



School Charter

Strategic and Annual Plan for

2923 Natone Park School

6 Kokiri Crescent, Waitangirua, Porirua

2019

Emergency Principal's endorsement:	Ria Millan
Commissioner's endorsement:	Te Tiwaha Puketapu
Submission date to Ministry of Education:	1 March 2019

Natone Park School 2018 – 2020
Introductory Section – Strategic Intentions

Mission Statement	Our mission is to strengthen the identity, language and culture of our tamariki and their whānau, and for them to learn, achieve and succeed.
Vision	“Ko te pipi te tātahi, ko te kāmuku te tuarua” From small beginnings come great things
Voice	Engagement in learning – understanding the curriculum focus (balance) Tamariki perspectives on teaching and learning experiences Whānau engagement in student’s learning Teacher reflection – there is a depth in pedagogical change
Agency	Learning purpose, Clarity in teaching Resilience and risk taking Self-regulation, knowing what to do, because there is clarity in the teaching
Identify	Transitions Relationships with teachers Cultural identity Academic identity Sporting identity Pastoral care, Engagement with whānau Engagement with wider school agencies
Values Tāpawhā Model	Taba tinana (physical health) - physical growth and development - good physical health - can not stand alone

	<p>Taha wairua (spiritual health)</p> <ul style="list-style-type: none"> - spiritual growth and development - mauri of the unique person - acknowledging our past, present and future - can not stand alone <p>Taha whānau (family health)</p> <ul style="list-style-type: none"> - whakawhānauanga, a sense of belonging - whakapapa - holistic hauora <p>Taha hinengaro (mental health)</p> <ul style="list-style-type: none"> - te hononga o te hinengaro me te tinana thoughts, feelings and emotions are integral to the holistic being
<p>Principles</p>	<p>-to give practical application to the principles of Te Tiriti o Waitangi</p> <p>-School and classroom practises are beneficial for all tamariki and their whānau</p>
<p>Māori dimensions and Cultural Diversity</p>	<p>-To lift achievement and success particularly for Māori and Pasifika students</p> <p>-To focus on our diverse students and support their learning as citizens of Aotearoa</p> <p>-To visibly acknowledge the cultures of our students and whānau responsive to the principles of Te Tiriti o Waitangi</p> <p>-Draw on cultural knowledge and disciplines to be critical, informed, active and responsible citizens of Aotearoa</p>
<p>Special Character / Māori Medium status</p>	<p>With our school Community approval (ref: Community meeting December 2018) we will proceed to consolidate a Level 3 Immersion in Te Reo for 2019 with the understanding that we continue to build to Level 2. Whānau also want opportunity for Level 3 Immersion Samoan to be included in our school curriculum.</p>

School Context

<p>Students' Learning is the priority focus. PLD to improve teacher – student pedagogy and strengthen effectiveness to uplift student learning, achievement and success</p>	<ul style="list-style-type: none"> - Local curriculum subjects - Involvement in community groups to cater for high interest learning - Role models, Tangata Rongonui, inspirational, positive and successful speakers - Fitting the curriculum into the children's needs/interests - EOTC with reference to subject topics - Teachers who inspire, listen to, take notice of and adapt teaching and learning to the needs of the children - Programmes with meaning and sustenance - Approaches that fit with the kaupapa - Evidence based learning and teaching - Specialised teaching for the diverse cultures - Charter based goals e.g. Cultural Appreciation etc - Natone Park School values and key competencies imbedded in teaching and learning - Children articulating their learning and next steps to continue to succeed
<p>Student Engagement</p>	<p>Attendance: regular truants have been identified and they are monitored closely by the Office Administrator. Lateness: Parents ring school. Reduce rate of unexplained absences. School Pānui/RAAVS letters, PHN, SWIS Student Voice: Avenues through open door to Principal, active participation and leadership in school, local and council programs and events. 2019 focus on student profiles and involvement in staff appraisals.</p>
<p>School Organisation and Structures</p>	<p>Health and Safety: Tri-annual policy review timetable to be revised against all policy review dates. For now, School Policies for children and school community have been reviewed and signed off. Signed policies updated on website when completed. Complaints Policy and Absences Policy distributed to school community for review but they still need to be finalised. The Child's Protection Policies respond to the obligations and responsibilities of the Vulnerable Children's Act</p>
<p>Review of Charter and Consultation</p>	<p>This Charter will be endorsed by the Commissioner. It will be overseen by the Whānau Advisory there after. The Charter is treated as a living document. This means continuous improvement will invite updates when this is relevant.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2019	
Students' Learning	Raising student achievement and success is the most significant priority	Focusing on teaching and learning with emphasis on oral, written and reading language to raise achievement levels of all students especially our 'most at risk' children.	
Student Engagement	Exciting student interest in learning Lifting achievement for students with high needs and under-performance	Staff will collectively and severally ensure that student diversity is reflected in transitions based on need, best fit, personal and whānau circumstances. Teachers will ensure that students know what is the learning purpose, what are the learning outcomes, and what success looks like. Junior transition to Senior school will align through shared curriculum foci, curriculum progressions and assessment.	
School Organisation and Structures	The curriculum shall be based on three pillars - cultural, academic and sporting with a thematic approach.	The curriculum will be delivered with a thematic approach underlined with our three pillars - cultural, academic and sporting. This involves the implementation and monitoring against the charter values and principles.	
Personnel	Staff allocated to classes to promote effective student achievement. The relationships with teachers is as important as the relationships with whānau. We will look for opportunities for parents/whānau/caregivers to support their tamariki.	Clarity in teaching and learning priorities Attention to teaching and learning relationships Application of teaching as inquiry - reflection and evaluation. Natone Park School is rich in teaching resources with four experienced teaching staff, two year 2 PRT's confirmed for 2019. Reading Recovery training also confirmed for 2019.	
Property	Urgent priority to address school buildings, grounds, leaking walls and roof, damaged	Fully fenced urban school with broadly laid out learning areas that adjoin a spacious wharehui. Staff room and admin block, Library, playground and hardcourt, with	

