



CHARTER 2022



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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

Katikati Kids Proudly Succeeding

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
Katikati Kids Proudly Succeeding

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

Using Language, Symbols and Text

Literacy Maori Numeracy
Arts Technology & ICT
Social Studies & Science
Thinking Skills
Health & PE

VALUES
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PRINCIPLES

HIGH EXPECTATIONS

To empower and quip 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

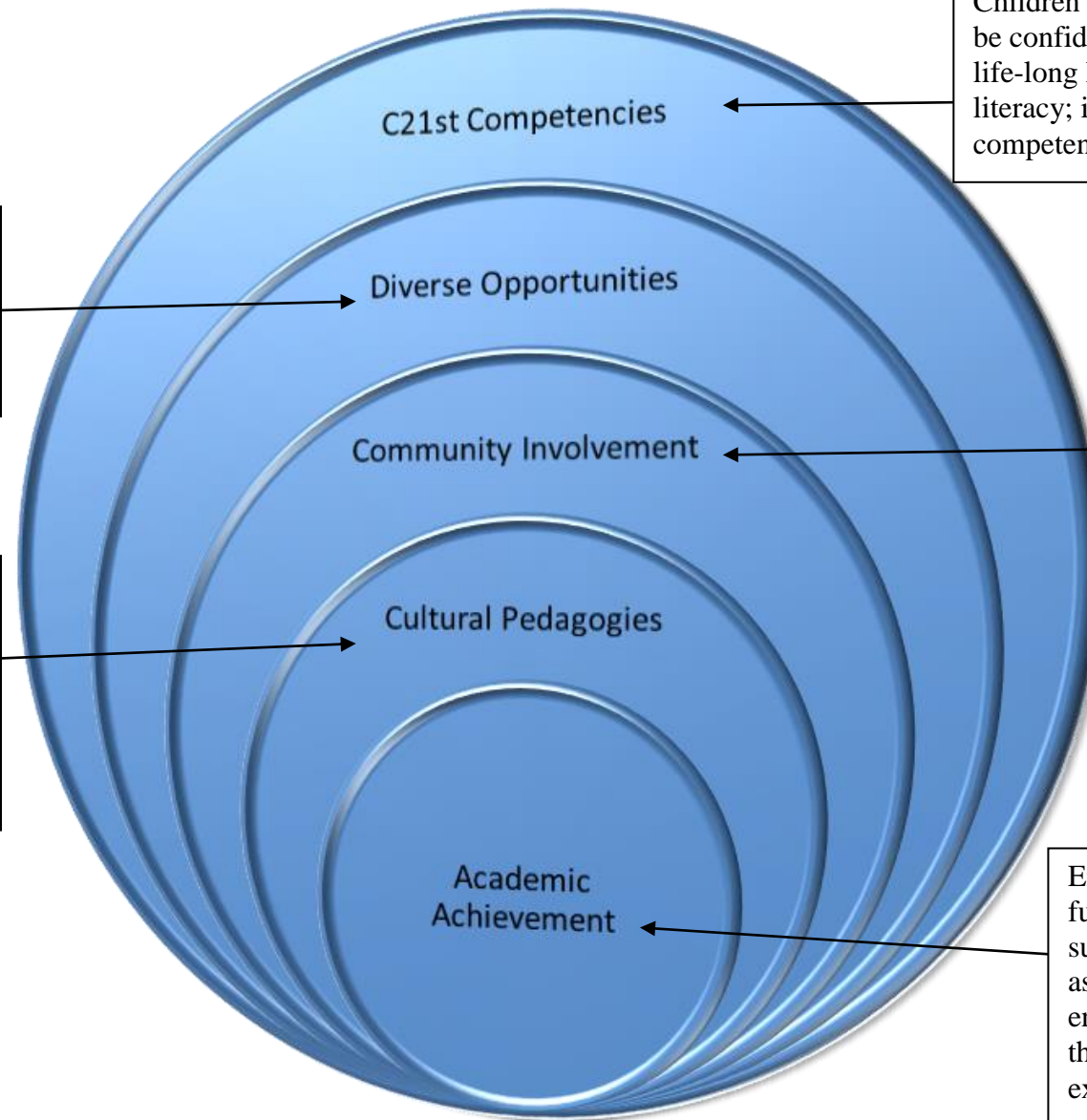
COHERENCE

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

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

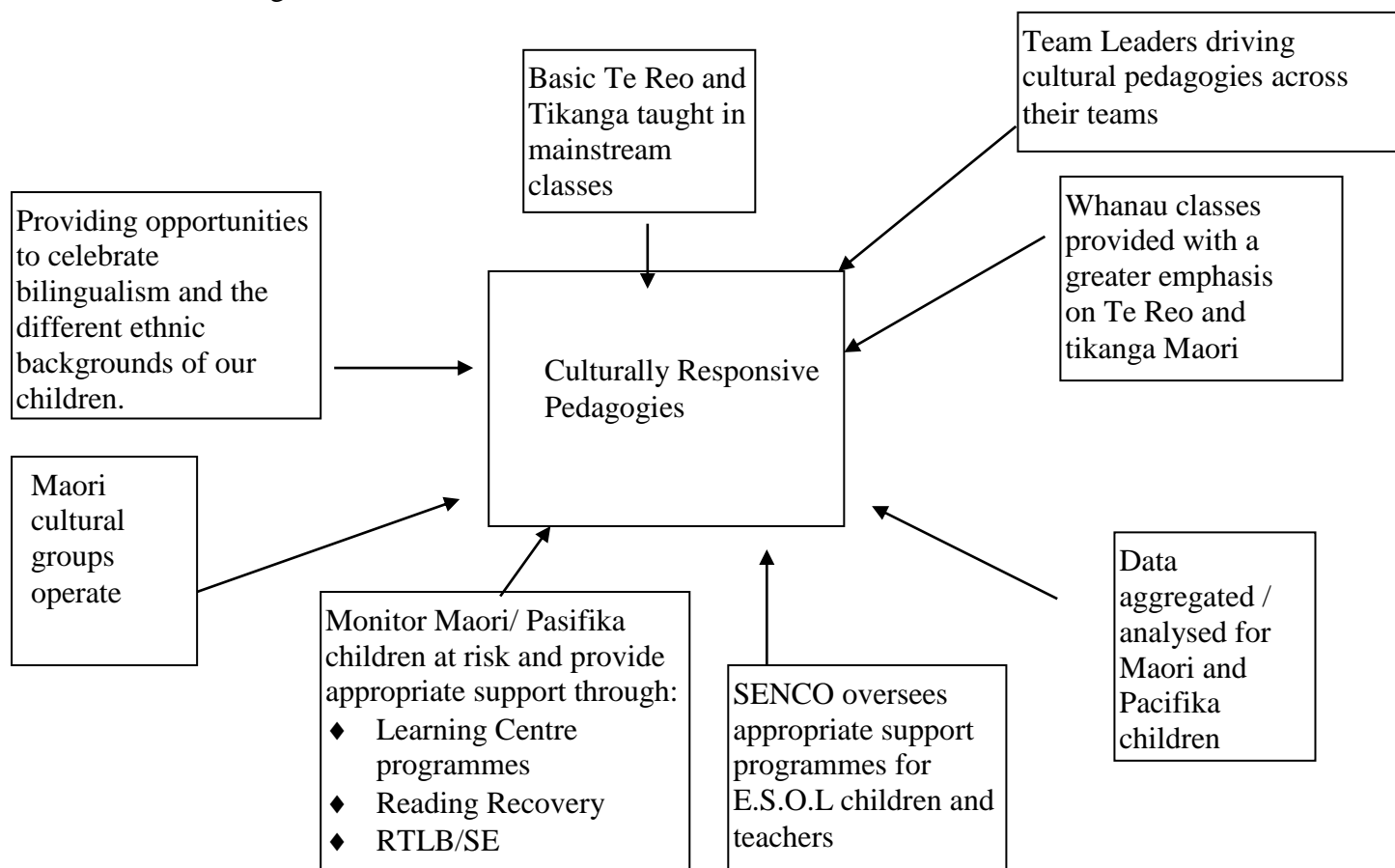
We are committed to developing an environment of learning where the uniqueness of New Zealand's dual heritage and diversity is acknowledged and enhanced. This includes Te Reo (language) and Tikanga Maori (kapa haka, arts, crafts, waiata and the study of local history) being taught within our classes.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

