



Charter, Strategic & Annual Plan

2016-19



Abstract

We are ambitious for each member of our school community and committed to building learning capacity for all. We have taken our bearings and set our sails. This document explains the why, the what and the how

Contents

Vision, Values, Beliefs and Learning keys/Cultural diversity and the unique position of Maori Culture/Strategic Plan/Annual Plan/Analysis of Variance/Student Achievement Targets

Our Learning Vision

We grow lifelong learners, effective thinkers and communicators with a strong sense of citizenship.

We Value

Achievement

By setting high standards, having a 'better than before' attitude and striving for personal excellence

Curiosity

By being passionate about learning, having an inquiring mind and using what is learned to make a difference

Hauora

By having a strong sense of identity and caring for our physical, mental, spiritual and social well-being

Community

By being respectful, inclusive, and committed to being active participants in the communities to which we belong

Our Effective Learning Beliefs

We believe effective learning happens when

- Learners are challenged
- Learning is relevant, personalised and co-constructed
- There is a learning focused classroom culture
- There is opportunity for practice and application of learning
- Parents are pivotal partners in student learning

Our Learning Keys (KCs)

Think Be critical/Be creative/Be reflective/Be a problem solver

Communicate Process information/Express ideas

Contribute Work in a team/Get involved/Improve our environment/Take responsibility