	chattels in order to meet expected safety standards. Paint interior of hall is completed. Wall mural and landscaping has progressed. Security cameras are installed in response to high incidence of vandalism.	opportunity to use council playing field in summer. High percentage of chromebooks in classrooms and school computers. I-pads have been purchased for junior classes use. Parents have opportunities to purchase chromebooks for children from Year 4.
Finance	Operate within budget	Allocate and align resources to achieve strategic goals.

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target 2019	Short Report
Students' Learning	Our students are highly motivated and inspired in their learning and experience success.	Aggregate and identify target cohorts for specifically focussed interventions in literacy and mathematics.	We will have scheduled time-based assessments calendar and analysis to track and adjust interventions.
Student Engagement	Students are the centre of learning.	Students are able to articulate what, how, and why they are learning. Students understand the processes and progressions of their learning. They are ready to learn, feel secure in their relationships with their teachers, classmates and the school.	Teachers and Whānau share a desire to work together to support students who will be able to articulate their learning. Teachers will be able to articulate the data and plan together with whānau the learning pathway of the student.
School Organisation and Structures	Staff Senior Management	Staff continue to step up to both professional responsibilities, and collective action – not as loners. SMT providing clarity and approach that exemplifies leadership qualities and capabilities required to suit the contexts and circumstances of the school.	Staff are pro-active and collegial-ism is the rule not the exception. SMT not only leads, continue to build leadership across the whole school.

	Whānau Engagement	<p>The school community will reclaim their school, by stepping up their confidence and capability to move towards a Board Elect.</p>	<p>Parents and whanau are not just engaging with the school they are taking ownership of the school's future.</p>
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Improvement Plan - Literacy

<p>Strategic Goal To raise student achievement through quality teaching and learning within, and across all classes</p>	
<p>Annual Goal To increase the number of children who are achieving at or above the reading levels</p>	<p>Annual Target <u>All students who are below the expected levels for their peer group will make accelerated progress towards moving from well below (WB) and below (B) to at by the end of 2019.</u> Year 1: 13 students (B13) Year 2: 15 students (WB10, B5) Year 3: 9 students (WB9) Year 4: 9 students (WB5, B4) Year 5: 9 students (WB5, B4) Year 6: 8 students (WB3, B5) Year 7: 4 students (WB3, B1) Year 8: 4 students (WB2, B2) Teachers with these identified students will strive to improve their learning</p>

Baseline data based on a term 4 intervention to accelerate growth, one or more sublevel shifts within this period.

Year 1-3: Of the 31 students, excluding Y0 students, 9 students made accelerated progress in the seven week intervention, based on a more rapid trajectory of progress against expected growth.

Year 4-8: Of the 33 students, for whom we had two data points of e-astle reading, there is evidence that 21 of these students demonstrated a level of acceleration.