We communicate 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. We actively promote 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 (2022 -2024)

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

OBJECTIVES

- ◆ To develop academic 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 2022- 2024

2022	2023	2024
<p>The effectiveness of the feed in classes will be reviewed and the classroom programmes adapted in line with this. New teachers to the junior school will be taught the Ready 4 Learning programme.</p> <p>An action group will be put together to help us localize our curriculum. Partnerships with the wider community will be developed to help us localize the curriculum.</p> <p>Further professional development will be made available to staff in relation to Numicon. Full review of the Numicon programme to be undertaken and changes made as needed. A decision will be made as to whether the programme will be rolled out to Team 2.</p> <p>Oral language practices will be integrated into our overall literacy programme.</p> <p>Ready for Learning programme to go digital due to COVID. Links with the kohanga to be strengthened.</p> <p>Review of the success of Real Time reporting.</p> <p>Reading Recovery to continue and ELS to start up. Continue to use Reading Eggs as a support for priority learners.</p> <p>Target children and priority learners 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>The effectiveness of the feed in classes will be reviewed and the classroom programmes adapted in line with this. New teachers to the junior school will be taught the Ready 4 Learning programme.</p> <p>Implementation of the localized curriculum.</p> <p>If Numicon is rolled out to Team 2, additional PLD will be provided.</p> <p>New staff inducted into our revised literacy practices.</p> <p>Ready for Learning to be brought back on site.</p> <p>Children to be taking greater ownership of their own learning on line.</p> <p>Reading Recovery and ELS to continue.</p> <p>Target children and priority learners 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>Annual review undertaken. New teachers to the junior school will be taught the Ready 4 Learning programme.</p> <p>Review and further development if the localized curriculum.</p> <p>Assessment data from Numicon will be used to help us develop our strategy moving forward.</p> <p>New staff inducted into our revised literacy practices.</p> <p>Ready for Learning to be brought back on site.</p> <p>Children to be taking greater ownership of their own learning on line.</p> <p>Reading Recovery and ELS to continue.</p> <p>Target children and priority learners 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>

PB4L team to review school culture and pedagogy to promote with staff. First year of PB4L PLD.	PB4L team will continue with MOE PLD.	Embed PB4L practices.
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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 2022- 2024

2022	2023	2024
<p>Through liaison with whanau and iwi we will continue to enhance the work in our Kaupapa classes and upskill new staff. The level of Te Reo spoken to be built upon.</p> <p>Review communication between the kura, whanau and hapu so that we are working together to further develop the pod, digitally if need be.</p> <p>Whanau hui to continue to be used to provide whanau with a voice surrounding the achievement of their tamariki.</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. Whanau class teachers to share their planning ideas with the mainstream staff as appropriate.</p> <p>Cultural Pedagogies curriculum team to be formed.</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>Through liaison with whanau and iwi we will continue to enhance the work in our Kaupapa classes. The level of Te Reo spoken to be built upon.</p> <p>Ensure positive communication continues, hopefully encouraging whanau members back on site.</p> <p>Whanau hui to continue to be used to provide whanau with a voice surrounding the achievement of their tamariki. A range of opportunities for whanau to be actively engaged in their tamariki’s learning to be provided.</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. Whanau class teachers to share their planning ideas with the mainstream staff as appropriate.</p> <p>Cultural Pedagogies curriculum team to be continued and refined.</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>Through liaison with whanau and iwi we will continue to enhance the work in our Kaupapa classes. The level of Te Reo spoken to be built upon.</p> <p>Ensure positive communication continues, hopefully encouraging whanau members back on site.</p> <p>Whanau hui to continue to be used to provide whanau with a voice surrounding the achievement of their tamariki. A range of opportunities for whanau to be actively engaged in their tamariki’s learning to be provided.</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. Whanau class teachers to share their planning ideas with the mainstream staff as appropriate.</p> <p>Cultural Pedagogies curriculum team to be continued and refined.</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>