Manage myself Be organised/Persevere/Be confident/Do my personal best

Relate to others Respect others/Show empathy/Listen actively/Celebrate diversity

Our Key Approaches

Scaffolding and deliberate acts of teaching

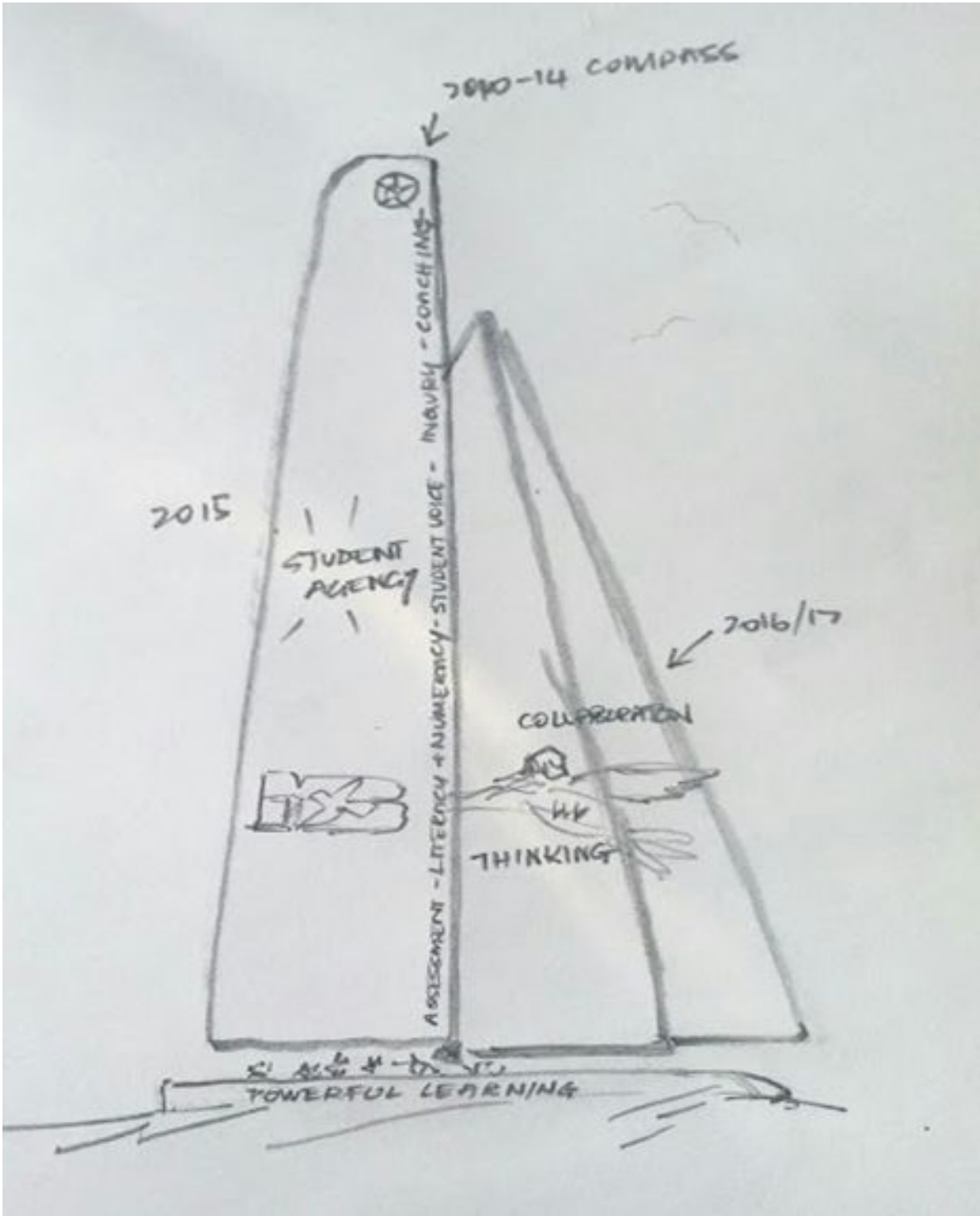
Thinking & Inquiry

Differentiation

Assessment for learning

Interactive and hands on practice

Co-construction & Co-operative learning



Cultural Diversity and Maori Dimension

How will our school reflect New Zealand's cultural diversity?

Further develop programmes that provide opportunities for children to better respect our country's bi cultural heritage and multicultural society

Establish a sister school relationship with a multicultural school for shared visits, in person and e- learning

Find ways to include our own cultural groups in school activities eg International Day, translation of newsletters

How will our school reflect the unique position of the Maori culture?

Ensure that Maori culture is celebrated by our school by

- The regular consultation with Maori as a prime stakeholder about strategic direction and programmes
- Fostering manaakitanga
- Singing of national anthem in Maori at each assembly.
- Guidance from our kaumatua
- Performance of haka at graduation.
- Teaching Te Reo

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

- Use of Maori language in programmes, signs, greetings etc
- Feature kapa haka and waiata at school graduation and significant events
- Continue to value the expert advice of our kaumatua
- Focus on Maori waiata in the Culture Group repertoire
- Include a Maori dimension when appropriate in all curriculum areas

What will our school do to provide instruction in te reo Maori for full time students whose parents ask for it?

- 70% of our community indicated support for some to Te Reo instruction (November 2014)
- Specialist teacher teaches one day per week for classes and classroom teachers

What steps will be taken to discover the views and concerns of the school's Maori community

- Ensure that the Maori community is fully informed on the Charter highlights and relevant changes
- Consult formally by survey, telephone and/or meeting every three years. If possible, use the Maori community's own process.

Strategic Plan 2016-19

Priorities

There are 3 key priorities. By 2019 we will -

1. Maintain high quality teaching and learning

This includes

- a. ongoing improvement to the high quality teaching practice and student achievement
- b. high quality professional development and appraisal systems
- c. the use of relevant technology to support learning

2. Build strong community and stakeholder relationships

This includes

- d. parents that are well informed, involved and see the school as the school of choice
- e. strong working relationships with personnel from the Ministry of Education and other agencies
- f. productive relationships across our Community of Learning and professional networks

3. Ensure strategic and sustainable decisions are made to manage resources

This includes

- g. a leadership pipeline to ensure effective succession planning
- h. measurement of staff engagement and endeavouring to be the employer of choice
- i. strengthening the culture of safety
- j. improved outdoor learning environments including shade areas
- k. implementing the modern learning environment/Innovative learning spaces plan
- l. a permanent music classroom

