

CHARTER 2020



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Critical and creative thinker: able to look at concepts, situations and ideas from multiple perspectives; able to apply reasoning and rationale to solve problems; able to transfer previous learning to new situations; informed decision maker; uses initiative; innovative and discerning

Information literate: able to locate and critique information from a range of sources, including the use of ICT tools

Sense of self: a positive self identity and a sense of belonging; confident to take risks; passionate; receptive to change

Creative, Connected,
Empowered Learners -
successful now and for
the future

Relates to others with empathy and understanding; appreciates, respects and values difference

Self motivated: able to set and monitor goals; reflects on, revises and modifies own learning; manages time effectively; organizes self for learning; perseveres to achieve and compete; aims high



Confident and effective communicator in a range of situations and contexts; uses multimodal communication methods; makes meaning

Team worker: works cooperatively with others; participates and contributes effectively; considers others' thoughts and ideas; collaborative and flexible in approach

Ready, willing and able to learn: responds to new learning situations with wonderment and awe; curious and questioning; user and creator of knowledge

Literate and numerate with a repertoire of skills and understandings in Science, Social Science, Technology, The Arts, Health and Physical Education

VISION

Creative, Connected, Empowered Learners

EXCELLENCE

- I give everything my personal best
- I set and reflect on my goals
- I am a motivated and enthusiastic learner
- I persevere to achieve
- I am proud to succeed

RESPECT

- I like and respect myself
- I appreciate and value others
- I am considerate of property and the environment

INTEGRITY

- I am responsible for my learning, actions and in my communications with others
- I am honest and can be trusted

CITIZENSHIP

- I choose to be involved in my school
- I am proud to be a part of our community
- I appreciate the individuality of others within our school and community

LEARNING AREAS

KEY COMPETENCIES

Thinking

Participating & Contributing

Relating to others

Managing self

Literacy Maori Numeracy

Arts Technology & ICT

Social Studies & Science

Thinking Skills

Health & PE

VALUES

Excellence
Respect
Integrity
Citizenship

PRINCIPLES

HIGH EXPECTATIONS

To empower and equip children to achieve personal excellence

TREATY OF WAITANGI

Provide opportunities to learn Te Reo Maori and Tikanga and the significance of the treaty in our society

CULTURAL DIVERSITY

Create an environment where cultures at our school are valued, recognised and appreciated

INCLUSION

Every child will have access to a curriculum which identifies their unique needs, skills and abilities

LEARNING TO LEARN

Providing skills and opportunities for children to reflect on their learning processes to become lifelong learners.

COMMUNITY

ENGAGEMENT

We provide authentic learning opportunities that connect with our community and engages its support

COHERENCE

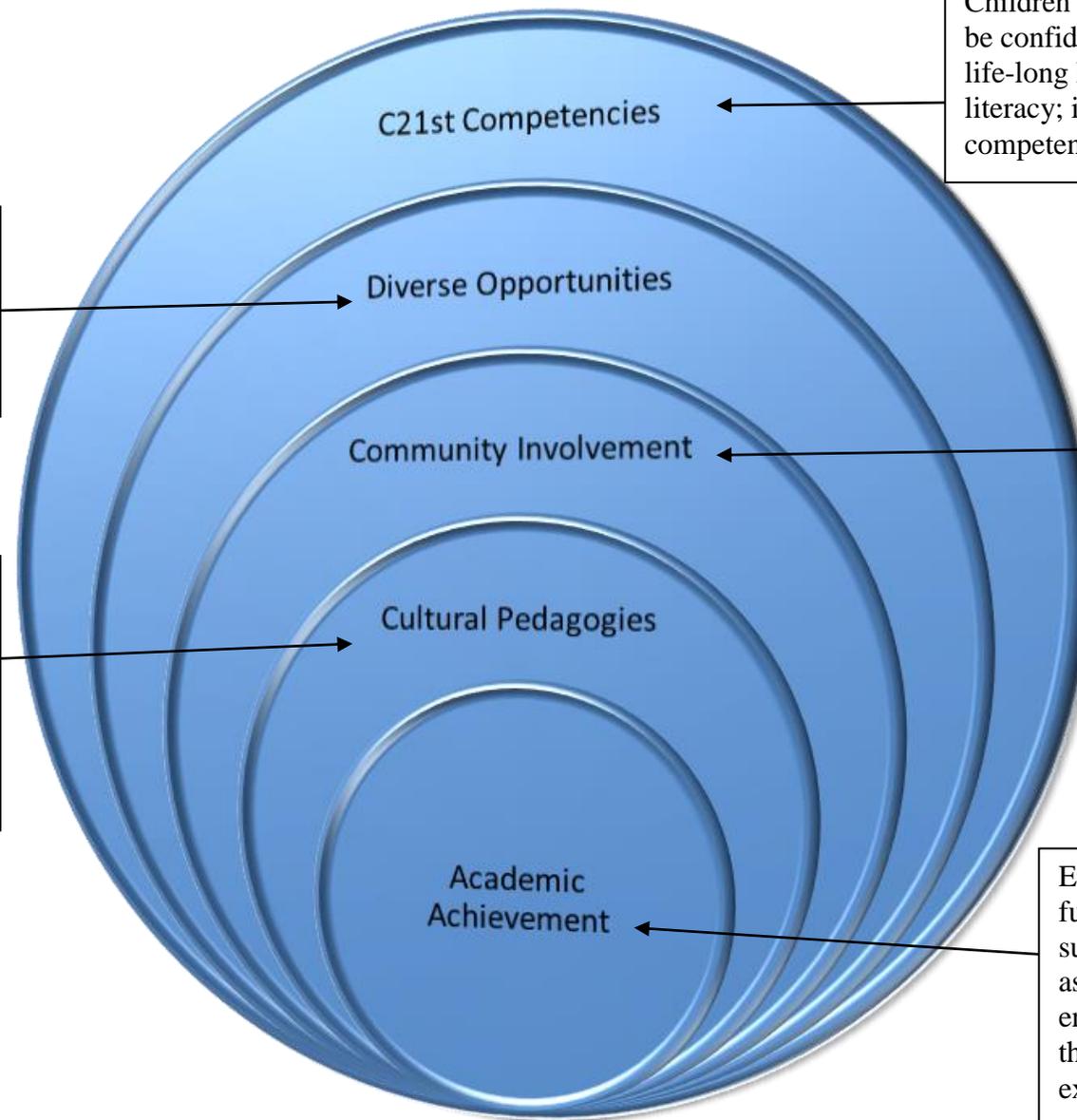
We aim to provide a coherent, consistent education which consolidates and builds a foundation for lifelong learning

