their expected curriculum level in mathematics.</p>	
NATIONAL PRIORITIES:	<ul style="list-style-type: none"> Literacy Numeracy At risk students NZ Curriculum Special needs education Tataiko & Ka Hikitia NZ Curriculum 	<ul style="list-style-type: none"> Māori Student achievement Pasifika Student achievement Information & Communication technology



CYCLICAL PLAN 2018 - 2020

	2018	2019	2020
Initial Review & Set up	Cultural Responsiveness <ul style="list-style-type: none"> - Review Student Action Plan - He papa tikanga 	Digital Technology <ul style="list-style-type: none"> - Unpack new curriculum - Where are we? - Experiences? - PD 	
Key Focus	Spiral of Inquiry (Formal Assessment & Boys Writing)	Cultural Responsiveness <ul style="list-style-type: none"> - What does this look like for Maihihi School- student, teacher, Whānau, & community. - Finding out what the community values. - Building Te Reo and tikanga - Strong student voice - Local landmarks and historical events 	Digital Technology <ul style="list-style-type: none"> - What does this look like for Maihihi School- student, teacher, Whānau, & community. - Continued PD for staff - Implementation -
Consolidating & Building on		Spiral of Inquiry <ul style="list-style-type: none"> - Link into Cultural Responsiveness 	Cultural Responsiveness <ul style="list-style-type: none"> -



“Nothing Great is Easily Won”

Annual Plan 2019- Strategic Intent

In 2019 Maihihi Learners and staff are completing the following challenges to move towards a culture of....

Hapori Community	Motuhake tanga Self- Managing	Ngaakau Marae Team Player	Kaimorearea Risk Taking	Kaiwhakaaro Thinking	Kairangahau Researching	Kai whaaka whitiwhiti Korero Communicating	Marautanga Curriculum
<ul style="list-style-type: none"> Support parents to support their children through Parents as First Educators and Reading Together programmes. Building relationships with the play centre, continuing programme with playcentre and junior class visits. The school will continue to develop our vegetable garden and fruit trees. Engaging with the community for knowledge & guidance. Students will have the opportunity to participate in a variety of interschool events Teachers provide opportunities for community and family/whanau to participate in school activities. School will continue to share resources with the local community 	<ul style="list-style-type: none"> Meet our 94% attendance target. All Students will take responsibility for wearing correct uniform and looking after their personal property. Maihihi Students will take responsibility for their learning and be able to articulate their next learning steps Take responsibility for their behaviour & actions and accept the consequences. This will be supported by staff who have or are currently completing the TYT workshops. Students feel safe in the school environment and are able to approach staff if they have personal issues. Give notices to parents. 	<ul style="list-style-type: none"> Student leaders will lead school assemblies and be given opportunities to speak & demonstrate their role model attributes at school events. Students will be given opportunities throughout the year to work as a 'House' team to compete for the shield. Maihihi School staff and students will continue to build respectful relationships with our local colleges (Otorohanga/Tc Awamutu) staff and students. Students will be accepting of all children, displaying courtesy, empathy, respect and friendship. 	<ul style="list-style-type: none"> Students will be encouraged to take intelligent risks in their learning. Maihihi staff will learn a new form of Data Assessment (etap) Accept mistakes as valuable learning opportunities. Continue to provide a risk taking environment both in the classroom and out – productions, tree climbing etc 	<ul style="list-style-type: none"> Students will learn about others beliefs and cultural differences. Students will continue to recycle school waste in an attempt to minimise our environmental foot print. Teachers will personalise learning in order to explore and maximise the potential of every child. Maihihi School budget will reflect our strategic intent. 	<ul style="list-style-type: none"> Year 7 & 8 students will research a number of different occupations for their future. Teachers will continue to utilize all spaces for learning. Both inside & outside and trial new ideas. Maihihi staff will continue to do professional reading, professional development and school visits to research new quality practice & trial it. All classes will be given opportunities to learn and grow with the use of research where appropriate (within curriculum). 	<ul style="list-style-type: none"> Teachers will celebrate the success of students ensuring all students understand their progress in learning, behaviour & social interactions. Teachers will ask students to work with their peers in a variety of situations, offering opportunities for peer to peer learning. Teachers will moderate work samples within our own school and with local Kaahui Ako Schools. Students are able to set learning goals and articulate their learning with parents/whanau, peers and teachers. Teachers will share learning and have open communication with students and family/Whānau/wid er community through a variety of means including class dojo, school newsletter, email, phone calls, 	<ul style="list-style-type: none"> Teachers will further develop their moderation skills. Further development of our school curriculum. Teachers will continue to analyse their Spiral of Inquiry data. Students will further develop their Te Reo & tikanga skills as well as develop knowledge of local history. Teachers will use blogs or google sites for recording their journey eg- reflections, standards, Tātaiako, appraisal information. Maihihi students will be able to articulate their next learning steps through the use of the progressions. Continue to enhance student learning through XRP and XWP programmes.

