



CHARTER 2023



C O N T E N T S

Introduction:

- ◆ Learning at KKPS
 - Vision
 - Values
 - Learning Areas
 - Key Competencies
 - Principles
- ◆ Description of School and Community
- ◆ Maori & Cultural Diversity

Strategic Section: (2-3 years)

- ◆ Goals
- ◆ Objectives
- ◆ Action Plan

Annual Section

Other Documents That Inform Our Charter:

- ◆ Personnel
- ◆ Property
- ◆ Curriculum
- ◆ Health & Safety
- ◆ Finance

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

MAKING IT HAPPEN

KEY COMPETENCIES

Thinking

Literacy Maori Numeracy

Arts Technology & ICT

Social Studies & Science

Thinking Skills

Health & PE

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.

VALUES

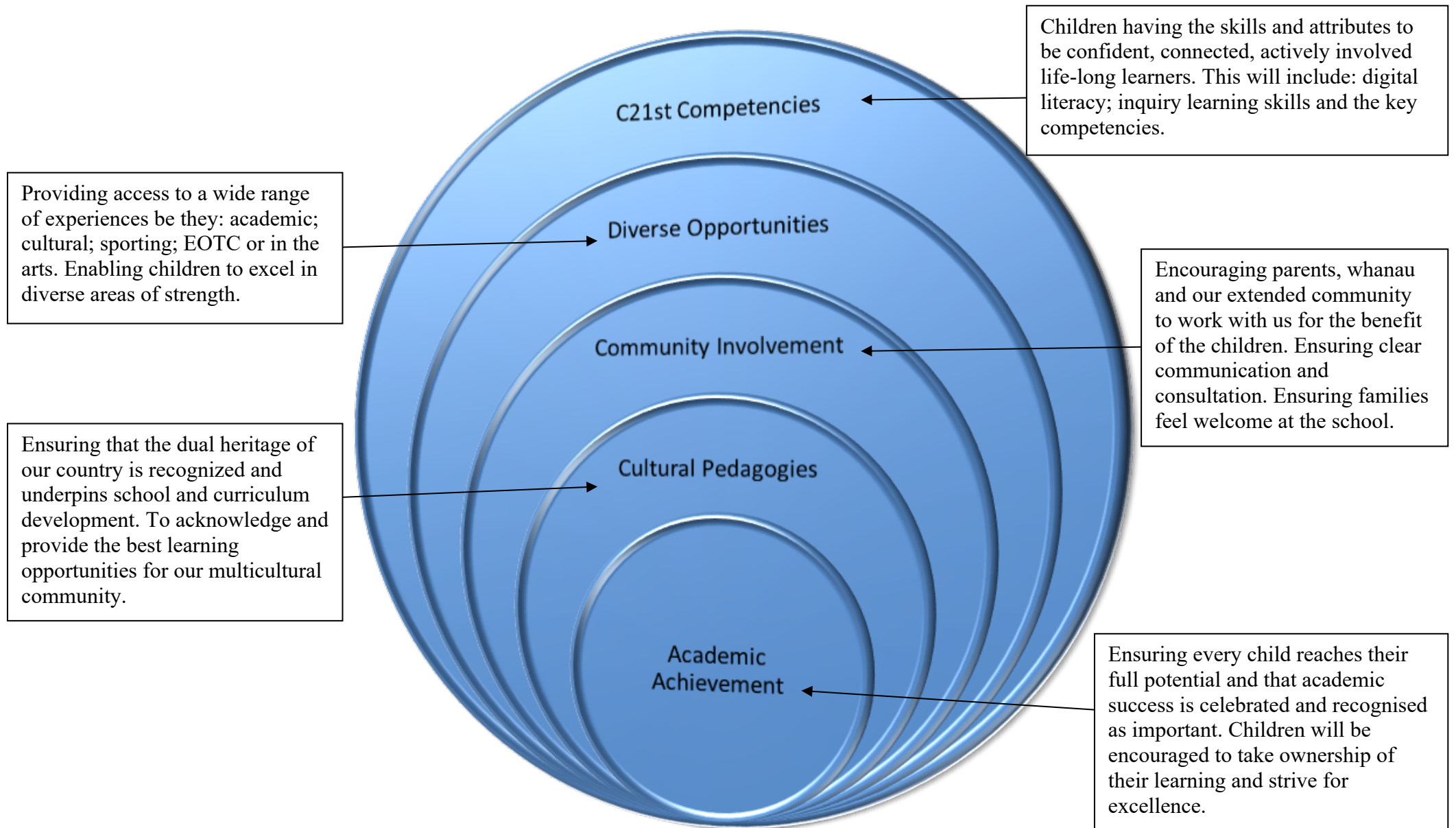
Excellence
Respect
Integrity
Citizenship