Bilingual signage and student displays to be used to promote bilingualism.	Bilingual signage and student displays to be used to promote bilingualism.	Bilingual signage and student displays to be used to promote bilingualism.
Cultural Festivals to be celebrated at the school, parents/ whanau to be encouraged to act as cultural experts.	Cultural Festivals to be celebrated at the school, parents/ whanau to be encouraged to act as cultural experts.	Cultural Festivals to be celebrated at the school, parents/ whanau to be encouraged to act as cultural experts.
	Kaiako for the senior class to be released to develop connections with Te Kura.	Kaiako for the senior class to be released to develop connections with Te Kura.

GOAL 3: Community Involvement		
OBJECTIVES		
<ul style="list-style-type: none"> ◆ 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 2021- 2023		
2022	2023	2024
<p>The use of E-portfolios will be reviewed and refined.</p> <p>Celebrations of learning will be held regularly throughout the year and shared digitally.</p> <p>We will continue to promote open communication between home and school – digitally if needs be. Teachers to make contact with parents if their child if falling behind or they have any social concerns.</p> <p>Through our community consultation we will review methods of communication and adapt as required</p> <p>Our volunteer reading programme will be reinstated this year if Covid allows.</p> <p>Ready for Learning Programme will be continued.</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>E-portfolios to be reviewed and refined being used with greater independence in the senior area.</p> <p>Celebrations of learning will be held regularly throughout the year where parents will be invited into the school.</p> <p>We will 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>Adapted communication links followed.</p> <p>Our volunteer reading programme will continue this year.</p> <p>Ready for Learning Programme will be continued.</p> <p>Parents invited to share their cultural talents and</p>	<p>E-portfolios to be reviewed and refined being used with greater independence in the senior area.</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>Adapted communication links followed.</p> <p>Our volunteer reading programme will continue this year.</p> <p>Ready for Learning Programme will be continued.</p> <p>Parents invited to share their cultural talents and expertise.</p>

Links strengthened between school, preschool entities and colleges.	expertise. Links strengthened between school, preschool entities and colleges.	Links strengthened between school, preschool entities and colleges. Community consultation process undertaken.
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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 2022- 2024

2022	2023	2024
<p>The reviewed key competencies, Explorer Highway and conceptual curriculum to be reviewed by the PB4L team. Induction undertaken for new staff members.</p> <p>A localized and integrated curriculum to be explored in classrooms.</p> <p>Clubs and activities to be provided for the children utilizing teachers’ strengths as far as possible.</p> <p>Continue to work with our local community to source and provide different opportunities for our children, including working with the Katikati Museum.</p> <p>Year 3 and 4 Matariki Sleep Over.</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, Freshmoves and kapa haka group will run again – COVID dependent.</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</p>	<p>PB4L team to continue to work on the Learning Landscape.</p> <p>A localized and integrated curriculum to be further developed in classrooms.</p> <p>A wide range of clubs and activities to be provided for the children utilizing teachers’ strengths as well as community volunteers.</p> <p>Continue to work with our local community to source and provide different opportunities for our children, including working with the Katikati Museum.</p> <p>Year 3 and 4 Matariki Sleep Over and 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 range of musical instruments through the MEP programme.</p> <p>Our sports coordinator will ensure that the children</p>	<p>New practices to be embedded.</p> <p>A localized and integrated curriculum to be embedded in classrooms.</p> <p>A wide range of clubs and activities to be provided for the children utilizing teachers’ strengths as well as community volunteers.</p> <p>Continue to work with our local community to source and provide different opportunities for our children, including working with the Katikati Museum.</p> <p>Year 3 and 4 Matariki Sleep Over.</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</p>