Using Language, Symbols and Text

FUTURE FOCUS

To enable our children to be active thinkers whose values promote the belief that they can contribute and make a difference to an ever changing world.

KEY ELEMENTS FOR ACHIEVING OUR VISION



Children having the skills and attributes to be confident, connected, actively involved life-long learners. This will include: digital literacy; inquiry learning skills and the key competencies.

Providing access to a wide range of experiences be they: academic; cultural; sporting; EOTC or in the arts. Enabling children to excel in diverse areas of strength.

Encouraging parents, whanau and our extended community to work with us for the benefit of the children. Ensuring clear communication and consultation. Ensuring families feel welcome at the school.

Ensuring that the dual heritage of our country is recognized and underpins school and curriculum development. To acknowledge and provide the best learning opportunities for our multicultural community.

Ensuring every child reaches their full potential and that academic success is celebrated and recognised as important. Children will be encouraged to take ownership of their learning and strive for excellence.

DESCRIPTION OF SCHOOL AND COMMUNITY

Katikati Primary School is situated 37 km northwest of Tauranga City and 26 km south of the Borough of Waihi on State Highway 2. Katikati Township is the service centre for the larger Katikati District, which extends from the Athenree Gorge to Pahoia/Omokoroa, and is the catchment area for both the Primary School and Katikati College.

The community area encompasses a considerable area of orchard and farmland, which generally extends from the Kaimai Range to the Harbour Coastline. A mainstay of the economy of the area until recent times, has been the Kiwifruit industry. This is now diversifying into a range of horticultural based activities, in particular avocado growing, with increasing proportions of land being sub-divided into lifestyle type blocks, and smaller urban housing developments.

The recreational facilities offered by the town and district are exceptional for the size of the population, and range from aquatic pursuits on the harbour, to tramping in the nearby Kaimai Ranges, with a full range of sporting and cultural organisations and facilities in between. Katikati is proud of its traditional past, being founded in 1885 by immigrants from Ulster under the leadership of George Vessey Stewart. It is at present known nationally, as "Katikati Mural Town" and has been the recipient of the National "Most Beautiful Small Town" award twice in recent years.

Historically the area in and around Katikati was, and still is, inhabited by the sub -tribe of the Ngaiterangi Tribe within the Tauranga Moana District defined as Mai Nga Kuri-a-Wharei Ki Maketu. The three main Marae in the broad Katikati catchment area being

- 1) Otawhiwhi - at Bowentown (Waihi Beach) 15 km north of Katikati
- 2) Tuapiro - 10 km north of Katikati
- 3) Te Rereatukahia - 3km south of Katikati

The local Marae provides all facilities - including a Kohanga Reo - to serve its people. A large proportion of Katikati Maori are resident within the Marae's immediate area. The Maori pupil population at the school is 20%.

MAORI ACHIEVEMENT AND CULTURALLY RESPONSIVE PEDAGOGIES

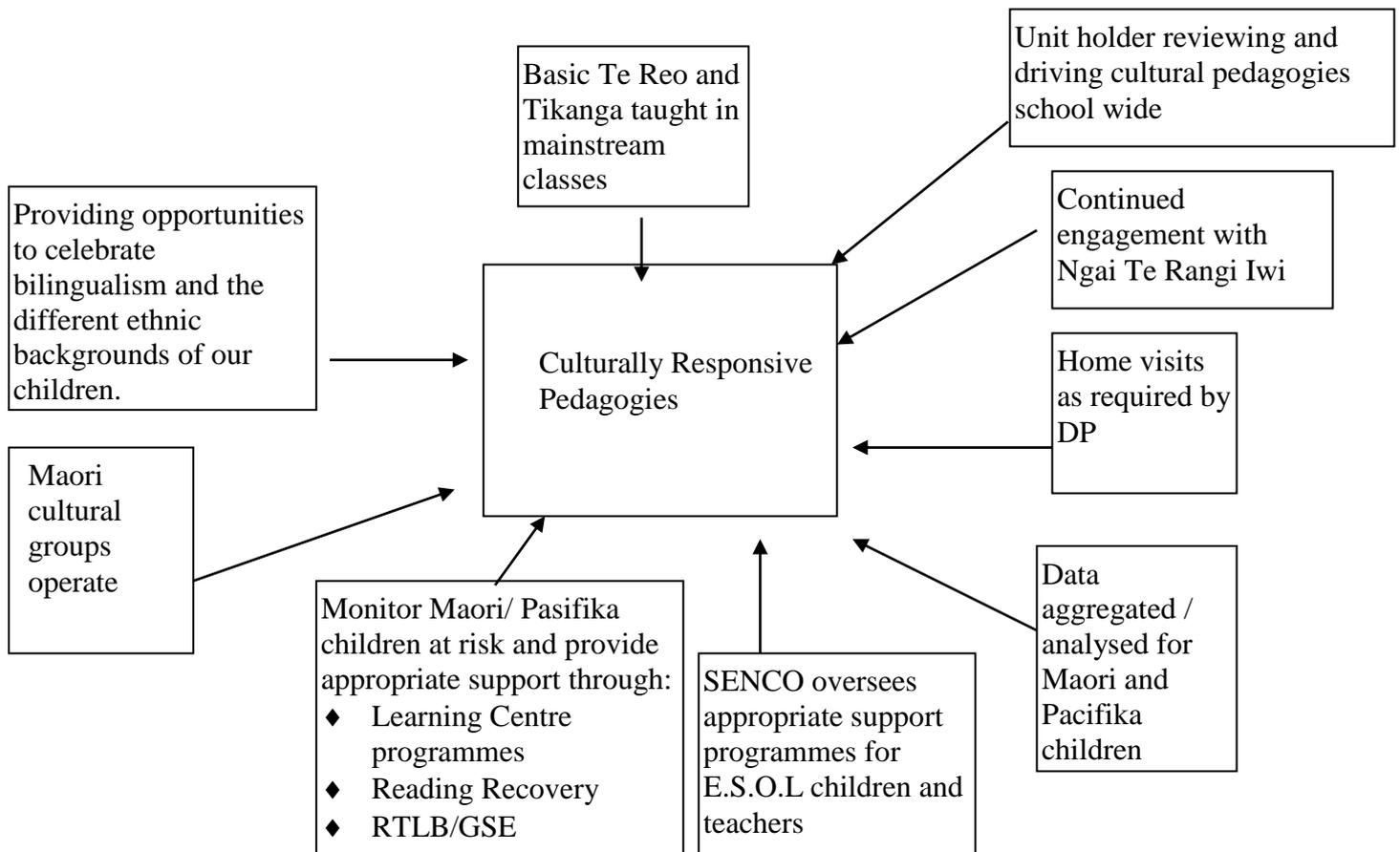
We are committed to developing an environment of learning where the uniqueness of New Zealand's dual heritage and diversity is acknowledged and enhanced. This includes Te Reo (language) and Tikanga Maori (kapa haka, arts, crafts, waiata and the study of local history) being taught within all our classes. We understand and value the Treaty of Waitangi.