Participating & Contributing

Relating to others

Managing self

KEY ELEMENTS FOR ACHIEVING OUR VISION



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-Whare 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

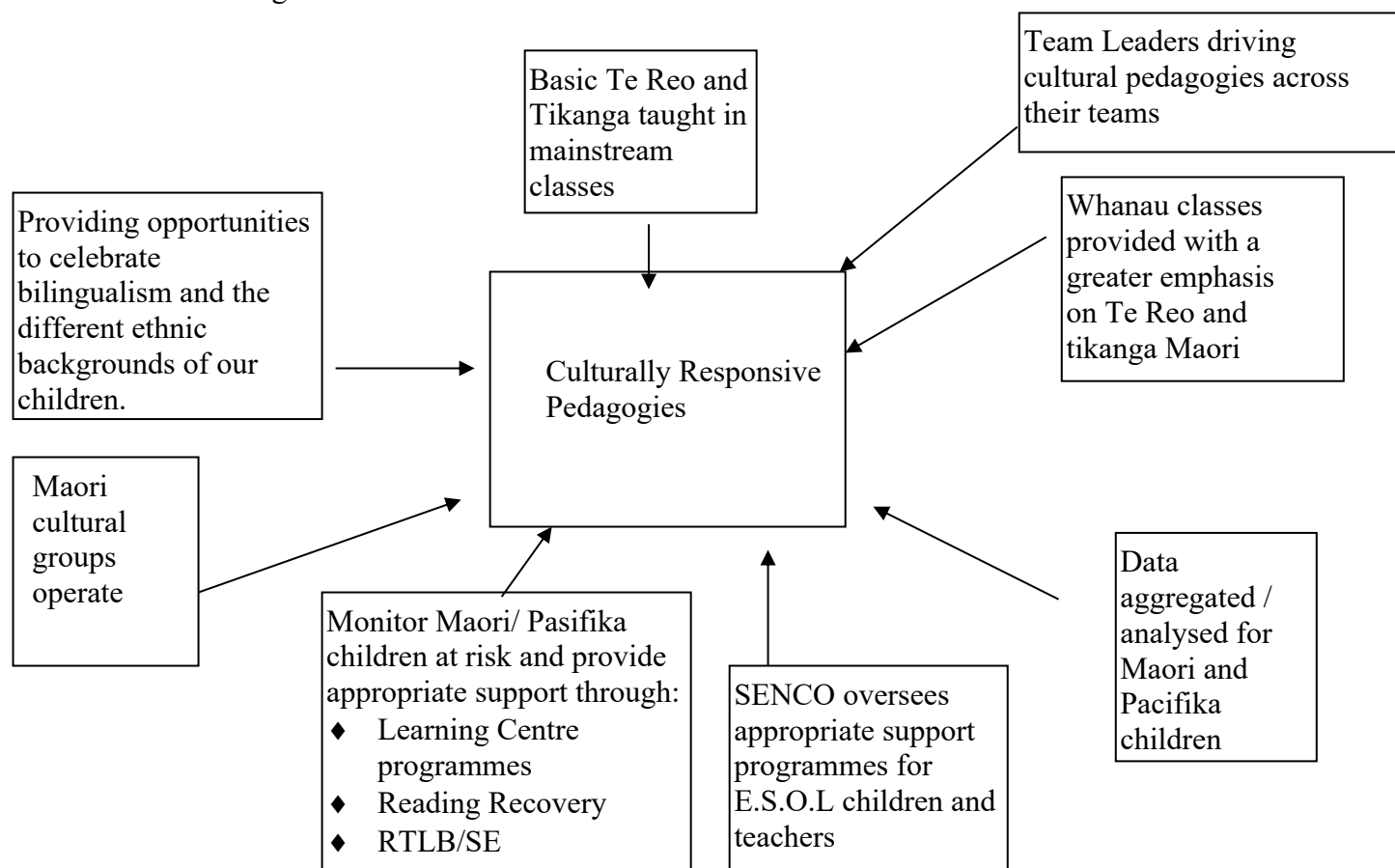
We are committed to developing an environment of learning where the uniqueness of New Zealand's dual heritage and diversity is acknowledged and enhanced. This includes Te Reo (language) and Tikanga Maori (kapa haka, arts, crafts, waiata and the study of local history) being taught within our classes.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