<p>opportunity to take part in a wide range of sporting events throughout the year. Funky Fun Days to continue – COVID dependent.</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 – COVID dependent.</p> <p>Students will host our own Katikati Talent Quest– COVID dependent.</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. Use the activator grant.</p> <p>SENCO and Deputy Principals to support children identified with behavioural, social and emotional needs.</p>	<p>have the opportunity to take part in a wide range of sporting events throughout the year. Funky Fun Days to continue.</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>Students will host our own Katikati Talent Quest– COVID dependent.</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 support children identified with behavioural, social and emotional needs.</p>	<p>opportunity to take part in a wide range of sporting events throughout the year. Funky Fun Days to continue.</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>Students will host our own Katikati Talent Quest– COVID dependent.</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 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 2022- 2024		
2022	2023	2024
<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 enhancing the new technology curriculum.</p> <p>Updated planning expectations adhered to.</p> <p>ICT unit holder to manage the network and devices in conjunction with our ICT technicians.</p> <p>ICT unit holder to oversee the use of devices school wide and to draw up a strategic purchasing plan.</p> <p>Workshops will be offered to staff based on need.</p> <p>ICT student club continued to develop technicians and</p>	<p>Strategies embedded into practice.</p> <p>New digital technologies to be embedded into practice across the curriculum.</p> <p>Updated planning expectations adhered to.</p> <p>ICT unit holders to manage the network and devices in conjunction with our ICT technicians.</p> <p>ICT unit holder to oversee the use of devices school wide.</p> <p>Workshops will be offered to staff based on need.</p> <p>ICT student club continued to develop technicians and</p>	<p>Strategies embedded into practice.</p> <p>New digital technologies to be embedded into practice across the curriculum.</p> <p>Updated planning expectations adhered to.</p> <p>ICT unit holders to manage the network and devices in conjunction with our ICT technicians.</p> <p>ICT unit holder to oversee the use of devices school wide.</p> <p>Workshops will be offered to staff based on need.</p> <p>ICT student club continued to develop technicians and</p>

<p>innovators.</p> <p>New website developed and going live.</p> <p>Digital focused classrooms available for senior students.</p>	<p>innovators.</p> <p>Greater student input into school website and content.</p>	<p>innovators.</p> <p>Greater student input into school website and content.</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 when COVID protocols allow
- ◆ Reading Eggs 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.
- ◆ Target students identified and monitored, along with the Priority Learners
- ◆ The progress of Maori and Pasifika children to be continued to be tracked through our Appraisal System
- ◆ ELA trained TAs to run ESOL programmes under the guidance of our special needs teacher.

Baseline Data

In Year 3 at the end of 2021 69% of children were reading at Level 2P or above based on Running Records and teacher judgements.

Resourcing

- ◆ Reading Recovery
- ◆ Reading Eggs
- ◆ Professional development
- ◆ Teacher Assistant time

Target for improving student achievement:

We want to increase the percentage of children Reading at Level 2P or above from 69% at the end of Year 3 to 75% by the end of Year 4.

Link to Strategic Plan:

To improve children's learning and achievement.

Led by:

Deputy Principals
Literacy unit holder

Review

- ◆ Data reported to BOT and MOE.
- ◆ PROBE/ Running Records will be carried out in terms 2 & 4. Star tests will be used at the start and end of the year to inform the teaching and learning in Years 3-6. Aggregated data will be used to track progress.

Community Involvement

- ◆ Newsletter notices.
- ◆ Ready 4 School programme to focus on foundation skills to support children to be "curriculum ready".
- ◆ Volunteer Reading Programme to be continued – Covid dependent.
- ◆ Parents invited to learning celebrations e.g. open afternoons, assemblies – Covid dependent.