Annual Plan 2016

Priorities	Strategies
1. Maintain high quality teaching and learning. This includes:	
<ul style="list-style-type: none"> ● ongoing improvement to high quality teaching practice and student achievement 	<ul style="list-style-type: none"> ● Build a stronger collaborative school culture implementing new deep learning pedagogies by defining goals for collaboration and acting on them.
	<ul style="list-style-type: none"> ● Begin to develop collaborative practices across the community of learning by implementing the CoL action plan
	<ul style="list-style-type: none"> ● Examine and trial new productive curriculum design models that improve student engagement and inquiry by research and visiting other schools
<ul style="list-style-type: none"> ● high quality professional development and appraisal systems 	<ul style="list-style-type: none"> ● Strengthen teaching as inquiry, student agency and the productive use of digital technologies by in-school sharing of informed practice.
	<ul style="list-style-type: none"> ● With expert guidance from InterLead, and a scheduled professional development programme, establish a robust appraisal system ('appraisal connector'), with critical teacher reflection, more closely aligned to the registered teacher criteria and one that supports and our coaching culture.
<ul style="list-style-type: none"> ● the use of relevant technology to support learning 	<ul style="list-style-type: none"> ● With the expert guidance from 'Cognition' facilitators for Learning with the Digital Technologies (LwDT) contract, build teacher and student capacity for smart use of technologies to improve both student engagement and student achievement.
2. Build strong community and stakeholder relationships. This includes:	
<ul style="list-style-type: none"> ● parents that are well informed, involved and see the school as the school of choice; 	<ul style="list-style-type: none"> ● Further improve communications to targeted parent groups by extending the use of the school app tiqbiz.
	<ul style="list-style-type: none"> ● Continue to survey parent opinion on school performance and use the feedback to improve practice.

<ul style="list-style-type: none"> ● strong working relationships with personnel from the Ministry of Education and other agencies; and 	<ul style="list-style-type: none"> ● Assist the Ministry to be more responsive and productive by planning ahead, being proactive and collaborative whenever possible.
<ul style="list-style-type: none"> ● productive relationships across our Community of Learning and professional networks 	<ul style="list-style-type: none"> ● Commit to full participation in community of learning initiatives and shared leadership at all levels.
<p>3. Ensure strategic and sustainable decisions are made to manage resources. This includes:</p>	
<ul style="list-style-type: none"> ● a leadership pipeline to ensure effective succession planning; 	<ul style="list-style-type: none"> ● Build leadership capacity at all levels and provide challenge opportunities with appropriate resourcing and guidance.
<ul style="list-style-type: none"> ● strengthening the culture of safety 	<ul style="list-style-type: none"> ● review school systems to comply with the Health and Safety in the Work Place Act 2015
<ul style="list-style-type: none"> ● measurement of staff engagement and endeavouring to be the employer of choice; 	<ul style="list-style-type: none"> ● Survey staff and enlist their support to build a culture that values curiosity, hauora, achievement and community.. as well as fun!
	<ul style="list-style-type: none"> ● Recruit and retain high calibre staff in challenging times when houses are more affordable elsewhere.
<ul style="list-style-type: none"> ● improved outdoor learning environments including shade areas; 	<ul style="list-style-type: none"> ● Establish more shade protection and themed outdoor learning areas to better support student learning through play: first plan for the development of bank area between Rooms 14-15 and Rooms 1-4
<ul style="list-style-type: none"> ● implementing the modern learning environment/Innovative learning spaces plan; 	<ul style="list-style-type: none"> ● Complete the 1st stage of the (MLE) now flexible learning spaces plan from Ministry Five Year Agreement (5YA)funding
<ul style="list-style-type: none"> ● and a permanent music classroom 	<ul style="list-style-type: none"> ● Secure a classroom that can be dedicated to music education and performance and ideally relocated next to the hall

Analysis of Variance 2015

Focus: All our “at risk” learners (i.e. those who are achieving at below the National Standard and our Maori and Pasifika children), and moving a percentage of children working at the ‘upper end of at’ to ‘above’, in Writing.

Strategic Aim: High levels of engagement and success

Annual Aim: Teaching and learning programme development and/or focus

A prime focus is always priority learners and progress and achievement for the 5% of children assessed at ‘below standard.’ This is an on-going and daily commitment. Assessment data indicate almost all of our students are ‘at standard’ for writing and teachers are determined to help more children achieve at higher levels in writing.

Identify and target groups and individuals, across the school, for writing, reading and maths. Set goals for improving student achievement for these students. Build a shared understanding of effective pedagogy and assessment, and implement this consistently through coaching and attestation, visiting other teachers, syndicate meetings and staff meetings. Develop the home school partnership and greater clarity about next steps in learning.

Target: To enable more children, especially boys, to achieve above standard in writing by the end of October.