We communicate annually with our Maori community through:

- ◆ Whanau hui
- ◆ 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 (2023 -2025)

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 2023- 2025

| 2023 | 2024 | 2025 |
|---|--|---|
| <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 social sciences curriculum. Forward planning for the curriculum refresh in literacy and numeracy.</p> <p>Cementing of Numicon practices in the junior area of the school. New team members inducted into the programme.</p> <p>Charter goal focused on accelerating Maths progress in the junior school to set the children up for success as they move through the school.</p> <p>Whole school writing professional development focused on fluency.</p> <p>Reading Recovery to be continued and more ELS groups to be established beginning with our whanau classes.</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. New ORS teacher to be inducted and property modifications to be undertaken for our high level SEN children.</p> <p>PB4L team will continue with MOE PLD and will research tier 2 developments.</p> | <p>Annual review undertaken. New teachers to the junior school will be taught the Ready 4 Learning programme.</p> <p>Continued focus on the refreshed literacy and numeracy curriculums. Forward planning for the science/ technologies and arts curriculums.</p> <p>Whole school professional development in Maths to be undertaken.</p> <p>New teaching practices cemented. New staff inducted into our revised literacy practices.</p> <p>Reading Recovery and ELS to continue if resourcing allows.</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>PB4L Tier 2 practices to be introduced to the school.</p> | <p>Annual review undertaken. New teachers to the junior school will be taught the Ready 4 Learning programme.</p> <p>Continued focus on the science/ technologies and arts curriculums. Forward planning for the health and PE and languages curriculums.</p> <p>New staff inducted into our revised literacy practices.</p> <p>Reading Recovery and ELS to continue if resourcing allows.</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>Continue to refine and develop PB4L tier 2 strategies. Consideration to be given to tier 3.</p> |

| GOAL 2: To promote culturally responsive pedagogies. | | |
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| OBJECTIVES | | |
| <ul style="list-style-type: none"> ◆ 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 2023- 2025 | | |
| 2023 | 2024 | 2025 |
| <p>The Board to reach out to our Maori community to gain hapu representation on the Board.</p> <p>Changes to be made to our Whanau classes to foster deeper levels of tikanga and te reo Maori in these classes.</p> <p>Ensure positive communication continues, encouraging whanau members back on site.</p> <p>Kapa haka and mana potential groups to run. The aim will be for the tamariki to take part in regional performances this year.</p> <p>Whanau hui 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. Professional development and shared resources to be provided.</p> <p>Cultural Pedagogies curriculum team to be continued and will provide professional development for staff.</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. Focus to be placed on progress made.</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, encouraging whanau members back on site.</p> <p>Kapa haka and mana potential groups to continue.</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.</p> <p>Cultural Pedagogies curriculum team to be continued.</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. Focus to be placed on progress made.</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, encouraging whanau members back on site.</p> <p>Kapa haka and mana potential groups to continue.</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.</p> <p>Cultural Pedagogies curriculum team to be continued.</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. Focus to be placed on progress made.</p> |

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| 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. |

| GOAL 3: Community Involvement | | |
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| 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 2023- 2025 | | |
| 2023 | 2024 | 2025 |
| <p>Tabloid sports to be held at the start of the year.</p> <p>Family picnic/ meet the teacher event to be held. This event will be held in conjunction with Hauora a Toi Bay of Plenty to provide parents with information and access to local health organisations.</p> <p>KKPS and KKC to work in conjunction with Te Runanga and local community center to employ a social worker focused on re engagement to school.</p> <p>Work with the DHB to provide a clinician to work at the school.</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. Teachers will also celebrate achievements with whanau.</p> <p>Covid allowing, our volunteer reading programme will be</p> | <p>Tabloid sports to be held at the start of the year.</p> <p>Family picnic/ meet the teacher event to be held.</p> <p>Continue to foster our relationship with the DHB.</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. Teachers will also celebrate achievements with whanau.</p> <p>Continue volunteer reading programme.</p> | <p>Tabloid sports to be held at the start of the year.</p> <p>Family picnic/ meet the teacher event to be held.</p> <p>Continue to foster our relationship with the DHB.</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. Teachers will also celebrate achievements with whanau.</p> <p>Continue volunteer reading programme.</p> |

