

ABBOTSFORD SCHOOL CHARTER 2022

ABBOTSFORD



Est 1953

OUR SCHOOL

Our Mission

At Abbotsford School we will create confident, connected, actively involved life-long learners.

Abbotsford learners will be:

- Creative
- Critical Thinkers
- Good communicators
- Able to relate well to others
- Willing to take risks
- Independent
- Resilient
- Able to persevere
- Problem Solvers
- Confident users of digital technologies

Our Values

At Abbotsford School we encourage and model the values, principles, and intent of the New Zealand Curriculum with special emphasis on Respect and Responsibility which underpin our school culture.

- Respect - Whakaute, Kauuananu, Whakamiha,
- Responsibility - Kawenga, Takohanga, Haepapa



Our Learning Community

BOARD OF TRUSTEES

Aaron Collons (Chairperson)

Richard Starkey (Parent Representative)

Stephanie Madden (Principal)

Nicole Moore (Parent Representative)

Jerrica Whitfield (Parent Representative)

Kerry Cooper (Minute Secretary)

Jamie Munro (Parent Representative)

Marlene Turner (Staff Representative)

STAFF

Management

Stephanie Madden (Principal)

Maree Schaumann (Deputy Principal)

Team Leaders

Rowan Cooke

Jo Hackett

Marlene Turner

Teaching Staff

Jenny Alloo

Lynn Bailey

Brigid Bloom

Ryan Dowling

Todd Gorinski

Carla Kennedy

Debbie McEwan

Kris McLennan

Brenna McNaught

Jenna Smeehuysen

Nicola Todd

John Willemsen

Sam Whitaker

Support Staff

Kerry Cooper (Secretary)

Kevin Truesdale (Caretaker)

Tony Bonsor (Cleaning Staff)

Nicola Heal (Cleaning Staff)

Teaching Assistants

Sue Chilcott

Kathryn Goldthorpe

Keely Halligan

Sarah McInnes

Ana Pene

Alesha Prasad-Sinclair

Judith Turnbull

Virginia Walker

The school is organised into 4 teaching teams: Team Kowhai (New Entrants-Year 1), Team Pohutukawa (Year 2-4), Team Rata (Year 4-6) and Team Tī Kōuka (Years 7-8). In 2022, 68.5% of students at Abbotsford School identify as New Zealand European, 25% Māori, 2.5% Pasifika and 4% other ethnic groups.

SCHOOL CONTEXT:

Abbotsford Full Primary School caters for children from years 0-8. It is a decile 8, co-educational school with a roll that builds to approximately 315 pupils each year. The school was established in 1953 and is situated in the semi-rural suburb of Abbotsford, Dunedin. School buildings are set amongst 2.5 hectares of landscaped grounds and playing fields. Facilities include 13 teaching spaces, a library, hall, and swimming pool. The school is well resourced and is focussed on providing a wide range of learning opportunities to support students to develop to their full potential.

Cultural Diversity

Abbotsford School is committed to the implementation of policies and practices that reflect the cultural diversity of New Zealand with particular emphasis on Māori culture and language recognising Ngāi Tahu as Manu Whenua.

- Te Reo Māori and Tikanga Māori are integrated throughout the curriculum.
- The opportunity to participate in Kapa Haka is offered to all students in Years 2-8.
- The school employs a kaiāwhina.
- Professional development is provided for all staff.
- Māori students' achievement is monitored to ensure all Māori students are progressing at expected levels.
- A learning environment that supports Māori students learning preferences is fostered.
- The Board of Trustees facilitates annual consultation with Māori families to discuss how the school meets the needs of our Māori students.
- Abbotsford School is a member of the Ōtepoti Māori Achievement Collaborative (MAC)

Provision of Te Reo Māori

All reasonable steps will be taken to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for full-time students whose parents ask for it. The following strategies will be used:

- Contact the local rununga or iwi advisors re possible programme support.
- Contact the Resource Teachers of Māori to support the student and class teacher.
- Contact the Otago University College of Education for advice, resources, and guidance with programmes.
- Contact the Correspondence School to obtain suitable instruction.
- Involve the child and whanau in the programme design and content providing financial resources through the operational grant.