We consult annually with our Maori community through:

- ◆ Whanau hui in Matakana Pod
- ◆ Informal dialogue
- ◆ New entrant parent meetings
- ◆ Newsletters

We have engaged with the Ngai Te Rangi Iwi strategy to develop our plans for Maori achievement. We have also worked closely with the MOE to provide professional development for our kaiako.

In addition to our dual heritage, we recognise the multicultural nature of our school. The establishment of our Tongan cultural group has strengthened our relationship with our Tongan community and has improved the Tongan children's wellbeing. We are also actively promoting the importance of bilingualism and provide specially trained teacher aides to support our dual language speakers. When reviewing our curriculum plans we are mindful of the needs and experiences our children bring to the school and are proactive in catering to and celebrating the cultural mix of our school.



STRATEGIC SECTION (2020 -2022)

GOAL 1: To improve children’s learning and achievement.

OBJECTIVES

- ◆ To improve literacy and numeracy achievement for all students in order to ensure equity and excellence in student outcomes.
- ◆ To further develop provision for cohorts of concern.
- ◆ To ensure assessment practices inform teaching and learning.
- ◆ To ensure that parents are well informed of their child’s levels of achievement and how they can support their child’s learning.
- ◆ To ensure the work of our special needs department supports and enhances the work of the classroom teachers.
- ◆ To reduce barriers to children’s learning with a focus on students’ well-being.

Actions and Responsibilities 2020- 2022

2020	2021	2022
<p>Teachers in Years 0 – 2 to focus on Ready 4 Learning in order to ensure the children have the pre literacy skills needed to be successful in the classroom.</p> <p>Teachers in Years 3 – 6 to focus on oral language as the basis for Reading and Writing.</p> <p>Continued focus to be placed on narrowing the gap between girls and boys in their writing. Teams to use their collective expertise, a range of stimuli and knowledge gained through oral language PD to accelerate the progress of the boys.</p> <p>Teams to ensure that teachers are taking notice of the graduate profile when planning so that we are actively working towards it with our children.</p> <p>ALIM groups will continue to operate school wide.</p> <p>Senior Leadership will continue to review the progress of target children in the core curriculum.</p> <p>Reading Together and Best Start Programmes to continue.</p> <p>Reading Recovery to continue.</p> <p>Assessment data collected will be reviewed to ensure it still meets its purpose.</p> <p>Target children will be identified, catered for and progress discussed at appraisal meetings.</p> <p>Special needs programmes and teacher aide allocation to be refined based upon data.</p>	<p>Ready 4 Learning practices to be evaluated and new goals for 2021 to be put in place. Any new staff members to be inducted.</p> <p>A review of the professional learning from 2020 to be reviewed. New learning to be incorporated into classroom practice. Learning Landscape expectations to be updated.</p> <p>Best Start programme for new families to be updated and parents to be informed about the importance of oral language development at home and how they can help.</p> <p>Junior deputy principal to meet with staff from our local preschools to discuss ways in which to inform parents of how to assist their children to be school ready in terms of pre literacy skills and oral language.</p> <p>Teams to ensure that teachers are taking notice of the graduate profile when planning so that we are actively working towards it with our children.</p> <p>The use of ALIM groups to be reviewed.</p> <p>Reading Together and Best Start Programmes to continue.</p> <p>Reading Recovery to continue.</p> <p>Revised assessment plan implemented.</p> <p>Target children will be identified, catered for and progress discussed at appraisal meetings.</p> <p>Special needs programmes and teacher aide allocation to be</p>	<p>Ready 4 Learning practices to be embedded in classrooms and included in the Learning Landscape. Any new staff members to be inducted.</p> <p>Oral language developments to be embedded into classroom programmes. Any new staff members to be inducted.</p> <p>Best Start programme to continue to encourage parents to develop oral language and pre literacy skills at home.</p> <p>Maths to become a whole school focus.</p> <p>New TLIF processes to be embedded into the classroom to assist with the work undertaken with the vision and graduate profile.</p> <p>Teams to ensure that teachers are taking notice of the graduate profile when planning so that we are actively working towards it with our children.</p> <p>Reading Together and Best Start Programmes to continue.</p> <p>Reading Recovery to continue.</p> <p>Assessment data will be collected and analysed on a six monthly basis.</p> <p>Revised assessment plan implemented.</p> <p>Target children will be identified, catered for and progress discussed at appraisal meetings.</p> <p>Special needs programmes and teacher aide allocation to be</p>

