

Kutarere School

Employer Responsibility Policy

Kutarere School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

Equal Employment Opportunities

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:

- to maintain, and comply with their school's Equal Employment Opportunities policy, and
- to include in the annual report a summary of the year’s compliance.

Strategic Plan 2023-2025

Strategic Goals

1. Develop an Upokorehetanga curriculum to accelerate student achievement
2. To increase the number of students achieving at or above the expected curriculum level.
3. To have high levels of community engagement to enhance the quality of our learning environment
4. To have students who know who they are and are confident to engage in the wider world
5. To develop digital capability of students
6. Personnel - develop/implement a clearly defined performance management system

Goals	2023	2024	2025
<p>1. Develop an Upokorehetanga curriculum to accelerate student achievement</p>	<p>Development of new Curriculum reflects the priorities of the Community</p> <p>Growing confidence amongst staff utilising the local curriculum for planning, teaching and learning.</p>	<p>School curriculum is fit for purpose and is understood and supported by whanau and community</p> <p>Growing confidence amongst staff utilising the local curriculum for planning, teaching and learning.</p> <p>Improved pedagogical practice enables acceleration of student achievement</p>	<p>Embedding of the new curriculum enables consistency of practice</p> <p>Student achievement data reflects an improvement across the year and curriculum levels</p>
<p>2. To increase the number of students achieving at or above the expected curriculum level.</p>	<p>10% or greater improvement in achievement in reading, writing and maths</p> <p>Review pedagogical practice</p>	<p>10% or greater improvement in achievement in reading, writing and maths</p>	<p>10% or greater improvement in achievement in reading, writing and maths</p> <p>Pedagogical practises embedded and effective for learners</p>
	<p>Develop clear writing expectations e.g. clarity of WALTs and success criteria, student goal setting,</p> <p>Develop formative assessment practises</p> <p>OTJs are consistent across the school</p>	<p>Planning is needs based</p> <p>Teaching as inquiry is developed</p> <p>Writing expectations are embedded e.g. clarity of WALTs and success criteria, student goal setting,</p> <p>Teachers are confident in using</p>	<p>Across school moderation further standardise OTJs</p> <p>Formative assessment practises are embedded</p>

		formative assessment practises	
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3. To have high levels of community engagement to improve the learning of our students	Whanau and the community support full attendance in the school.	Whanau and the community actively contribute to the direction of the school.	Community have a reciprocal learning relationship with the school
4. To broaden students' understanding of and confidence in their ethnic identity	Students will have an understanding of Upokorehe Te reo me ona tikanga	Students growing understanding of their identity influences their world view and attitude to learning Students will actively engage in their local and wider communities.	The students' strong sense of identity enables them to become responsible and contributing member of their community, iwi and society
5. To develop digital capability of students	Students, staff and community are growing in their digital confidence	Students, staff and community are growing in their digital confidence	Students, staff and community will be digitally fluent

6. Personnel - develop/implement a clearly defined performance management system	A principal appraiser is employed A clearly defined performance management system is implemented		
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Annual Plan 2023

Goals

1. Develop an Upokorehetanga curriculum to accelerate student achievement
2. To increase the number of students achieving at or above the expected curriculum level.
3. To have high levels of community engagement to enhance the quality of our learning environment
4. To have students who know who they are and are confident to engage in the wider world
5. To develop digital capability of students
6. Personnel - develop/implement a clearly defined performance management system

Objectives	Actions	Who	Timeframe	Measures of success
1. Develop an Upokorehetanga curriculum to accelerate student achievement	Consult with staff and community about the big picture outcomes of our curriculum Consult on the draft curriculum Prepare resources for our Upokorehetanga curriculum.	Principal, staff, kaumatua, kuia and community	February 2023 September 2023 Term 1-4	Development of new Curriculum reflects the priorities of the community School curriculum is fit for purpose and embraced by whanau and community