Our Strategic Goals

As a result of staff, student and community consultation, and the analysis of school-wide data and self-review processes, the Abbotsford School Board of Trustees has identified the following strategic goals:

- ❖ Provide a high quality, broad curriculum programme, which fosters excellence and personal development, and recognizes each students' learning needs.
- ❖ Provide a safe, healthy, and well-resourced learning environment, ensuring that all facilities are developed and maintained to meet the ongoing needs of the school.
- ❖ Ensure that all parents and whanau are empowered to support students to achieve success in their learning.
- ❖ Promote and value community engagement with the school and foster opportunities for the benefit of all.

Abbotsford School Strategic Plan 2022 – 2024



Incorporating

NEG's and NAG's

New Zealand Curriculum

NELP's

Local Goals and Objectives

Strategic Goals	Actions in 2022	Actions in 2023	Actions in 2024
<p>Our Student's Learning</p> <p>Provide a high quality, broad curriculum which fosters excellence and personal development, and recognises each students' learning needs.</p>	<ul style="list-style-type: none"> Introduce the staff to the Curriculum Refresh model of Know, Think, Do Explore the New Zealand Histories Curriculum Have the Cultural Narrative for Abbotsford School written and use it as the starting point for unpacking the new curriculum Complete the review and update of our localized curriculum to align with our philosophy around student agency Embed learning from 2021 PLD to ensure students are actively involved in their learning and ensure classroom programmes have: Clarity, Agency, Purpose Ensure that independent learning programmes are purposeful, and resources are clearly labelled so that students can make good choices in their learning Embed the Abbotsford Writing Whanau and PIE into our writing programmes Apply to the MoE for further PLD funding to continue our work with Bek Galloway (facilitator from) Embed our Learning Through Play philosophy in Team Kowhai, linked to developments in our work around Student Agency. Provide further resources for play based learning Continue to work with the new entrant teachers from the Greater Green Island Cluster to identify ways to improve transition to school 	<ul style="list-style-type: none"> Curriculum Committees lead the review the Mathematics, Arts and Social Sciences curricula to align with the curriculum refresh. Provide staff with Professional development around the New Zealand Histories Curriculum through the MAC (Melanie Webber) <p style="text-align: center;">→</p> <ul style="list-style-type: none"> Review our Inquiry Model to ensure alignment with our Agency Philosophy Explore Independent Inquiry/Passion Projects within the curriculum Provide suitable resources to facilitate curiosity, wonderment, creativity, problem solving and imagination. Review New Entrant testing procedures. <p style="text-align: center;">→ →</p>	<ul style="list-style-type: none"> Implement changes from the 2023 curriculum reviews. Curriculum Committees lead the review the English, Health and PE, and Science curricula to align with the curriculum refresh. Embed the New Zealand Histories Curriculum Use the Abbotsford Waka model and continuum to review the key Competencies of "Relating to Others" Develop resources to make this competency clear and explicit for students <p style="text-align: center;">→ →</p>

Strategic Goals	Actions in 2022	Actions in 2023	Actions in 2024
	<ul style="list-style-type: none"> • Digital Technology Leaders support staff to continue to develop their digital capabilities and to use digital technology with authentic links to learning. • Review and Update our Digital Citizenship documentation • Participate in the Māori Achievement Collaborative (MAC) programme of professional learning. • Designate a MAC Lead teacher • Continue to embed Tikanga Māori into school practices. • Complete the newly developed Te Reo Learning progressions and programme support for teachers • Employ Ana Pene in the role of kaiāwhina. Māori students to work with Ana to explore their culture and identity as Māori. • Use “Te Kura Tapa Wha” to review wellbeing support in our school and to ensure it has an appropriate cultural lens • Set targets to raise student achievement in Reading Writing and Mathematics. • Provide learning support programmes to accelerate students learning. • Provide a programme of professional learning to raise student achievement based on identified needs from the 2021 data. • Ensure sufficient levels of differentiation within classroom programmes to ensure gifted students are extended in their classroom learning. • Ensure that all opportunities to strengthen our Year 7/8 programme are fully investigated. • Work with the Greater Green Island Cluster to provide opportunities for our Year 7 and 8 students 	<p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> • Update school wide learning progressions for Digital Technology. • Reintroduce code club • Continue to work within the MAC to identify ways to improve our cultural competency. • Extend Te Reo progressions as students and staff develop their capabilities <p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> • Action identified areas for improvement from the review of Te Kura Tapa Wha <p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> • Provide a programme of professional learning to raise student achievement based on identified needs from the 2022 data. • Review how we are catering for our gifted and talented students. <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> • Review progress towards improved Cultural Competency. <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> • Embed Wellbeing initiatives <p style="text-align: center;">—————→</p> <ul style="list-style-type: none"> • Provide a programme of professional learning to raise student achievement based on identified needs from the 2023 data. • Implement recommendations from the review of Gifted and Talented education. <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>