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| reestablished. | | |
| Links strengthened between school, preschool entities and college. | Links strengthened between school, preschool entities and college. | Links strengthened between school, preschool entities and college. |

| GOAL 4: To ensure our children experience a diversity of opportunity. | | |
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| <ul style="list-style-type: none"> ◆ 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 2023- 2025 | | |
| 2023 | 2024 | 2025 |
| <p>Tabloid sports to be run to foster across school partnerships.</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>Treasuring our Place programme through the Katikati Museum to be offered to the 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 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 throughout the year.</p> <p>Funky Fun Days to continue.</p> <p>Children to take part in the EPRO8 technology competition. A group of middle school children will be given the opportunity to take part in a hands on technology extension programme.</p> | <p>Tabloid sports to be run to foster across school partnerships.</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>Treasuring our Place programme through the Katikati Museum to be offered to the children.</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 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 throughout the year.</p> <p>Funky Fun Days to continue.</p> <p>Children to take part in the EPRO8 technology competition.</p> | <p>Tabloid sports to be run to foster across school partnerships.</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>Treasuring our Place programme through the Katikati Museum to be offered to the 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 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 throughout the year.</p> <p>Funky Fun Days to continue.</p> <p>Children to take part in the EPRO8 technology competition.</p> |

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| <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>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>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 | | |
|---|--|---|
| <p>♦ Digital technologies to be used to enhance learning in the classroom.</p> <p>♦ To develop higher order thinking skills.</p> | | |
| Actions and Responsibilities 2023- 2025 | | |
| 2023 | 2024 | 2025 |
| <p>Refresher for staff to be provided on TOD at the start of the year.</p> <p>New devices rolled out to ensure a suitable level of access to devices across the school.</p> <p>New online Maths programme to enhance basic facts will be rolled out to complement our use of Mathletics.</p> <p>New online spelling programme will be used to support our focus on accelerating literacy achievement.</p> <p>ICT unit holder to manage the network and devices in conjunction with our ICT technicians.</p> <p>Workshops will be offered to staff based on need.</p> <p>ICT student club continued to develop technicians and innovators.</p> | <p>Refresher for staff to be provided on TOD at the start of the year.</p> <p>Basic facts online programme will be reviewed in terms of its effectiveness and which groups of students benefit most. Mathletics to continue.</p> <p>Spelling programme will be reviewed in terms of its effectiveness and which groups of students benefit most. It will be continued if it proves to be of benefit.</p> <p>ICT unit holder to manage the network and devices in conjunction with our ICT technicians.</p> <p>Workshops will be offered to staff based on need.</p> <p>ICT student club continued to develop technicians and innovators.</p> | <p>Online numeracy programmes used to enhance progress.</p> <p>Online spelling programme used to accelerate learning.</p> <p>ICT unit holder to manage the network and devices in conjunction with our ICT technicians.</p> <p>Workshops will be offered to staff based on need.</p> <p>ICT student club continued to develop technicians and innovators.</p> |

ANNUAL SECTION

ACHIEVEMENT TARGET: WHOLE SCHOOL WRITING

Target for improving student achievement

We want to increase the percentage of Year 4 children at level 2 or above from 45% at the end of 2022 to 55% by the end of 2023.

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.
- ◆ EastTtle writing to be used in Years 2-6 to inform practice.
- ◆ At termly appraisal meetings, progress towards the target will be discussed.
- ◆ Data reported to BOT and MOE.

Community involvement

- ◆ Progress levels will be clearly reported to parents twice a year.
- ◆ Newsletter notices.
- ◆ Ready for Learning Programme

Teaching and learning programme development

- ◆ A structured literacy programme will be laid out in the Learning Landscape. Team leaders and literacy unit holders will ensure consistency across the school.
- ◆ Teachers will focus on spelling, 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 assisting teachers to implement new ideas arising from on-going professional development.
- ◆ Writing will be taken daily, recognising the importance of writing mileage. Teachers will also include a 15 min focus on spelling on a daily basis.
- ◆ Children to be provided with a wide range of experiences to write about.
- ◆ 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.