[illegible]



Strategic Intent and Annual Plan for Maihihi School 2019 - 2021

SCHOOL VISION	SCHOOL MISSION	TEACHING PEDAGOGY	SCHOOL TYPE
<p>Inspiring well rounded students who are ready for their future.</p> <p>The school vision is aligned to our school's values and virtues. There is an expectation that the school and school's communities work together, fostering and promoting the schools vision, to build and sustain a community of learners.</p>	<p>"We teach and encourage young people to be confident, connected, actively involved lifelong learners"</p> <p>We believe that....</p> <ul style="list-style-type: none"> • All students can learn. • Learning will be holistic. • Teachers will provide an environment to challenge students. • All people will feel valued and respected. • We are a learning community. 	<ul style="list-style-type: none"> • We believe in the Spiral of Inquiry to keep improving. • We believe in supporting students as learners (Student agency) • We believe in developing the whole child. <p>"Nothing Great is Easily Won" Kaore to mea nui e mama te whi whi</p>	<p>State co-educational Primary School (New Entrants – Year 8)</p> <p>Ministry of Education Number - 1793 Established – 1917 Address – 775 Maihihi Road RD2 Otorohanga 3972 Phone – 07 873 2887 Email – office@maihihi.school.nz</p>

We believe in traditional old school values linked with progressive, innovative future focussed thinking that enhances student achievement and enjoyment.
We value and develop the whole child in an inclusive environment.

māihiihi

1. (noun) broadleaf, *Griselinia littoralis* - short-trunked tree with dark green, oval-oblong leaves never shiny below and slightly unequal at the base. Found throughout the North, South and Stewart Islands.



Junior Students start as small closed flower buds and grow into wide open leaves, ready for their time in the sun.



We want our learners to become independent, confident and reach their full potential.



2019 ACTIONS- Spiral of Inquiry

WHAT	WHEN	WHO	INDICATORS OF PROGRESS
<ul style="list-style-type: none"> Identify 10 target students from 2018 data to track through our spiral in inquiry. These 10 students are below not well below their curriculum level. Children selected are below in their personal learning in either math, reading or writing. Apply learning around "The learning pit" – Easy is boring – Challenge in interesting. Teachers planning, reflects the new strategies being used to improve outcomes for target students. New resources identified and purchased from 2019 budget. 	<ul style="list-style-type: none"> Professional learning conversation with Alison Crooks (Waikato University). Staff will report to Board 8 times per year at board meetings on progress towards 'at' curriculum level. Professional learning discussions are ongoing throughout the year. Throughout the year teachers will continue their pedagogical content knowledge at the curriculum level their students are expected to be achieving at. 	<ul style="list-style-type: none"> All teachers are responsible for analysing data and selecting 2 target students. Board Members adopt 2 target learners each. Keep close on progress consider budget & resource allocations. Principal and Deputy Principal will facilitate professional learning meetings around target student data & progress. Teachers will closely monitor target students & report to parents at interviews and SLC. What works for target learners will also be used with all other Mauihihi Learners where appropriate. 	<ul style="list-style-type: none"> Fewer students working below their required curriculum level. Target students will become more confident in their identified learning area. Student Voice – Students will be able to share their journey. Teacher OTJ's & strong formative assessment data will guide & support indicators of progress. Graphs Board members see 8 times per year will show improvements. Teachers will explain value added by articulating to the Principal & adding notes to accompany graphs that go to the board.
<p>Effective Pedagogy to make this happen</p>	<ul style="list-style-type: none"> Teachers will review their current practice in order to evaluate their impact on student learning. 		



