



East Taieri School



School Charter Strategic and Annual Plan for East Taieri School

EMPOWER, INSPIRE, CARE

2020 - 2022

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	28 February 2020

East Taieri School 2020 - 2022
Introductory Section - Strategic Intentions

EMPOWER, INSPIRE, CARE

Note: Consideration has been given to the proposed National Education and Learning Priorities in the preparation of this Charter.

Mission Statement

To work together in a positive, supportive environment, providing excellence in teaching and learning, where all people are respected and skills for life are developed.

Vision



OUR VALUES

Respect Responsibility Resilience
Personal/Best Kindness

OUR SCHOOL'S CURRICULUM PRINCIPLES

EMPOWER, INSPIRE, CARE

Curriculum practice throughout East Taieri School is underpinned by and consistent with the New Zealand Curriculum.

NZ Curriculum	What this looks like at East Taieri
<p><u>HIGH EXPECTATIONS</u> The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances</p>	<ul style="list-style-type: none"> ▪ Collaborative teaching ▪ Positive relationships. Hauora - caring for the whole child ▪ Expectations suitably pitched and understood by learners ▪ Programmes stimulating, providing challenge and support ▪ Learners engaged, motivated and encouraged to achieve their personal best ▪ Learning intentions shared and understood by students ▪ Success criteria developed with learners ▪ Quality feedback helps increases learners' awareness of strengths and areas for development ▪ Reflective teachers ▪ Agentic learners ▪ Student voice evident ▪ Teachers empowering students to take responsibility for their learning, taking it further ▪ Passion projects, DIP Time, Daily 5, Super 6, ▪ Learning pathways with goals
<p><u>LEARNING TO LEARN</u> The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p>	<ul style="list-style-type: none"> ▪ Learner Agency ▪ Children articulate process and progress of their learning ▪ Children are aware of their strengths and areas for development ▪ Children encouraged to reflect on their learning – eg: talk about being in the learning zone (Juniors) ▪ Learners refer to learning pathways ▪ Quality feedback helps learners understand next steps ▪ Visible success criteria ▪ Children reflect on Learner Qualities and Values ▪ Teachers modelling reflective practice ▪ Learning pathways and goals ▪ Play is the Way
<p><u>TREATY OF WAITANGI</u> The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</p>	<ul style="list-style-type: none"> ▪ Learners experience opportunities that help them understand, experience and appreciate the bicultural tikanga of Aotearoa New Zealand (performances, Marae visits, powhiri) ▪ Tikanga Maori and Te Reo are valued and integrated ▪ All learners participate in regular Whanau Hui sessions, performing mihi, waiata, etc ▪ Kapa Haka has high profile within the school ▪ Celebrating Maori as Maori

<p><u>CULTURAL DIVERSITY</u> The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.</p>	<ul style="list-style-type: none"> ▪ Respect and consideration is shown for cultural diversity and differences ▪ Learners encouraged to respect and value other cultures/differences ▪ All cultures within school are visibly celebrated ▪ Values and the Play is the Way has a high profile across the school
<p><u>INCLUSION</u> The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</p>	<ul style="list-style-type: none"> ▪ All children, whanau and staff valued and respected ▪ Variety of groupings ▪ Children encourage and support others’ learning ▪ Individual strengths/talents recognised and valued ▪ Learning needs addressed in a variety of ways, both in school and externally - TA, RTLB, specialist teachers, resources ▪ Wide range of extra-curricula activities - Kiwiana, Sports Academy, Kapa Haka, Choir, orchestra, Buddy Classes, Tirohanga Days, camps,etc ▪ Teachers model Values
<p><u>COHERENCE</u> The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p>	<ul style="list-style-type: none"> ▪ Curriculum is integrated - planned and delivered in ways that make natural connections across values, learner qualities, learning areas and knowledge ▪ Children develop the ability to recognise that skills, processes and knowledge can be used across a range of areas ▪ Programmes are developed that utilise community strengths ▪ Whole school inquiries undertaken ▪ Students provided with range of extracurricular activities ▪ Enviroschools, Enviro club ▪ Student Council ▪ Experts - artists, scientists, dentist - links to community and real world
<p><u>FUTURE FOCUS</u> The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p>	<ul style="list-style-type: none"> ▪ Interpersonal skills, creativity, problem solving developed ▪ Where relevant, children consider the implications in the future for themselves, others and the world in which they live ▪ Our Inquiry Big Question is related to implications for the future ▪ Children are encouraged to make strong decisions and consider the implications of these ▪ Integration of IT seamless ▪ Leadership roles are fostered ▪ Global awareness ▪ Enviroschools, Enviro club
<p><u>COMMUNITY ENGAGEMENT</u> The curriculum has meaning for students, connects with their wider lives, and engages the support of their</p>	<ul style="list-style-type: none"> ▪ The school seeks relevant opportunities in which to involve families and our community ▪ Teachers encourage children to talk about their culture, families and outside interests ▪ There is a strong sense of the Home/School partnership ▪ Support for families ▪ Grandparents’/Mother’s/Father’s/Special Person Days