Reporting

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

Agency Support

- ◆ RTLit

Professional development

- ◆ Teacher Only Day session at the beginning of the year to set up expectations and provide practical support for teachers.
- ◆ Professional development with outside providers undertaken in 2022 will be continued and built upon. The focus of this professional development will be the deeper features of writing and developing effective literacy programmes.
- ◆ Our literacy unit holders will be assisting teachers to implement a new spelling programme and improve surface features identified through Asttle. As part of this there will be staff/ team meetings, a focus on formative assessment, moderation meetings and in class observations.
- ◆ Sharing current best practice and new ideas will be a regular part of team meetings.
- ◆ Collaborative practices will be used to share best practice.
- ◆ Our current Literacy unit holders will be upskilled to observe staff and provide support for them to reflect on their practice.

Baseline Data

At the end of 2022 45% of our current Year 4 students were working at Level 2 of the curriculum or above based on Asttle testing and teacher judgment.

Resourcing

- ◆ Literacy Unit Holders to lead professional development based on formative assessment.
- ◆ Class teachers provided with classroom resources to guide them through a structured approach to the teaching of spelling.
- ◆ Ready for Learning Programme continued.

Professional development

- ◆ See above for details.
- ◆ Our cultural pedagogies team will be running staff meetings this year focused on supporting staff members to adhere to the expectations in our Learning Landscape.

ACHIEVEMENT TARGET: MAORI ACHIEVEMENT IN WRITING

Target for improving student achievement

We want to increase the percentage of Maori students school wide making sufficient or accelerated progress in Writing from 66% at the end of 2022 to 80% at the end of 2023.

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 to inform practice.
- ◆ At termly appraisal meetings, progress towards the target will be discussed.
- ◆ Data reported to BOT and MOE.

Community involvement

- ◆ Progress levels will be clearly reported to parents twice a year.
- ◆ Whanau hui

Teaching and learning programme development

- ◆ In addition to the practices which will be put in place for the whole school, there will be a focus on localising the curriculum and providing students with topics with which they are familiar and inspired to write.
- ◆ Our Reading Recovery teacher will take a literacy group for the first 6 months which draws children who need extra support from our whanau classes.
- ◆ A kaiawhina will be appointed to assist those children who are learning to write in both English and Te Reo.
- ◆ Regular whanau hui will be held.
- ◆ Maori achievement will be tracked. Teachers will discuss the data and the success of their programmes at team meetings and appraisal.

Baseline Data

At the end of 2022, 66% of our Maori students made sufficient or accelerated progress in Writing. This judgement was based on Asttle results as well as achievement within the classroom programme.

Resourcing

- ◆ Literacy Unit Holders to lead professional development based on formative assessment.
- ◆ Cultural Pedagogies team to work alongside staff.
- ◆ Class teachers provided with classroom resources to guide them through a structured approach to the teaching of spelling.

Reporting

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

Agency Support

- ◆ RTLit

Professional development

- ◆ Teacher Only Day session providing an overview for the year, an introduction to a new online programme and a demonstration of new resources.
- ◆ 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 their teaching 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 2022, 30% of our Year 2 children were working within Gloss Stage 5. We want to keep accelerating our children to reach this level by the end of the junior school so they are well equipped to make the transition to the middle school curriculum.

Resourcing

- ◆ Unit Holder to lead professional development based on formative assessment
- ◆ Acorn Grant for Numicon
- ◆ New online resource rolled out school wide

ACHIEVEMENT TARGET: MATHEMATICS

Target for improving student achievement

In order to accelerate the progress of our most able junior students in Maths, we want 30% of our Year 2 children to be working within Gloss Stage 5 by the end of the year.

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.
- ◆ GLOSS testing will be used to inform teachers' planning.

Community involvement

- ◆ Newsletter notices.
- ◆ Parental information provided to promote the use of our online resource.

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.
- ◆ Teachers will use a combination of whole class and group work in order support the children and target needs.
- ◆ Targeted children/priority learners will be identified and tracked through the appraisal process.
- ◆ ICT will be used to support and enhance learning, a new online resource will be used to enhance basic facts.
- ◆ Numicon will continue in the junior area of the school.

Reporting

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

Agency Support

| SELF REVIEW 2023 | | | | |
|--|--|---|---------------|--|
| 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. |
| | | | | → |
| <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
 - Attendance Records
 - Admission / Withdrawal Register
 - Curriculum Policy
 - Newsletter Archive
 - Strategic Plan

- ◆ *HEALTH & SAFETY:*
 - School Building Systems and Features Manual
 - Hazards Register
 - 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