Māori Student Achievement Plan 2019

Manaakitanga

Valuing Cultural Connectedness

- Māori Language week- plan events and whānau involvement for the whole school
- Grandparents day- Welcome grandparents with a waiata
- Further explore the possibility of a local Marae visit or sleep over to link with COPS kid
- Continue Māori class displays
- All teaching staff will be aware of effective teaching pedagogy and cultural responsiveness
- Our Maihihi Kapa Haka group will deliver performances at school assemblies and to any visitors to our school

Nga Whakapiritanga

Environment

- School signage incorporating Māori language (Alexandra Images) and increase Māori visual displays within and outside the classroom

Priority Areas

- Year 1-7: **Writing:** 4/19 (21%) Māori students Well Below, and 5/19 (27%) Māori students Below expected curriculum Level for their age.
- Year 1-7: **Mathematics:** 5/19 (26%) Māori students Well Below, and 6/19 (32%) Māori students Below expected curriculum Level for their age.
- **Spiral of Inquiry Students (10 students selected, 6 are Māori):** 1/6 (17%) Māori students Well Below, and 5/6 (83%) Māori students Below expected curriculum Level for their age. (Taken from a variety of reading, writing and maths)

Whanaungatanga

Relationships

- Host regular whānau consultation hui
- Continue Blokes day and Hunting Competition

Wananga and Ako

Communication and Classroom Action

- Continued teacher training on effective pronunciation in Te Reo with assistance from outside support
- Weekly Te Reo focussed sessions on top of integrating throughout the school day
- Students perform their Mihi at each school assembly
- Explore the variety of resources that support the integration of Te Reo in specific curriculum areas
- Look into and action, outside support with implementing high level programmes school wide.



Cultural Diversity and Maori Dimension – Annual Aim 1

Following Māori community consultation these are our key strategies to address the goals of Ka Hikitia

How will our school reflect New Zealand's Cultural Diversity

The children at Maihiihi School represent two major Ethnicities. Current ethnicities of our students include 22% Maori and 73% New Zealand European students and 5% Pasifika/Filipino/other. Through our inquiry learning topics and our delivery of the Social Studies strands relating to Identity, Culture and Organisation, students will have the opportunity to learn about themselves and their culture and heritage, and the culture and heritage of other students. These programmes will recognise the society in which we now live, as well as increasing awareness and respect for cultures and beliefs that differ from our own.

Reflect the unique position of Māori

There are a significant number of Māori children at Maihiihi School, who perform at or above their curriculum level and it is essential that this is reflected in the life of our school. We intend to continue to develop links and relationships with our local Marae.

What reasonable steps will the school take to incorporate tikanga Māori (Māori culture and protocol) and Te Reo (Māori Language) into the school curriculum?

Tikanga Māori is incorporated into the school's Marae study, Whakatauki, Waiata and Māori language programmes. Further assistance is being sort through regular community consultation and discussions to further increase teachers' awareness of local landmarks, customs and protocols. As this relationship develops, it is anticipated that further assistance will be provided to enhance the quality of tikanga Māori programmes running within the school. Te reo Māori and tikanga Māori will be integrated into curriculum areas in an appropriate manner. The Māori language, te reo Māori, will be part of the school's curriculum. We have developed our Te Reo Māori School curriculum with strong community input.

What will the school do to provide instruction in Te Reo Māori (Māori language) for full time students whose parents request it?

If a parent were to make such a request, the matter would be referred to the Board of Trustees for consideration. Presently there are not any teaching staff within the school who could run an immersion programme, however all our classrooms are currently mainstream, so significant restructuring within the school would need to occur to meet such a request, including personnel, budgets and resources. If required, assistance may be provided to find another school appropriately equipped to provide such a programme, whilst Maihiihi School is not in a position to adequately establish an immersion programme.