families, whānau, and communities.	<ul style="list-style-type: none"> ▪ Parent Tutor Reading ▪ Family BBQs ▪ Information evenings - maths evening, art exhibition etc ▪ Positive relationship between East Taieri Preschool and School ▪ Community consultation ▪ Multiple forms of consultation with community ▪ Assemblies ▪ Cultural Assemblies
Māori Dimensions and Cultural Diversity	Ethnic Composition Pakeha 82% Maori 12% Pacific 2% Other Ethnicities 4%
Student Engagement	Attendance for 2019: 92.5% ‘The school’s curriculum is highly effective in empowering learning and promoting students’ belief in themselves as learners. Students learn in a caring and inclusive environment where they contribute to the organisation and design of their learning programmes. They are provided with an extensive range of rich opportunities to participate in a broad, localised curriculum, with real-life experiences. The school demonstrates a strong commitment to implementing bicultural learning experiences. Maori students are very well supported to achieve success as Maori in an environment where their culture is valued.’ ERO 2018

Students' Learning
EMPOWER, INSPIRE, CARE

Baseline Data or School Context

**Reading OTJ time series, 'At' or 'Above' - based on National Standards data - NOW
using ETS Curriculum Expectations**

2016 - EY		2017 - EY		2018 - EY		2019 - EY		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
105 (122)	86%	109 (126)	87%	124 (140)	89%	133 (156)	85%	Girls
122 (155)	78%	95 (133)	71%	123 (149)	83%	131 (159)	83%	Boys
19 (24)	79%	19 (23)	83%	25 (29)	86%	30 (35)	86%	Maori
3 (4)	75%	3 (3)	100%	4 (4)	100%	5 (5)	100%	Pasifika
6 (6)	86%	8 (8)	100%	7 (7)	100%	8 (8)	100%	Asian
194 (237)	82%	169 (220)	77%	210 (249)	84%	219 (262)	84%	European
34 (49)	69%	26 (48)	54%	22 (36)	61%	32 (51)	63%	Year 1
46 (55)	84%	24 (35)	69%	48 (56)	86%	34 (40)	85%	Year 2
51 (61)	84%	33 (40)	83%	44 (50)	88%	43 (54)	80%	Year 3
24 (31)	77%	60 (64)	94%	53 (55)	94%	46 (52)	88%	Year 4
37 (42)	88%	26 (31)	84%	56 (63)	89%	53 (58)	91%	Year 5
35 (39)	90%	35 (41)	85%	23 (29)	79%	56 (60)	93%	Year 6
231 (277)	82%	204 (259)	78%	246 (289)	85%	264 (315)	84%	All Students

**Writing OTJ time series, 'At' or 'Above' - based on National Standards data - NOW
using ETS Curriculum Expectations**

2016		2017		2018 - EY		2019 - EY		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
104 (122)	85%	103 (126)	82%	120 (140)	86%	133 (156)	85%	Girls
107 (155)	70%	86 (132)	65%	97 (149)	65%	109 (159)	69%	Boys
16 (24)	67%	18 (23)	78%	23 (29)	79%	29 (35)	83%	Maori
3 (4)	75%	3 (3)	100%	3 (4)	75%	3 (5)	60%	Pasifika
5 (6)	83%	7 (8)	88%	7 (7)	100%	7 (8)	88%	Asian
182 (237)	77%	156 (219)	71%	184 (249)	74%	200 (262)	76%	European
30 (49)	61%	28 (47)	60%	20 (36)	56%	30 (51)	59%	Year 1
42 (55)	76%	23 (35)	66%	41 (56)	73%	33 (40)	83%	Year 2
47 (61)	77%	28 (40)	70%	38 (50)	76%	39 (54)	72%	Year 3
27 (31)	87%	51 (64)	80%	40 (55)	73%	43 (52)	83%	Year 4
35 (42)	83%	24 (31)	77%	56 (63)	89%	42 (58)	72%	Year 5
30 (39)	77%	35 (41)	85%	23 (29)	79%	54 (60)	90%	Year 6
211 (277)	77%	189 (258)	73%	218 (289)	75%	242 (315)	77%	All Students