<p>2.1. Increase student achievement</p>	<p>Review practice and decide on a culturally and relational pedagogy</p> <p>Develop collaborative practises like tuakana/teina to help raise student achievement</p> <p>Develop teacher capability in formative assessment practises</p> <p>Engage in moderation across the school</p>	<p>Principal, staff, kaumatua, kuia community and outside agencies</p>	<p>February 2023 - December 2023 Term 1-4</p>	<p>A cultural and relational pedagogy has been designed and implemented</p> <p>Collaborative practises are embedded</p> <p>Formative assessment is in place and learners are progressing as a result</p>
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	<p>Ensure that planning is based on the needs of students identified in assessment information .</p> <p>Ensure teachers are proactive around seeking the support of learning needs through outside agencies.</p> <p>Continue to foster an environment where Maori students can succeed as Maori.</p>			<p>Consistent assessment processes and student data is robust as a result of effective moderation processes</p> <p>Collaboration of outside agencies is benefitting students</p> <p>Māori are succeeding as Māori</p> <p>10% or more of student progress and achievement has been consistent each year across the school</p>
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2.2 Develop an assessment system that supports progress and achievement.	<p>Review of current assessment practice</p> <p>Create an assessment plan for 2022 report to the Board of Trustees on student progress and achievement</p>	Principal, staff, whanau, kaumatua, kuia and the community	Review in March	<p>Valid and reliable student data.</p> <p>School-wide assessment practice.</p>
2.3 Implement teaching as inquiry practises	<p>Staff professional practice as teaching as Inquiry</p> <p>Implement practises to support target learner</p>	Principal, staff and outside agencies	Term 1-2 2023 implement the practice in terms 3 & 4	<p>All staff have a shared understanding of effective teaching and inquiry practice</p> <p>All target students show accelerated progress driven by these practises</p>
3.1 The whanau and the community support full attendance in the school.	<p>Actively monitor attendance and contact whanau of children whose attendance rates are low.</p> <p>Develop attendance procedures regular communication with whanau about the importance of regular attendance.</p> <p>Celebrate regular attendance for each term</p>	Principal, staff, Whanau, kaumatua, kuia and community	<p>Beginning Term 1</p> <p>From Term 1</p> <p>Communication will be ongoing.</p>	Community have a reciprocal learning relationship with the school At least 90% attendance

3.2 Whanau actively engaged in the daily activities of the school	<p>Inform community through a range of media</p> <p>Follow the Covid 19 framework guidelines for the settings at that time</p>	Principal, Board of Trustees, staff, kaumatua, kuia and whanau	Term 2 Ongoing	<p>Regular school and community posts on our FB page.</p> <p>Significant whanau and community attendance at school events</p>
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3.3 Whanau and the community actively contribute to the direction of the school.	Regular opportunities for whanau to feedback on the school program and direction	Principal, staff, Board of Trustees, whanau and community	At least once a term	Whanau will share their aspirations for their tamariki mokopuna for the directions of the school.
4.1 Students will have an understanding of Upokorehe te reo me ona tikanga.	Noho marae Participate in tangi at Kutarere marae Engage with kaumatua about history pu rakau and waiata Develop a simple scaffolding of tikanga for each year level.	Principal, staff, Board of Trustees, whanau and community	Term 1 - 4 Ongoing	All students participate in activities. Students will be able to demonstrate Upokorehetanga tikanga in a range of authentic situations.
Students will actively engage in their local and wider communities.	Actively participate in the Opotiki Kahui Ako Participate in academic, sporting and cultural activities around the community.	Principal, staff, Board of Trustees, whanau and community	Term 1 - 4	All students participate in these activities based on their strengths.
5.1 Students will be digitally fluent	Provide tools, resources, and infrastructure to support student digital fluency. Engage with PLD about digital fluency A stocktake of digital tools	Principal, staff, Board of Trustees and outside agencies IT expert, Wiremu Berryman	Terms 1 and 4	Critically online information Locate valid and reliable information online Use digital technology tools to enhance their learning.

<p>6.1 personnel - develop/implement a clearly defined performance management system</p>	<p>Principal to perform annual performance reviews for all staff to identify areas for professional development.</p> <p>Board Chair to ensure annual performance review of Principal to identify areas for professional development (eg. FTP)</p>	<p>Principal, Board of Trustees, outside agencies</p>	<p>Terms 1 - 4</p>	<p>A clearly defined performance management system is in place and effective</p>
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