What will the school do to discover the views and concerns of the school's Māori community?

One of the school priorities is to be fully aware of the views and concerns of the Māori community. We find that with almost all consultation, a personal approach is much more effective. We also aim to ensure that responses to any consultation are reflective of our school cultural demographic. We encourage parents and caregivers to bring children to meetings and consult with the community regarding the most convenient meeting times and locations. As part of reporting to the Board of Trustees on student achievement, the Principal will report separately on Māori achievement where appropriate.



ANNUAL TARGET (2) 2019 – Boys Writing

STRATEGIC INTENT	Maihihi School will provide students who demonstrate our school values & virtues. <table><tr><th colspan="3">Values</th><th colspan="3">Virtues</th></tr><tr><td><ul style="list-style-type: none">CommunitySelf-ManagingTeam Player</td><td><ul style="list-style-type: none">Risk TakingThinkingResearching</td><td><ul style="list-style-type: none">CommunicatingCurriculum</td><td><ul style="list-style-type: none">RespectIntegrityResilienceCuriosity</td><td><ul style="list-style-type: none">ResponsibilityHonestyWork Ethic</td></tr></table> Maihihi Teachers and Board will live our school vision & mission.										Values			Virtues			<ul style="list-style-type: none">CommunitySelf-ManagingTeam Player	<ul style="list-style-type: none">Risk TakingThinkingResearching	<ul style="list-style-type: none">CommunicatingCurriculum	<ul style="list-style-type: none">RespectIntegrityResilienceCuriosity	<ul style="list-style-type: none">ResponsibilityHonestyWork Ethic																																																									
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ANNUAL TARGET	To accelerate the progress of 57% of identified boys who are working below their expected curriculum level in writing.																																																																													
BASE LINE DATA (EVIDENCE)	<table><tr><th colspan="2" rowspan="3"></th><th colspan="2">Well Below</th><th colspan="2">Below</th><th colspan="2">At</th><th colspan="2">Above</th><th rowspan="3">Total</th></tr><tr><th colspan="2"></th><th colspan="2"></th><th colspan="2"></th><th colspan="2"></th></tr><tr><th>No</th><th>%</th><th>No</th><th>%</th><th>No</th><th>%</th><th>No</th><th>%</th></tr><tr><td rowspan="4">All Students</td><td>Male</td><td>17/40</td><td>42.5</td><td>7/40</td><td>17.5</td><td>8/40</td><td>20</td><td>8/40</td><td>20</td><td>40</td></tr><tr><td>Female</td><td>6/48</td><td>12.5</td><td>12/48</td><td>25</td><td>19/48</td><td>39.5</td><td>11/48</td><td>23</td><td>48</td></tr><tr><td>Maori</td><td>4/19</td><td>21</td><td>5/19</td><td>27</td><td>9/19</td><td>47</td><td>1/19</td><td>5</td><td>19</td></tr><tr><td>Total</td><td>23/88</td><td>26</td><td>19/88</td><td>22</td><td>27/88</td><td>30</td><td>19/88</td><td>22</td><td>88</td></tr></table> In this data we have a group of 24 (60%) boys who are below their curriculum expectations for writing. 8/24 (33%) are boys who have special educational needs and are well below.												Well Below		Below		At		Above		Total									No	%	No	%	No	%	No	%	All Students	Male	17/40	42.5	7/40	17.5	8/40	20	8/40	20	40	Female	6/48	12.5	12/48	25	19/48	39.5	11/48	23	48	Maori	4/19	21	5/19	27	9/19	47	1/19	5	19	Total	23/88	26	19/88	22	27/88	30	19/88	22	88
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WHAT WE WANT TO HAPPEN	We want our learners to become independent, confident and reach their full potential.																																																																													