<p>Revised procedures for Special Needs Students will be introduced to staff and implemented school wide.</p> <p>A new Learning and Behaviour Resource Teacher position will be in place.</p> <p>A teacher will be employed to cater for our ORS students and to help manage learning and behaviour in the junior school.</p>	<p>refined based upon data.</p> <p>Revised procedures for Special Needs Students will be utilized.</p> <p>The new Learning and Behaviour Resource Teacher position to be continued if funding allows.</p> <p>ORS position to continue to funding permits.</p> <p>Consultation with the community to be undertaken regarding the school vision and graduate profile and how we are tracking towards agreed expectations.</p> <p>Reflection on the learning tools currently in use. Additional resources to be added and school curriculum document reviewed in light of recent developments.</p> <p>Reading to become a whole school focus.</p> <p>The work undertaken by the TLIF lead team to be shared with the rest of the staff.</p> <p>The senior leadership processes for tracking target students will be reviewed and adapted to needs.</p>	<p>refined based upon data.</p> <p>Special Needs procedures to be reviewed.</p> <p>The new Learning and Behaviour Resource Teacher position will be reviewed and adapted if needed.</p> <p>ORS position to continue to funding permits.</p>
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GOAL 2: To promote culturally responsive pedagogies.

OBJECTIVES

- ◆ To improve the achievement of our Maori students as Maori.
- ◆ To enhance the achievement of our Pasifika children.
- ◆ To improve the quality of provision for our ESOL students both in the mainstream classroom and through withdrawal programmes.
- ◆ To ensure our school reflects the growing cultural diversity of our school.

Actions and Responsibilities 2020- 2022

2020	2021	2022
<p>Three new classes to be established in 2020. They will focus on kaupapa Maori and enable the children to learn a higher level of Te Reo than the other mainstream classes. As the children’s proficiency in Te Reo grows we will look at increasing the percentage of the</p>	<p>Review of the new classes to be undertaken and forward planning put in place.</p> <p>Team leaders will be responsible for ensuring that the expectations outlined in our school curriculum document</p>	<p>Plans for the classes to be embedded into practice.</p> <p>The expectations for cultural pedagogies in our Learning Landscape to be reviewed.</p>

<p>curriculum taught through the Maori medium.</p> <p>Whanau members to be encouraged to actively participate in the learning of their tamariki, regular whanau hui being held.</p> <p>Team leaders will be responsible for ensuring that the expectations outlined in our school curriculum document regarding cultural pedagogies is planned for across their team, so that culture, language and identity are visible/ reflected within classrooms and across the school.</p> <p>The lead students will continue to promote the speaking of Te Reo through assemblies.</p> <p>Kapa haka group to run throughout the year and to have the opportunity to perform/ compete.</p> <p>Tracking of our Maori and Pasifika children as they move through the school will continue and interventions/ adaptations to programmes made as needed.</p> <p>The possibility of training a Bilingual Support Worker for our school to be discussed with the Ministry of Education.</p> <p>Bilingual signage and student displays to be used to promote bilingualism.</p> <p>Pasifika Cultural group run if a tutor can be sourced.</p> <p>Cultural Festivals to be celebrated at the school, parents/ whanau to be encouraged to act as cultural experts.</p> <p>Cultural showcases to be encouraged at assemblies.</p>	<p>regarding cultural pedagogies is planned for across their team, so that culture, language and identity are visible/ reflected within classrooms and across the school.</p> <p>Whanau members to be encouraged to actively participate in the learning of their tamariki, regular whanau hui being held.</p> <p>The lead students will continue to promote the speaking of Te Reo through assemblies.</p> <p>Kapa haka group to run throughout the year and to have the opportunity to perform/ compete.</p> <p>Tracking of our Maori and Pasifika children as they move through the school will continue interventions/ adaptations to programmes made as needed.</p> <p>ESOL provision to be continued and refined.</p> <p>Bilingual signage and student displays to be used to promote bilingualism.</p> <p>Pasifika Cultural group run if a tutor can be sourced.</p> <p>Cultural Festivals to be celebrated at the school, parents/ whanau to be encouraged to act as cultural experts.</p> <p>Cultural showcases to be encouraged at assemblies.</p>	<p>The lead students will continue to promote the speaking of Te Reo through assemblies.</p> <p>Whanau members to be encouraged to actively participate in the learning of their tamariki, regular whanau hui being held.</p> <p>Kapa haka group to run throughout the year and to have the opportunity to perform/ compete.</p> <p>Tracking of our Maori and Pasifika children as they move through the school will continue interventions/ adaptations to programmes made as needed.</p> <p>ESOL provision to be continued and refined.</p> <p>Pasifika Cultural group run if a tutor can be sourced.</p> <p>Cultural Festivals to be celebrated at the school, parents/ whanau to be encouraged to act as cultural experts.</p> <p>Cultural showcases to be encouraged at assemblies.</p> <p>Bilingual signage and student displays to be used to promote bilingualism.</p>
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GOAL 3: Community Involvement

OBJECTIVES

- ◆ To ensure our community feels welcome at the school.
- ◆ To enhance our home school partnerships.
- ◆ To involve parents and the wider community in the children's learning.