**Maths OTJ time series, 'At' or 'Above' - based on National Standards data - NOW
using ETS Curriculum Expectations**

2016 - EY		2017 - EY		2018 - EY		2019 - EY		
Number	Percentages	Number	Percentages	Number	Percentages	Number	Percentages	
96 (122)	79%	99 (126)	79%	104 (140)	74%	118 (156)	76%	Girls
125 (55)	81%	103 (126)	77%	114 (149)	77%	124 (159)	78%	Boys
19 (24)	82%	19 (23)	83%	23 (29)	79%	30 (35)	86%	Maori
3 (4)	75%	2 (3)	67%	3 (4)	75%	4 (5)	75%	Pasifika
6 (6)	100%	7 (8)	88%	7 (7)	100%	8 (8)	100%	Asian
189 (237)	80%	170 (220)	77%	185 (249)	74%	195 (262)	74%	European
42 (49)	86%	40 (48)	80%	31 (36)	86%	37 (51)	73%	Year 1
48 (55)	87%	23 (35)	66%	42 (56)	75%	36 (40)	90%	Year 2
44 (61)	72%	29 (40)	73%	36 (50)	72%	35 (54)	65%	Year 3
24 (31)	77%	48 (64)	75%	40 (55)	73%	42 (52)	81%	Year 4
31 (42)	74%	29 (31)	94%	47 (63)	75%	42 (58)	72%	Year 5
32 (39)	82%	33 (41)	80%	21 (29)	72%	48 (60)	80%	Year 6
221 (277)	80%	202 (259)	78%	217 (289)	75%	240 (315)	76%	All Students

Strategic Section
EMPOWER, INSPIRE, CARE

Strategic Plan 2020 – 2022
School Goals

EMPOWER, INSPIRE, CARE

- Empower ourselves and others to create a pathway to personal success
- Inspire ourselves and others to be creative, learn collaboratively, problem solve and communicate effectively
- Care for ourselves, each other and the environment

GOAL 1 - LEARNER AGENCY

To enhance student achievement by continuing to develop learner agency across the school.

GOAL 2 - COLLABORATIVE TEACHING

To enhance student achievement by strengthening collaborative teaching across the school.

GOAL 3 - DIGITAL CURRICULUM

To enhance the digital competencies of our students by continuing to implement the Digital Curriculum across the school.

GOAL 4 - PLAY IS THE WAY

To further develop the emotional intelligence of our students by embedding 'Play is the Way' philosophy across the school.

GOAL 5 - DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES (DMIC)

To enhance student achievement in mathematics by further developing the DMIC model of teaching maths throughout the school.

Annual School Improvement Plan

EMPOWER, INSPIRE, CARE

Improvement Plan - Domain: Learning	
Strategic Goal: GOAL 1 - LEARNER AGENCY To enhance student achievement by continuing to develop learner agency across the school.	Annual Goal: To continue developing learner agency across the school with a focus on implementing 'East Taieri Learner Qualities' and strengthening our Inquiry Model. Parents/whanau will have an understanding of learner agency and learner qualities and the impact they have on student achievement.
Baseline data and Annual Target: Students are aware of our Learner Qualities and are beginning to articulate what it is to be: <ul style="list-style-type: none">- A thinker- A self-manager- A communicator- A collaborator- Resilient Our annual target is for students to be able to demonstrate our Learner Qualities.	
Key Improvement Strategies: <ul style="list-style-type: none">- Learner qualities evident in planning and teaching- Increase students' familiarity of learner qualities- Staff given professional readings- Integration of Learner Qualities through DMIC- Conduct Survey mid year to gauge students understanding of our Learner Qualities	
Resourcing: Janine (Senior Dean) to be given release time to plan, monitor, assess and oversee, as well as upskill staff. Middle & Junior Deans to provide support for their teams through readings and discussion.	

Improvement Plan - Domain: Learning	
Strategic Goal: GOAL 2 - COLLABORATIVE TEACHING To enhance student achievement by strengthening collaborative teaching across the school.	Annual Goal: Collaborative teaching will be evident across the school. Parents/whanau will have an understanding of collaborative teaching and the impact it has on student achievement.
Baseline data and Annual Target: Baseline Data: <ul style="list-style-type: none">- Survey of teachers to be completed at start of year Annual Target: <ul style="list-style-type: none">- To have everyone teaching collaboratively across the school, impacting positively on teaching and learning.- Parents will have an understanding of collaborative teaching and the positive outcomes for students.- All staff will have a deeper understanding of different models of collaborative teaching and the impact on student achievement.	