Key Improvement Strategies

What do we have to learn? What will we do? Who? Who's responsible for answering the question?

When	What - routines that need to change and communication, strategic resources, PD, resources or practices.	Who	Indicators of Progress - when will we see?
1	T1 Collect baseline achievement data for target students	Teachers Team Leaders Principal	There is definite progress compared to baseline. Regular reports to Commissioner by Principal to report on target progress. Term updates to Parents. Graphs of comparative data on display in staffroom or reception area so that everyone can monitor progress. Data to be entered into SMS system so that it is accessible to all.
2	T1 and ongoing Identify specific learning needs for the target students and plan programs to target these needs	Teachers Julie Beattie	Lesson planning is specific, shared weekly with team members, viewed monthly at team but shared planning formats are recommended so that everyone is on the same page.
3	Ongoing Plan to implement strategies and interventions to accelerate student reading progress	Teachers SMS Julie Beattie	simple goals are set to support student. As each goal is achieved, set the next.
4	Ongoing Implement a robust reading program to contain: daily instructional guided reading, shared reading, independent reading, differentiated instruction, learning goals and	Teachers SMS Julie Beattie Principal	Small group teaching where needs of students are being addressed. Professional collegiality within syndicates.

		success criteria developed with students, flexible grouping		
5	At least twice a term	Tracking and monitoring the achievement of those target students	Teachers Julie Beattie Team Leaders Principal	Open discussions at syndicate and whole staff meetings of the progress and achievement of each student
6	ongoing	Class IT devices are used to engage students in writing to a public forum.	all staff	Students know they are published authors, able to use the facilities of Cabri.
7	Ongoing	Teaching and learning programs to include activities that motivate student engagement	Teachers	small group planning is evident in classroom organisation during literacy programme
8	Ongoing	Effective teaching strategies implemented ensuring students have daily opportunities to read	Teachers	Teachers are committed to ensure that reading is taught every day. Books are chosen at the appropriate level to suit the needs of the student.
9	Ongoing	High expectations of achievement in reading and writing are held for all of our students	Teachers	Specific questions help to draw responses from students that show their comprehension of text is developing. Writing techniques are specifically taught that scaffolds to previous learning. Writing books show the development of student as they progress.
10	Ongoing	Reading levels available for all students and parents to see what level they are aiming for	Teachers	Students are able to monitor their own progress by seeing where they are at, and where they will progress to.
11	Ongoing	Ensure cultural needs of all our learners is embraced and integrated into the teaching and learning programs	Teachers	Reading material is appropriate to our tamariki and supports broadening their knowledge. This will show through in their writing.
12	Ongoing	Class IT devices are used to engage students in reading tasks.	Teachers	Use of IT devices is planned and appropriate to support learning.
13	Ongoing	Make explicit links between reading, oral language and writing across the whole curriculum	Teachers	Each one supports the student to extend their abilities across a wide range of genre.

14	Ongoing	Ensure that the students know their next learning step for reading and what they need to do in order to achieve it	Teachers	Teacher planning shows how the needs of the student is being developed.
15	Ongoing	Ensure classrooms are literacy enriched	Teachers	Displays are current, error free and reflect student's own work.
16	Ongoing	Ensure that Parents/Whānau are included in the program to raise awareness	Teachers Principal	Parents are invited into the classroom environment, Regular notices home to whanau to inform them of what is happening in the classroom. Student work is displayed in hall, around the school and in reception area.
17	Terms 1-2	Workshops for staff to learn how to take, and analyse Running Records, Record of Oral Language and 6 Year Net to support the learning progress of students	Principal	Timetable this into syndicate/staff meetings to ensure all staff have a robust understanding of reading behaviours and next steps.
18	Monthly	Staff breakfast meetings to revisit professional learning	SMT	Teaching practise is reinforced in a collaborative setting.
<p>Monitoring. Regular Task List to Commissioner to coincide with visits. This will show updates on how we are progressing, what the shifts have been and how we are moving forward adapting to changes.</p> <p>Resourcing. Budget as allocated. Also using PLD Literacy Provider, RTLB Literacy</p>				