Actions and Responsibilities 2020- 2022

2020	2021	2022
<p>We will have a tabloids sports day at the beginning of the year where the children from different year groups will come together in their house groups to take part in a range of fun activities.</p> <p>A new method of real time reporting to parents will be explored using Spotlight. This programme will encourage student agency and act as an e-portfolio.</p> <p>Celebrations of learning will be held regularly throughout the year where parents will be invited into the school.</p> <p>We will continue to promote our open door policy. Teachers to make contact with parents if their child if falling behind or they have any social concerns.</p> <p>School website and Facebook pages to be maintained.</p> <p>Our volunteer reading programme will continue this year.</p> <p>SuperGrans will continue to work with the children to provide a diversity of opportunities.</p> <p>Best Start Programme & Reading Together continued.</p> <p>Home school communication to be undertaken in various forms including: newsletter; phone call; emails and texts.</p> <p>Children's achievements to be celebrated and from Year 3 up to be accessible to parents via digital portfolios.</p> <p>Parents invited to share their cultural talents and expertise.</p> <p>Parents invited to Year 2 & 3 production, assemblies and musical concerts.</p>	<p>Tabloid sports will be reviewed and continued/ adapted.</p> <p>Community consultation process undertaken.</p> <p>Celebrations of learning will be held regularly throughout the year where parents will be invited into the school.</p> <p>If Spotlight is deemed successful it will be rolled out school wide and new staff members inducted.</p> <p>We will continue to promote our open door policy. Teachers to make contact with parents if their child if falling behind or they have any social concerns.</p> <p>School website and Facebook pages to be maintained.</p> <p>Our volunteer reading programme will continue this year.</p> <p>SuperGrans will continue to work with the children to provide a diversity of opportunities.</p> <p>Best Start Programme & Reading Together continued.</p> <p>Home school communication to be undertaken in various forms including: newsletter; phone call; emails and texts.</p> <p>Children's achievements to be celebrated and from Year 3 up to be accessible to parents via digital portfolios.</p> <p>Parents invited to share their cultural talents and expertise.</p>	<p>Tabloid sports or alternative start of year event to be held.</p> <p>Celebrations of learning will be held regularly throughout the year where parents will be invited into the school.</p> <p>We will continue to promote our open door policy. Teachers to make contact with parents if their child if falling behind or they have any social concerns.</p> <p>School website and Facebook pages to be maintained.</p> <p>Our volunteer reading programme will continue this year.</p> <p>SuperGrans will continue to work with the children to provide a diversity of opportunities.</p> <p>Best Start Programme & Reading Together continued.</p> <p>Home school communication to be undertaken in various forms including: newsletter; phone call; emails and texts.</p> <p>Children's achievements to be celebrated and from Year 3 up to be accessible to parents via digital portfolios.</p> <p>Parents invited to production, assemblies and musical concerts.</p> <p>Links strengthened between school and preschool entities.</p>

Links strengthened between school and preschool entities, with a focus this year on transitioning special needs children to school and sharing with the preschools what we learn through the Ready 4 Learning and oral language professional development.	Parents invited to take part in senior camp, assemblies and musical concerts. Links strengthened between school and preschool entities.	
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GOAL 4: To ensure our children experience a diversity of opportunity.

- ◆ To provide a range of learning experiences inside and outside of the classroom.
- ◆ To ensure quality learning across the breadth of the curriculum.
- ◆ To encourage the children to follow their talents.
- ◆ To enable children to excel in areas of strength.

Actions and Responsibilities 2020- 2022

2020	2021	2022
<p>Lead team to continue and complete our TLIF project. After the final Milestone report we will look at the major outcomes of the project and what needs to be shared with the rest of staff.</p> <p>Boys only class to be trialed and reviewed.</p> <p>The wider curriculum to be a focus in the afternoon.</p> <p>Kapa haka, music lessons, Freshmoves, choir all to be offered to the children to enhance the performing arts.</p> <p>Continue to work with our local community to source and provide different opportunities for our children.</p> <p>Year 3 and 4 camp.</p> <p>Year 3 and 4 production.</p> <p>A girls' football club will be run at lunchtimes and a team put together if there is enough interest.</p> <p>A group of Year 6 children will be given the opportunity to train as Dynamo leaders, leading games in the Junior school at playtimes.</p> <p>The choir and kapa haka group will run again.</p> <p>Children will be given the opportunity to learn a wide range of musical instruments through the MEP programme. The MEP</p>	<p>Major recommendations from the TLIF project to be shared with staff and professional development provided. Learning Landscape to be updated to reflect new expectations.</p> <p>Boys only class to be continued if deemed successful.</p> <p>A review of children's key competencies following on from our work on Growth Mindset and collaborative learning to be undertaken. Programmes and strategies adapted.</p> <p>Curriculum integration to be explored in more depth.</p> <p>A wide range of clubs and activities to be provided for the children.</p> <p>Continue to work with our local community to source and provide different opportunities for our children.</p> <p>Year 5 & 6 camp.</p> <p>A group of Year 6 children will be given the opportunity to train as Dynamo leaders, leading games in the Junior school at playtimes.</p> <p>The choir and kapa haka group will run again.</p> <p>Children will be given the opportunity to learn a wide</p>	<p>TLIF recommendations to be embedded into the classroom and any new staff members inducted.</p> <p>Boys only class to be continued if deemed successful.</p> <p>Recommendations from our review of curriculum integration to be rolled out into classes.</p> <p>A wide range of clubs and activities to be provided for the children.</p> <p>Continue to work with our local community to source and provide different opportunities for our children.</p> <p>School production.</p> <p>Year 3 and 4 camp.</p> <p>A group of Year 6 children will be given the opportunity to train as Dynamo leaders, leading games in the Junior school at playtimes.</p> <p>The choir and kapa haka group will run again.</p> <p>Children will be given the opportunity to learn a wide range of musical instruments through the MEP programme.</p> <p>Our sports coordinator will ensure that the children have the opportunity to take part in a wide range of sporting events</p>