<p>Key Improvement Strategies: Staff will continue to strengthen their knowledge of collaborative teaching and the impact that it has on student achievement through readings, discussion and PLD. Parents will be more informed regarding collaborative teaching.</p>

Improvement Plan - Domain: Learning
--

<p>Strategic Goal: GOAL 3 - DIGITAL CURRICULUM To enhance the digital competencies of our students by continuing to implement the Digital Curriculum across the school.</p>

<p>Baseline data and Annual Target: Data from initial survey shows range of knowledge of and confidence in implementation of the Digital Curriculum We have some understanding of the DT curriculum, an awareness of the indicators and have been involved in some professional learning.</p> <p>Annual Target: All staff will be familiar with and demonstrating knowledge of the DT curriculum in planning and teaching.</p>

<p>Key Improvement Strategies: Professional learning Some implementation Sharing examples Purchasing of devices Lead Teacher to run Staff Meetings on how to use newly purchased devices within classroom programmes School specific resource developed Google site for DT developed</p>
--

<p>Resourcing: Lead Teacher for DT will be allocated release time as required</p>

Improvement Plan - Domain: Learning
--

<p>Strategic Goal: GOAL 4 - PLAY IS THE WAY To further develop the emotional intelligence of our students by embedding 'Play is the Way' philosophy across the school.</p>	<p>Annual Goal: Play is the Way philosophy will enhance learner qualities that reflect our Values and Vision.</p>
--	---

Baseline data and Annual Target:

The 2019 end of year survey and data showed that there had been significant development in the emotional intelligence of the children at East Taieri School, however further development is still required. 'Play is the Way' has been implemented across the school to support the well-being and enhance the emotional intelligence of our students and this will continue..

We have been involved in professional learning.

Annual Target:

We want our children to have a greater understanding of, and be able to identify their emotions and those of others.

We want to see children demonstrating our values.

Staff will be upskilled.

Classes will be regularly playing Play is the Way games.

Key Improvement Strategies:

- Lead 'Play is the Way' teacher will provide readings and programme guidelines for staff
- Classes will be regularly playing 'Play is the Way' games
- Staff will be involved in a workshop day with Wilson McCaskill
- New staff will attend an introductory PLD 'Play is the Way' session with Wilson McCaskill
- Continuing with staff/team meetings and implementation.

Resourcing:

\$2000 for sessions with staff plus relieving costs.

\$500 for Play is the Way resources and equipment

Improvement Plan - Domain: Learning

Strategic Goal:

GOAL 5 - DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES (DMIC)

To enhance student achievement in mathematics by continuing to develop a new model of teaching maths throughout the school.

Annual Goal:

To improve the problem solving skills of our learners
To develop an increase in student voice and agency, enhanced mathematical dispositions and a greater value of mathematics within home and cultural contexts.

Target 1: To raise student achievement in Maths throughout the school, with a particular focus on accelerating the progress of students who are underachieving.

Baseline data and Annual Target:

Student Achievement data from 2019 shows that:

- 76% of our students are At or Above East Taieri Curriculum Expectations in Maths.
- The school began involvement in DMIC PLD last year
- It is taking time for staff and students to become familiar with the DMIC approach

Target 1: To raise student achievement in Maths throughout the school, with a particular focus on accelerating the progress of students who are underachieving.

Key Improvement Strategies:

- Teachers continuing to develop their understanding of DMIC
- Teachers continuing to develop their content knowledge and understanding of mathematical concepts and the Mathematics Curriculum

- Teachers continuing to work collaboratively to create rich/group worthy problems and challenges for their learners
- Professional Development with mentors from Massey University
- Sharing of ideas in teams/staff meetings
- Teachers discussing, unpacking and refining assessment techniques and practices

Resourcing: MOE funded PLD for DMIC through Massey University

Improvement Plan for a Learning Area

School Strategic Learning Goal:

GOAL 1 - LEARNER AGENCY

To enhance student achievement by continuing to develop learner agency across the school.

GOAL 2 - COLLABORATIVE TEACHING

To enhance student achievement by strengthening collaborative teaching across the school.