Staff and personal professional development

- ◆ SENCO to track progress and to adapt specialist programmes to meet needs.
- ◆ Team leaders to lead PLD around reading with a focus on moving target children.
- ◆ Ready 4 Learning – foundation skills ongoing learning in Rooms 1 & 2
- ◆ Better Start in Reading lead by Team Leader

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

- ◆ PD development through outside providers with a MAJOR focus on Writing
- ◆ 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.
- ◆ Upskill our current Literacy unit holders to observe staff and provide support for them to reflect on their practice.

Baseline Data

At the end of 2021 43% of our Year 5 students were working at Level 3 of the curriculum or above based on Asttle testing and teacher judgment.

Resourcing

- ◆ Literacy Unit Holders to lead professional development based on formative assessment and teaching as inquiry.
- ◆ Concentrated teacher aide resourcing provided.
- ◆ BOT to provide an over entitlement teacher to keep class sizes as small as possible.
- ◆ Ready for Learning Programme continued.

ACHIEVEMENT TARGET: WRITING

Target for improving student achievement

We want to increase the percentage of children working at Level 3 or above from 43% at the end of Year 5 to 55% by the end of Year 6.

Link to Strategic Plan:

To improve children's learning and achievement.

Led by:

Deputy Principals
Literacy unit holders

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.
- ◆ EasTTle writing to be used in Years 2-6 this year to inform practice.
- ◆ 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.
- ◆ Parent meetings.
- ◆ Published work on Seesaw for parents to view
- ◆ Ready for Learning Programme

Teaching and learning programme development

- ◆ A structured phonics programme to be maintained from Years 0-4
- ◆ Teachers will continue to focus on oral language, increasing vocabulary and improving sentence structure, to assist with the writing process.
- ◆ A focus on localizing the curriculum will provide students with real life experiences to write about.
- ◆ Team meetings will be focused on accelerating progress.
- ◆ Writing will be taken daily, recognising the importance of writing mileage.
- ◆ Children to be provided with a wide range of experiences to write about.
- ◆ Teachers will use their collaborative expertise to review children's work, identify areas of need and develop strategies to move children forward.
- ◆ Target Children/Priority Learners will be identified and monitored through the appraisal process.
- ◆ Writing sample data will be used to identify areas of need. This will feed into professional development schedules.
- ◆ Intensive writing workshops for small groups will be provided to accelerate progress.
- ◆ Our Teacher in charge of Learning and Behaviour will support class teachers with practical ideas for children with identified needs e.g. dyslexia.

Reporting

- ◆ MOE: Annual Report.
- ◆ BOT meetings twice yearly.
- ◆ Reports to parents

Agency Support

- ◆ RTLit
- ◆ RTMaori

Professional development

- ◆ Introduce Mathletics into the Year 5 & 6 team. New staff will be expected to improve their knowledge and expertise through the free webinars offered or through PD led by the Maths Unit Holders.
- ◆ Continue Numicon in Team 1 supported by outside provider.
- ◆ The unit holders 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 2021, 3% of our Year 1 children were working within Gloss Stage 5.

Resourcing

- ◆ Unit Holder to lead professional development based on formative assessment and teaching as inquiry
- ◆ Acorn Grant for Mathletics and Numicon

ACHIEVEMENT TARGET: MATHEMATICS

Target for improving student achievement

In order to accelerate the progress of our most able junior students in Maths, we want to increase the percentage of children working within Gloss Stage 5 from 3% at the end of Year 1 to 13% at the end Year 2.

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 that 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 and around Covid protocols.
- ◆ Targeted children/Priority Learners will be identified and tracked through the appraisal process, Mathletics and Numicon.
- ◆ 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.
- ◆ 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.

SELF REVIEW 2022

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"> ◆ Professional Growth Cycle undertaken 			<ul style="list-style-type: none"> ◆ Teachers appraised against Professional Standards.
	<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.
	◆ Policy and procedures reviewed.			→
<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
- Performance Management Procedures
- Codes of Conduct (Principal / BOT)

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

- ◆ *CURRICULUM:* - Teachers' Planning / Assessment Data
- Cumulative Record
- Learning Journals/ E portfolios
- Attendance Records
- Admission / Withdrawal Register
- Curriculum Policy
- Newsletter Archive
- 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