2019 ACTION Boys Writing

WHAT	WHEN	WHO	INDICATORS OF PROGRESS
<ul style="list-style-type: none"> We have identified a group of 24 boys who are below their expected curriculum level. 17 of these students are well below. Apply learning around 'The learning pit' – Easy is boring – Challenge is interesting. Teachers planning, reflects the new strategies being used to improve outcomes for target students. New resources identified and purchased from 2019 budget. 	<ul style="list-style-type: none"> Professional learning conversation with Alison Crooks (Waikato University). Professional learning discussions are ongoing throughout the year. Throughout the year teachers will continue their pedagogical content knowledge at the curriculum level their students are expected to be achieving at. Staff will monitor the 24 below writing and report to the principal termly and the Principal and Deputy Principal will report this to the BOT every term as well. 	<ul style="list-style-type: none"> All teachers are responsible for analysing data and reporting to Management their findings. Board Members adopt 2 target learners each. Keep close on progress consider budget & resource allocations. Principal and Deputy Principal will facilitate professional learning meetings around target student data & progress. Teachers will closely monitor target students & report to parents at interviews and SLC. What works for target learners will also be used with all other Mauihihi Learners where appropriate. 	<ul style="list-style-type: none"> Fewer students working below their required curriculum level. Priority students will become more confident in their identified learning area. Student Voice – Students will be able to share their journey. Teacher OTJ's & strong formative assessment data will guide & support indicators of progress. Graphs/tracking charts: Board members see 4 times per year will show improvements. Teachers will explain value added by articulating to the Principal & adding notes to accompany graphs that go to the board.
Effective Pedagogy to make this happen	<ul style="list-style-type: none"> Teachers will review their current practice in order to evaluate their impact on student learning. 		



ANNUAL TARGET (3) 2018- Girls Mathematics

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In this data we have a group of 22/48 (46%) girls who are below their curriculum expectations for maths. 3/22 (14%) are girls who have special educational needs and are below their expected level. It needs to be noted that we have 22 year 3 and 4 girls. 15 of which (68%) are below standard. This works out to be 31% of the 46% of girls that are below.																																																																														
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2019 ACTIONS Girls Mathematics

WHAT	WHEN	WHO	INDICATORS OF PROGRESS
<ul style="list-style-type: none"> We have identified a group of 22 girls who are below their expected curriculum level. 9 of these students are well below. 15 year 4 and 5 girls out of 22 are below their expected level. Children selected are below in the personal learning in maths. Apply learning around 'The learning pit' – Easy is boring – Challenge is interesting. Teachers planning, reflects the new strategies being used to improve outcomes for target students. New resources identified and purchased from 2019 budget including the new math programme PRIME. The senior classes will have a daily focus on basic facts using a basic facts programme to track students learning. Each teacher has assigned a female student who is below in maths to track. 	<ul style="list-style-type: none"> Every fourth week during staff meeting teachers will discuss and reflect, then record relevant information on their priority student. They will also record specific actions to accelerate progress. Closely monitor and track this cohort of students. Throughout the year the teachers will continue their pedagogical content knowledge at the curriculum level these students are expected to be achieving at. Staff will monitor the 22 below mathematics and report to the principal termly and the Deputy Principal will report this to the BOT every term as well. Out of these 22 students those identified to have struggles with basic fact knowledge will participate in the boost mathematics programme run by our board funded teacher aid. 	<ul style="list-style-type: none"> All teachers are responsible for analysing data and selecting the appropriate next steps for the 22 below mathematic girls. Year 4 and 5 teachers, DP and Principal to monitor and track progress. Parents will be given opportunity to help at home through detailed next steps at home, comments and school reports. Parents will also have the opportunity to meet with teachers at any stage to discuss progress. Board members will allocate appropriate budget and resources. Principal and Deputy Principal with facilitate professional learning meetings around target student data and progress with the aim to see accelerated learning. What works for priority students will also be used with all other Maihihi learners where appropriate. The senior students will be encouraged to be independent learners and articulate their curriculum level and next learning steps. 	<ul style="list-style-type: none"> Fewer students working below their required curriculum level. Year 4 and 5 students will meet expectations by the end of the year. Priority students will become more confident in their identified learning area. Student Voice – Students will be able to share their learning. Teacher OTJ's & strong formative assessment data will guide & support indicators of progress. Graphs/tracking charts: Board members see 4 times per year will show improvements. Teachers will explain value added by articulating to the Principal & adding notes to accompany graphs that go to the board.
<p>Effective Pedagogy to make this happen</p>	<ul style="list-style-type: none"> Teachers will review their current practice in order to evaluate their impact on student learning. 		