Baseline data: 2014 and 2015 End of Year

Reading All students Years 1 - 6 2014		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	6	3%	157	77%	41	20%	<u>204</u>
	Female	0	0%	6	3%	172	75%	52	23%	<u>230</u>
	Total	0	0%	12	3%	329	76%	93	21%	<u>434</u>

Reading All students Years 1 - 6 2015		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	4	2%	13	7%	110	63%	48	27%	<u>175</u>
	Female	1	1%	13	6%	131	65%	58	29%	<u>203</u>
	Total	5	1%	26	7%	241	64%	106	28%	<u>378</u>

Writing All students Years 1 - 6 2014		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	17	8%	181	89%	6	3%	204
	Female	0	0%	9	4%	198	86%	22	10%	229
	Total	0	0%	26	6%	379	88%	28	6%	433

Writing All students Years 1 - 6 2015		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	2	1%	15	10%	119	80%	12	8%	148
	Female	1	1%	10	5%	139	76%	33	18%	183
	Total	3	1%	25	8%	258	78%	45	14%	331

Mathematics All students Years 1 - 6 2014		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	8	4%	152	74%	45	22%	205
	Female	0	0%	11	5%	179	78%	40	17%	230
	Total	0	0%	19	4%	331	76%	85	20%	435

Mathematics All students Years 1 - 6 2015		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	9	5%	108	65%	48	29%	165
	Female	0	0%	14	7%	147	75%	36	18%	197
	Total	0	0%	23	6%	255	70%	84	23%	362

Notes

- **Well Below/Below:** These students in the below categories were new enrolments in 2015 and many of them ESOL. This is likely to be a key challenge for the future as more ESOL children enrol.
- This data show **all students** and presents a positive picture about the effectiveness of our teaching and the progress of students. We have defined the cohort in our Student Achievement Report to the Board to remove the students who have left the school between assessments or started during 2015 so that we have a smaller cohort that better reflects the effectiveness of teaching and learning.

Gender and Maori Cohorts:

The achievement of our boys and girls is very similar with slightly more boys than girls achieving higher results in Maths and slightly more girls than boys achieving higher results in Reading and Writing. Our Maori and Pasifika children have the same levels of achievement as their European counterparts.

Actions (what did we do?)	All teachers were involved in the coaching programme, requested to use student achievement evidence to set learning goals, track their professional learning, and share the co-construction of new learning with colleagues. Teaching as inquiry was strengthened. Deeper analysis of student achievement data built improved assessment literacy. Teaching teams identified targeted learners, and created action plans to not only create higher achievement for these students, but also created effective learning communities for educators within and across teams. Our successful intervention for boys' writers continued this year.
Outcomes (what happened?)	As you can see from the data above many more of our students were working at above in writing and had moved from the at band, making accelerated progress in writing (and in Reading and Maths as well).
Reasons for the variance (why did it happen?)	What we did, as described in Actions (above) appears to have made a significant difference.
Evaluation (where to next?)	As we are members of the Mid Bays Community of Learning, we will continue to focus on our priority learners in Writing. We will also conduct team investigations into self-identified areas of inquiry.

Student Achievement Targets 2016

1. To increase the **writing achievement of our priority learners** by accelerating the progress of normal expectation by 50%. (Mid-Bays Community of Learning) *Note: Use of effect size to measure achievement will enable progress to be measured student by student. The expected progress in any calendar years between 0.3 and 0.4 effect size hence 0.6 is accelerating achievement progress in writing above the expected normal progress.*
2. To raise the **achievement of mathematics for our priority learners** by introducing intentional teaching strategies and critical assessment techniques, raising the number of students 'at', or 'above' national standards and from 'well below' to 'below' national standards. The goal is to decrease the number of students in the 'well below' and 'below' categories by 30%. (Mid Bays Community of Learning)
3. Teaching Teams after analysing data may add other targets to meet self identified needs for specific cohorts.
4. Note: **each student** who achieves below the National Standards expectation in Mathematics, Reading and/or English has a personalised plan (ref to the Achievement Tails document) designed to achieve accelerated progress.

Endorsement of this document

Endorsed: *Bruce Warren* Principal

Endorsed: *Andrew Blakey* Chair (at first meeting of the 2016 year, 7 March)