<p>programme will be reviewed in conjunction with the lead teacher and adaptations made if needed.</p> <p>Our sports coordinator will ensure that the children have the opportunity to take part in a wide range of sporting events throughout the year.</p> <p>Children’s special abilities will be showcased in assembly.</p> <p>Unit holders to promote PE and EOTC.</p> <p>Funky Fun Days to continue.</p> <p>ERIC community awards to be celebrated at assemblies.</p> <p>Teams of senior students will be given the opportunity to take part in events such as EPro8 Technology Challenge, Chess Tournaments and quizzes with other schools.</p> <p>Host our own Katikati Talent Quest, run by our student leaders.</p> <p>Organise clubs at lunch and morning tea to cater for the different interests and talents of our students e.g. ICT club, Art club, Drama club etc.</p> <p>SENCO and Deputy Principals to mentor and support children identified with behavioural, social and emotional needs.</p>	<p>range of musical instruments through the MEP programme.</p> <p>Our sports coordinator will ensure that the children have the opportunity to take part in a wide range of sporting events throughout the year.</p> <p>Children’s special abilities will be showcased in assembly.</p> <p>Unit holders to promote PE and EOTC.</p> <p>Funky Fun Days to continue.</p> <p>ERIC community awards to be celebrated at assemblies.</p> <p>Teams of senior students will be given the opportunity to take part in events such as EPro8 Technology Challenge, Chess Tournaments and quizzes with other schools.</p> <p>Host our own Katikati Talent Quest, run by our student leaders.</p> <p>Organise clubs at lunch and morning tea to cater for the different interests and talents of our students e.g. ICT club, Art club, Drama club etc.</p> <p>SENCO and Deputy Principals to mentor and support children identified with behavioural, social and emotional needs.</p>	<p>throughout the year.</p> <p>Children’s special abilities will be showcased in assembly.</p> <p>Unit holders to promote PE and EOTC.</p> <p>Funky Fun Days to continue.</p> <p>ERIC community awards to be celebrated at assemblies.</p> <p>Teams of senior students will be given the opportunity to take part in events such as EPro8 Technology Challenge, Chess Tournaments and quizzes with other schools.</p> <p>Host our own Katikati Talent Quest, run by our student leaders.</p> <p>Organise clubs at lunch and morning tea to cater for the different interests and talents of our students e.g. ICT club, Art club, Drama club etc.</p> <p>SENCO and Deputy Principals to mentor and support children identified with behavioural, social and emotional needs.</p>
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GOAL 5: For our children to develop C21st competencies		
<ul style="list-style-type: none"> ◆ Digital technologies to be used to enhance learning in the classroom. ◆ To develop higher order thinking skills. ◆ Teachers to explore and implement innovative approaches to learning. 		
Actions and Responsibilities 2020- 2022		
2020	2021	2022
<p>Drawing on the collective expertise of a local cluster of schools, a lead team will develop strategies and a bank of resources around collaborative knowledge building and managing competitiveness.</p>	<p>Teaching strategies surrounding collaborative knowledge building and managing competitiveness will be shared with staff.</p>	<p>Strategies shared in 2021 to become part of everyday practice and the Learning Landscape will be amended as appropriate.</p> <p>Additional PD to be offered to assist teachers in the</p>

<p>Unit holders to provide professional development for staff.to be able to implement the new technology curriculum.</p> <p>Team leaders/ DPs to ensure that the expectations laid out in our updated school curriculum document are evident in teachers' planning.</p> <p>New planning expectations will be put in place as we move to using Spotlight. Teams 2 and 3 to be using Spotlight for planning.</p> <p>Greater student agency will be developed through the use of Spotlight.</p> <p>New ICT unit holders to undertake a review of our systems and use of devices. Their recommendations will be brought back to the SLT in order to adapt our strategic plan for ICT.</p> <p>Current ICT use to be reviewed and adequate professional development provided to improve effective use of ICT resources.</p> <p>A stock take of devices/ resources to be undertaken before a TECT application for funding is made.</p> <p>Workshops will be offered to staff regarding the use of digital devices to support problem solving, creativity and collaborative learning.</p> <p>Collaborative learning practices to be used to further personalise the learning for children and to allow for greater flexibility in the learning environment.</p> <p>ICT student club continued to develop technicians and innovators.</p>	<p>Unit holders to assess teacher confidence and ability to deliver the new technology curriculum. Additional PD to be offered to assist teachers.</p> <p>Updated planning expectations adhered to.</p> <p>Team 1 to come on board with Spotlight.</p> <p>ICT unit holders to manage the network and devices in conjunction with our ICT technician.</p> <p>Current ICT use to be reviewed and adequate professional development provided to improve effective use of ICT resources.</p> <p>Workshops will be offered to staff regarding the use of digital devices to support problem solving, creativity and collaborative learning.</p> <p>Collaborative learning practices to be used to further personalise the learning for children and to allow for greater flexibility in the learning environment.</p> <p>ICT student club continued to develop technicians and innovators.</p>	<p>implementation of the new technology curriculum.</p> <p>Updated planning expectations adhered to.</p> <p>Whole school to be planning using Spotlight.</p> <p>ICT unit holders to manage the network and devices in conjunction with our ICT technician. Current ICT use to be reviewed and adequate professional development provided to improve effective use of ICT resources.</p> <p>Workshops will be offered to staff regarding the use of digital devices to support problem solving, creativity and collaborative learning.</p> <p>Collaborative learning practices to be used to further personalise the learning for children and to allow for greater flexibility in the learning environment.</p> <p>ICT student club continued to develop technicians and innovators.</p>
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ANNUAL SECTION

ACHIEVEMENT TARGET: READING

Teaching and learning programme development

- ◆ 0.6 Reading Recovery to be provided.
- ◆ Phonics programme to be provided in class.
- ◆ Volunteer Reading Programme to assist with Reading Mileage.
- ◆ Lexia Programme provided.
- ◆ Targeted assessments to be continued.
- ◆ Reading will be taken daily by class teachers.
- ◆ Professional conversations will be held at team, appraisal and staff meeting times based on teaching practice and data.
- ◆ Collaborative practices to be used to enhance evidence-based teaching.
- ◆ Target students identified and monitored.
- ◆ School wide tracking system for Maori and Pasifika children to be continued.
- ◆ ELA trained TAs to run ESOL programmes under the guidance of our special needs teacher.