COPs YEAR 8-9 TRANSITION PROFILE 2019

COPs Year 8-9 Transition Profile

Kio Kio Primary, Mairihihi Primary, Otewa Primary, Otorohanga College, Otorohanga Primary, Otorohanga South School, St Mary's Primary, Waitomo Caves Primary

Learning Attitudes

- Inquisitive
- Problem Solver
- Reflective
- Goal setter
- Knows their next learning steps
- Gracious in competition
- Has a growth mindset—I can

Digital Competency:

- Can create, collaborate and share using the google docs platform
- Understands healthy cyber safety

Social Attitudes

- Respectful
- Responsible
- Confident
- Encourager
- Honest
- Strives for excellence

Numeracy

- Working at or above the National Standard in Mathematics for Year 8 at the end of the year.
- Working comfortably at level 4 of the NZ Curriculum
- Has a strong knowledge and recall of basic facts to 12.



Social Sciences

- Has had opportunities to engage in sustainable environmental practices.
- Forms opinions around social issues
- Is encouraged to problem solve real world issues in an attitude of inquiry.
- Explores the Nature of Science

Literacy

- Working at or above the National Standard in Reading And Writing for Year 8 at the end of the year.
- Working comfortably at level 4 of the NZ Curriculum
- Reads a variety of texts
- Can write an argument piece
- Can successfully edit and craft their writing for improvement

Leadership and Cross Curricular

(Developing the whole child)

Has had opportunities to: develop their leadership, public speaking and performance as well as to compete in sport, academics and arts outside of their school.

Bi-Cultural Connection

- Can share their personal mihi
- Knows 3 shared waiata
- Understands the significance of 3 aspects of local Maori history
- Experienced a Marae stay/visit
- Can be involved in kapahaka



SUPPORTING DOCUMENTS ON OPERATIONS, GOVERNANCE AND MANAGEMENT

KEY SCHOOL DOCUMENTS THAT INFORM OUR MAIHIIHI SCHOOL CHARTER ARE:

- Maihihi's Strategic and Annual Plans
- Associated policies and procedures (school docs)
- Ministry of Education Website and linked documentation



CURRICULUM	HUMAN RESOURCES	FINANCE
<ul style="list-style-type: none"> • NZ Curriculum Framework • Maihihi School Curriculum 	<ul style="list-style-type: none"> • Job descriptions, teaching and non-teaching staff • Performance agreements • Staff Appraisals • School communication, facebook, prospectus & newsletters. 	<ul style="list-style-type: none"> • Annual Budget • 10 Year Property Plan • SUE Reports • Asset Register • Auditors Reports • Special Needs Funding
HEALTH & SAFETY	PROPERTY	LOCAL NETWORKS
<ul style="list-style-type: none"> • Hazard Register • Cyclical Maintenance Schedule • Evacuation Procedures • Sign In/Out system • Follow recommendations from Health & Safety Audit 	<ul style="list-style-type: none"> • 10 Year Property Plan • 5 Year Property agreement • Maintenance Schedule • Hazard Register • Argest documentation • Evacuation procedures • Insurance documentation 	<ul style="list-style-type: none"> • Continue to work alongside COPs (Combined Otorohanga Primary Schools) for Principal & Teacher support, along with combined sports 7 learning opportunities. • Professional learning & networking through membership of Waikato Principals Association. • Kaahui Ako – Nga Awa ki te Moana, shared professional learning through our community of learning.

ANNUAL REVIEW	TRIENNIAL REVIEW
<ul style="list-style-type: none"> • The role of the Principal • Principals performance agreement • Delegations • Strategic Intent and Annual Plan • Charter • Code of Conduct – BOT & Staff • Protected disclosures policy • 2019 Budget • Maori Consultation 	<ul style="list-style-type: none"> • Financial planning policy • Financial Condition policy • Asset protection policy • Health & Safety policy • Legal responsibilities policy <p>Follow School docs schedule review</p>