School Annual Learning Target:

Target 2: Boys' Writing - To raise student achievement in Writing throughout the school, with a particular focus on accelerating the progress of the boys who are underachieving.

Baseline data

The school's self-review has confirmed that 69% of boys are achieving at or above East Taieri Curriculum Expectations for Writing compared with 85% of girls. This continues to be a concern and raising boys' writing achievement will be a major focus again for 2020.

Target 2: Boys' Writing - To raise student achievement in Writing throughout the school, with a particular focus on accelerating the progress of the boys who are underachieving.

Key Improvement Strategies

- Feb 2020: Teachers confirm level of student achievement (using 2019 achievement data and 2020 samples).
- In collaborative teaching teams, teachers plan and implement inspiring writing programmes, targeting boys who are underachieving in Writing.
- Literacy Team attend PLD sessions and share recommended teaching strategies with teachers
- The successful ALL model is to be continued this year - with targeted groups in each collaborative teaching space. Literacy Leader to monitor.
- Comparative data collected at end of year.

Resourcing:

Funding for PLD

Release Time for Literacy Leader

Improvement Plan for a Learning Area

School Strategic Learning Goal:

GOAL 1 - LEARNER AGENCY

To enhance student achievement by continuing to develop learner agency across the school.

GOAL 2 - COLLABORATIVE TEACHING

To enhance student achievement by strengthening collaborative teaching across the school.

GOAL 4 - PLAY IS THE WAY

To further develop the emotional intelligence of our students by embedding 'Play is the Way' philosophy across the school.

GOAL 5 - DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES (DMIC)

To enhance student achievement in mathematics by continuing to develop a new model of teaching maths throughout the school.

School Annual Learning Target:

Target 3: To achieve strong student outcomes for our Maori learners

Baseline data

The school's self-review has confirmed that 86% (30/35) of Maori learners are achieving at or above East Taieri Curriculum Expectations for Reading, 83% (29/25) for Writing and 86% (30/35) for Maths.

2019 Data:

Reading: 5 out of 29 students achieving below expected level of achievement

Writing: 6 out of 29 students achieving below expected level of achievement

Maths: 5 out of 29 students achieving below expected level of achievement

Target 3: To achieve strong student outcomes for our Maori learners

Key Improvement Strategies

- Feb 2020: Teachers confirm level of student achievement (using 2019 achievement data and 2020 samples).
- Enhancing Maori students identity language and culture through access to high quality teaching
- In class and out-of-class support
- Tracking of 'the whole child'
- Engaging with aspirations of the Maori community by using evidence and action to build policies and practices that support Maori students to enjoy and achieve education success as Maori
- Comparative data collected at end of year.

Resourcing:

SENCO/LSC support

Funding release teachers for Kapa Haka

Funding for support programmes

Applications made to external providers of support programmes

Funding for ReThink Therapy and ChatBus

Other 2020 Key Improvement Strategies to Achieve Strategic Vision

Property (summarised from property plan)

1. Install glass sliding doors between Rooms 7 and 8 to enhance collaborative teaching and further develop learner agency
2. Develop LSC space - Funding of up to \$82,500 is available for refurbishing a space of up to 15 m2.
 - Proposal for upgrading LSC space - insulation, new heatpump, storage cupboards, double glaze windows
3. School Investment Package - \$231,462
 - Proposal: To turn existing staffroom into New Entrant classroom and turn Room 13 into staffroom. Awaiting MOE approval to add kitchen, extending existing footprint by 10 sq m
 - Wishlist for remaining funds:
 - Extra storage cupboards throughout school
 - Upgrade toilet as staff toilet in Middle School block
 - Replace frontrunner - senior block
 - Replace carpet - senior block
 - 2 more heatpumps - senior block

Finance - Providing extra resourcing to ensure equitable access to the curriculum

1. Continue support for extra Teacher Assistant hours
2. Support for Literacy Intervention programme to replace Reading Recovery for 2020
3. Support for Gifted & Talented programme to be implemented across the school
4. Support for Chat Bus - to cater for the well-being of students

Personnel - Providing opportunities for professional development aligned with our strategic goals

1. Provide support (up to \$500) for staff wishing to undertake tertiary study
2. Provide support for all staff - (teaching/non-teaching) to undertake professional learning

Community Engagement

1. Parent/Whanau surveys re knowledge pertaining to strategic goals.
2. Introduce parent community to School Docs
3. Parent Information Evenings
4. Parent/ Teacher Interviews
5. Parental Involvement in school programmes and events.