Baseline Data

In Year 2 at the end of 2019 29% of children were working at Level 2 of the curriculum in reading.

Resourcing

- ◆ Reading Recovery
- ◆ Lexia & STEPS Programme
- ◆ Learning Centre programmes
- ◆ Professional development
- ◆ Teacher Assistant Time

Target for improving student achievement:

In Year 3 we will increase the number of children working at Level 2 or above from 29% to 40%

Link to Strategic Plan:

To improve children's learning and achievement.

Led by:

Deputy Principal in charge of Literacy
Literacy unit holder
SENCO

Review

- ◆ Data reported to BOT and MOE.
- ◆ PROBE/ Running Records will be carried out termly for those target children with data aggregated in terms 2 & 4. Aggregated data will be used to track progress.
- ◆ For children below their chronological age, data will be collected every term. The SLT will track progress and where possible offer additional support

Community Involvement

- ◆ Newsletter notices.
- ◆ Ready 4 School programme to focus on foundation skills to support children to be "curriculum ready".
- ◆ Open Afternoons/See Saw/Spotlight
- ◆ Volunteer Reading Programme to be continued.
- ◆ Parents invited to learning celebrations e.g. open afternoons, assemblies

Staff and personal professional development

- ◆ SENCO to track progress and to adapt specialist programmes to meet needs.
- ◆ Whole school and individual professional learning programmes undertaken.
- ◆ Team leaders to lead teaching as inquiry meetings focused on moving target children.
- ◆ Appraisal goals based around classroom data targets.
- ◆ Oral Language Team 2 and 3 whole school professional development
- ◆ Ready 4 Learning – foundation skills Team 1 professional development.

Reporting

- ◆ MOE: Annual Report.
- ◆ BOT meetings twice a year.
- ◆ Report to our Maori community.

Agency Support

- ◆ School support services.
- ◆ In-school expertise.
- ◆ RT Lit and RT Maori.
- ◆ RTLB.

Professional development

- ◆ Teams 2 & 3 professional development Oral Language throughout year
- ◆ Facilitators, Literacy Unit holder and DP to observe best practice in oral language, with feedback/feedforward sessions.
- ◆ In Teams ongoing professional development re Oral Language e.g. readings, discussion, goal setting
- ◆ Ready 4 Learning based around foundation skills to support children in becoming “curriculum ready” – Team 1
- ◆ Sharing current best practice and new ideas will become a regular part of team meetings.
- ◆ Phonics to be promoted in Years 0-4 and new staff upskilled.
- ◆ Regular moderation and team inquiries to focus upon moving children forward.
- ◆ Collaborative practices will be used to share best practice.
- ◆ Unit holders will offer professional development to target needs.

Baseline Data

At the end of 2019 we had 13 Year 3 children who were achieving at Level 1 of the curriculum for vocab when assessed through Asttle. We want to accelerate their progress so that they are catching up to their expected curriculum level by the end of 2020.

Resourcing

- ◆ Deputy Principal to lead professional development based on formative assessment and teaching as inquiry.
- ◆ Concentrated teacher assistant resourcing provided.
- ◆ Ready 4 School programme for those children starting at school
- ◆ Tools 4 Teachers- Oral Language
- ◆ Clarity Education- Ready 4 Learning

ACHIEVEMENT TARGET: ORAL LANGUAGE

Target for improving student achievement

Out of the Year 3 children who were achieving at level one for vocabulary at the end of 2019, 40% will show accelerated progress moving at least two sub levels by the end of 2020

Link to Strategic Plan:

To improve children’s learning and achievement.

Led by:

Deputy Principal in charge of Literacy
Literacy unit holder
SENCO
Jane and Erin (Tools 4 Teachers Facilitators)
Ande and Carolynne (Clarity Education Facilitators)

Review

- ◆ Data collected at mid and end of the year will be aggregated. This data will be used to monitor progress towards our goal and to highlight needs to be addressed.
- ◆ At termly appraisal meetings, progress towards the target will be discussed.
- ◆ Data reported to MOE.

Community involvement

- ◆ Achievement levels will be clearly reported to parents twice a year.
- ◆ Newsletter notices.
- ◆ Ready 4 School visits and info for parents.
- ◆ Published work on Spotlight for parents to view
- ◆ Open afternoons Team 1 to celebrate learning

Teaching and learning programme development

- ◆ A structured phonics programme to be maintained from Years 0-4
- ◆ Collaborative teacher inquiries will be focused on accelerating oral language which will have an impact on writing.
- ◆ Children to be provided with a wide range of experiences to talk about.
- ◆ Teachers will use their collaborative expertise to review children’s work, identify areas of need and develop strategies to move children forward in communication/oral language skills
- ◆ Target children will be identified and monitored through the appraisal process.
- ◆ PAT Listening assessment Term 1 and Term 4 to identify needs in terms of vocab.
- ◆ Children with special needs e.g. dyslexia will have differentiated support programmes.

Reporting

- ◆ MOE: Annual Report.
- ◆ BOT meetings twice yearly.
- ◆ Reports to parents
- ◆ Seesaw/Spotlight for Team 2 and 3

Agency Support

- ◆ RTLit
- ◆ RTMaori
- ◆ RTLB

Professional development

- ◆ The teachers trained in Maths Whizz last year will be sharing their knowledge and expertise at team meetings. Staff will be expected to improve their knowledge and expertise through the free webinars offered.
- ◆ The unit holder for Maths will continue to provide PD at team and staff meetings, when appropriate.
- ◆ Team leader to ensure teachers have the content knowledge they need at this level and will oversee Maths planning.
- ◆ Collaborative practices will be used to share best practice.
- ◆ Professional conversations at team, appraisal and staff meeting times will be based on teaching practice, data collection and assessment.