Improvement Plan for Teacher Delivery

School Strategic Learning Goal		School Annual Learning Target <i>Where do we want to be at the end of 2019?</i> Confident and articulate learners (students and teachers)	
To raise student achievement through quality teaching and learning within, and across all classes		That significant progress has been made.	
Baseline data (Dept. or Syndicate etc)		Target <i>What measurable outcome do we want to achieve at the end of 2019?</i>	
<i>What data is relevant to our team that will contribute to the school raising achievement?</i> Term 2/3/4 data will show exponential improvement in achievement for all targeted students.		That each teacher is able to articulate the assessment of each targeted student and that each student is able to articulate their own learning.	
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication, strategic resourcing, PLD, routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see? When?</i>
T1, all appraisals will be completed	Goals are set for Professional and Personal development	Principal	Goals are highlighted and staff refer to them often to monitor their own progress.
Each term, Full participation in PLD	Literacy Mathematics Cultural Responsiveness/Digital Fluency	Julie Beattie Roberta Hunter Kathe Tawhihirangi	Teaching practise is affirmed. Skills are shared. Observations are regular and feedback is prompt. Changes to teaching practise are adapted because of feedback.

regularly input to google docs	Curate personal profiles after each PLD session	teaching staff	clearer understanding of learning journey is evident.
Observations in classrooms and face to face hui with PLD providers	Children's voice is gathered about their learning journey	teaching staff	The needs of the students are being addressed incrementally before the next step.
<p>Monitoring <i>How are we going? What are the steps? What needs to happen?</i></p> <p>Within syndicates, maintain up to date class descriptions to show changes in learning groups as student needs change.</p> <p>Maintain regular reference to goals as per appraisals and keep challenging ourselves to be specific.</p> <p>Pursue our goals with determination.</p> <p>Focus on the learning needs of our students.</p>			
<p>Resourcing <i>How much money will I have to invest? Who is providing it?</i></p> <p>Use CRT time effectively to visit classrooms across the Col to gather evidence about other teaching practise.</p> <p>Retain/record feedback from observers to help monitor next steps towards goals.</p> <p>Support syndicate/staff to share good practise.</p> <p>Maintain regular contact with PLD providers for support.</p> <p>Maintain professionalism. Gather data at agreed deadlines without being asked.</p>			

Improvement Plan for Mathematics

School Strategic Learning Goal		School Annual Learning Target <i>How do we want to perform in the coming year?</i>	
Raising student achievement		Confident and articulate learners (students and teachers)	
That significant progress has been made.		That significant progress has been made.	
Baseline data		Target <i>What do we want to see done in the coming year?</i>	
We need to make a difference. With current practise, there is minimal shift across the school and teaching practise is inconsistent.		To engage in more collaborative approaches with our students to solve mathematics problems.	

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication, strategic resource use, PLD routines that need changing

That our teachers will hold each other accountable for shifting their teaching practise.

When	What	Who	Indicators of Progress <i>What will we see? When?</i>
during team/staff meetings	plan together in syndicates and share ideas for maths problems	all staff	problems constructed in order to encourage students to dig beneath the surface. reciprocal teaching, tuakana/teina. Students that are more confident with processes are role models in mixed groupings.
term 1	collect teacher, student and whanau voice regarding maths teaching and learning	PLD Maths team	A summary of responses to be provided to the staff so that everyone has the same information.
term 2	identify specific learning needs for individual students to identify a goal for their maths learning	teachers	strive to achieve one goal at a time and monitor progress
term 2 and ongoing	In a lesson, the solutions to problems are discussed, negotiated and constructed in a collective way. Learning conversations include all students, and everyone feels that their contribution is valued. Students	Look at the mathematics problems themselves, the way in which these are 'launched' in the lesson before groups work together on constructing solutions, we'll see the collective sharing of these, and the way in which the teacher	roles and responsibilities of teachers and students will change as the patterns of communication and participation have students taking more responsibility for active listening and sense making.

feel that everyone succeeds when the group succeeds.	connects group learning to important big mathematical ideas.
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Monitoring *How are we doing? Where are the gaps? What needs to change?*
 Regular Task List to Commissioner to coincide with visits. This will show updates on how we are progressing, what the shifts have been and how we are moving forward adapting to changes.

Resourcing *How much money and resources do we have? What will help us?*
 Use CRT time effectively to visit classrooms across the COL to gather evidence about other teaching practise. The COL has a range of experience over four years with this program of learning.
 Retain/record feedback from observers to help staff monitor next steps towards goals.
 Support syndicate/staff to share good practise.
 Maintain regular contact with PLD provider and external colleagues for support.
 Maintain professionalism.
 Gather data at agreed deadlines without being asked.

Commissioner.....
 Te Tiwha Puketapu
 Date..... 13/03/19

Principal.....
 Ria Millan
 Date..... 14/03/19