Baseline Data

At the end of 2019, 6% of our Year 5 children were working above curriculum level for Maths. We want to accelerate the progress of this cohort so that 15% of children will be working above curriculum expectations by the end of Year 6.

Resourcing

- ◆ Deputy Principal/Unit Holder to lead professional development based on formative assessment and teaching as inquiry
- ◆ Acorn Grant for Maths Whizz programme

ACHIEVEMENT TARGET: MATHEMATICS

Target for improving student achievement

By the end of 2020 the percentage of Year 6 children working at Level 4 for Maths will increase from 6% to 15%.

Link to Strategic Plan:

To improve children's learning and achievement.

Led by:

Unit holders in charge of Maths
Deputy Principals

Review

- ◆ Data collected at mid and end of the year will be aggregated.
- ◆ This data will be used to monitor progress towards our goal and to highlight needs to be addressed.
- ◆ At termly appraisal meetings, progress towards the target will be discussed.
- ◆ Data reported to MOE.
- ◆ GLOSS and PAT testing will be used to inform teachers' planning and so judgements can be made of what level a student is working at, within the curriculum.

Community involvement

- ◆ Newsletter notices.
- ◆ Parent meetings.
- ◆ How to help at home documented on our website.
- ◆ Parents notified of useful web sites to improve basic facts.

Teaching and learning programme development

- ◆ Teachers will use their collaborative expertise to review children's work, identify areas of need and develop strategies to move children forward.
- ◆ Cross grouping will occur as required.
- ◆ Targeted children will be identified and tracked through the appraisal process and Maths Whizz.
- ◆ A focus will be placed on Maths problem solving and Maths inquiries and mixed ability grouping will be encouraged for this.
- ◆ ICT will be used to support and enhance learning.
- ◆ ALIM groups will continue, where appropriate.
- ◆ Teachers will focus on Growth Mindset and challenge within the classroom to encourage children to extend their mathematical thinking.
- ◆ Cross curriculum links will be made to encourage children to use their maths strategies to solve real life problems.

Reporting

- ◆ MOE: Annual Report.
- ◆ BOT meetings.
- ◆ Reporting to parents

Agency Support

- ◆ School support services.
- ◆ Maths Adviser.

SELF REVIEW 2020

GOAL: To ensure that a system of self – review is implemented.

	<u>TERM 1</u>	<u>TERM 2</u>	<u>TERM 3</u>	<u>TERM 4</u>
<i>CURRICULUM</i>	<ul style="list-style-type: none"> ◆ Maintenance work on school curriculum. 	<ul style="list-style-type: none"> ◆ Data gathered in Literacy and Numeracy. 		<ul style="list-style-type: none"> ◆ Data gathered in Numeracy and Literacy. ◆ Curriculum Reviews.
	<ul style="list-style-type: none"> ◆ Principal reports to Board meetings on targets. 			
<i>PERSONNEL</i>	<ul style="list-style-type: none"> ◆ Teachers will identify target children and appraisal goals will be set in line with these. 	<ul style="list-style-type: none"> ◆ The progress of target children and progress towards set goals will be reviewed with DPs. 		
	<ul style="list-style-type: none"> ◆ Teachers to set Action Research Question. 	<ul style="list-style-type: none"> ◆ Action Research undertaken and practice adapted. 		<ul style="list-style-type: none"> ◆ Teachers appraised against professional standards. ◆ Outcomes of Action Research reflected upon.
	<ul style="list-style-type: none"> ◆ Policy and procedures reviewed. 			

	<u>TERM 1</u>	<u>TERM 2</u>	<u>TERM 3</u>	<u>TERM 4</u>
<i>HEALTH & SAFETY</i>	◆ Fire drills occur each term.			→
	◆ Weekly / monthly equipment / property checks.			→
	◆ Health and safety meetings held twice a term. Minutes provided to the BOT.			→
	◆ Policy and procedures reviewed.			→
<i>OPERATIONS</i>	◆ School Charter approved.			◆ School Charter reviewed and redeveloped.
	◆ BOT training.			→
<i>FINANCE & PROPERTY</i>	◆ Expenditure reported and monitored.			◆ Budget reviewed, developed and approved.
	◆ Policy and procedures reviewed.			◆ Audit procedures.
				→
<i>LEGISLATION</i>	◆ Policy and procedures reviewed.			◆ Annual report prepared.

OTHER DOCUMENTS THAT INFORM OUR CHARTER

- ◆ *GENERAL:* - BOT 3 Year Plan
- BOT Annual Work Plan

- ◆ *PERSONNEL:* - Personnel Policy / Procedures
- Professional Learning Programme
-- Strategic Plan Document
- Performance Management Folder
- Codes of Conduct (Principal / BOT)

- ◆ *PROPERTY:* - 5 Year Property Agreement Booklet
- Property Policy / Procedures
- 10 Year Property Agreement
- Property Development Records
- Strategic Plan Document
- Property Occupancy Document

- ◆ *CURRICULUM:* - Teachers' Planning / Assessment Data
- Cumulative Record
- Learning Journals/ E portfolios
- Parent Information Booklet
- Attendance Records
- Admission / Withdrawal Register
- Curriculum Policy and Implementation Plans folder
- Curriculum Review Folder
- Newsletter Archive
- School Development Plan
- Strategic Plan

- ◆ *HEALTH & SAFETY:* - School Building Systems and Features Manual
- Hazards Check Folder
- Health and Safety Policies / Procedures
- Accident Register
- Swimming Pool Maintenance Booklet
- Evacuation Plan
- Immunisation Register for Primary Schools

- ◆ *FINANCE:* - Finance Policy / Procedures
- Annual Financial Report
- Monthly Financial Statements
- Staff Usage and Expenditure Reports
- Annual Budget
- Asset Register