Strategic Goals	Actions in 2022	Actions in 2023	Actions in 2024
<p>Our Learning Environment</p> <p>Provide a safe, healthy, and well-resourced learning environment, ensuring that all facilities are developed and maintained to meet the ongoing needs of the school.</p>	<ul style="list-style-type: none"> • Introduce all staff to the “Zones of Regulation” • Investigate wellbeing programmes for students • Investigate alternative options for counselling for students in the absence of ChatBus • Introduce the 5 ways to Wellbeing (Mental Health Foundation) to staff • Carry out “Well Being at School Survey” and put in a plan of action around any areas of concern. (Students) • Carry out the Teaching and School Practices Tool and develop a plan of action around any areas of concern (Staff) • Install bi-lingual signage (SIP’s) • Upgrade the pool changing facilities (SIP’S) • Install Shade umbrellas at the pool (Parent Committee) • Develop a Playground Vision with Creo Consultants • Install boundary fencing to 80 North Taieri Rd (Board) • Install a gate at the top of the main driveway (Board) • Paint a junior bike track on the asphalt (DCC) • Design and install a bike track for the native section (Board and Parent Community) • Increase bike and scooter storage • Install security cameras on the top court areas • Carry out remedial work to the Senior block roof (MoE) • Carry out remedial work to the Junior Block Roof (MoE) • Heating replacement (MoE) • Upgrade Alarm System (MoE) • Reupholster staffroom and good classroom furniture. • Purchase blinds for Rooms 3 and 4. • Purchase furniture to support agentic learning programmes. • Purchase an iPad for each senior school. • Set up a Maker Space • Introduce the Time /Zone walking map to the community • Launch a campaign to encourage our families to walk/scoot to school. • Investigate if walking school bus options would be used by the community to reduces congestion 	<ul style="list-style-type: none"> • Utilize the Zones of Regulation across the school • Implement researched wellbeing programme across the school • Reintroduce the student Health Team • Provide Professional learning for staff from Amy Scott “Get Dotted” • Carry out the Teacher Wellbeing Survey and develop a plan of action around any areas of concern • Work with Bikes in Schools to fundraise for and install a multipurpose track (Bikes and Fitness on Big Field) • Purchase a school set of bikes and a storage facility • Upgrade Rooms 9, 10, 11 to flexible teaching spaces (5YA) • Redevelop toilet blocks (5YA) • Carry out strengthening work to the hall (5YA) • Purchase additional music equipment new drum kit, amps etc. • Purchase resources for digital technology, 3D printers, drone, green screen etc. • Investigate School Traffic Zone • Implement any suggestions from the School Traffic Planning facilitator / DCC. 	<p>→</p> <p>→</p> <ul style="list-style-type: none"> • Carry out the Teaching and School Practices Tool and develop a plan of action around any areas of concern (Staff) • Identify playground project for senior students to action from the Creo Vision document • Explore the possibility of becoming an enviro school • Identify and purchase any needed assets for the curriculum

Strategic Goals	Actions in 2022	Actions in 2023	Actions in 2024
<p>Our Community</p> <p>Ensure that all Parents and Whanau are empowered to support students to achieve success in their learning</p> <p>Promote and value community engagement with the school and foster opportunities for the benefit of all.</p>	<ul style="list-style-type: none"> • Have a parent evening to introduce our Learning Waka and Agency programmes to parents. Students to design the content of the evening. • Provide Early Reading Together programme (New Entrant Families) • Offer the "Learning to Read" programme (Year 1 and 2 families) • Offer The Mathematics Home-School Partnership programme to families of children needing Mathematics Support • Review the use of Seesaw in the school with the Parent consultation group. • Provide further support for staff to better utilize Seesaw to share learning with whanau, linking directly to units of study • Hold termly whanau hui to keep the whanau informed and involved in the development of Ana's programme • Regularly contribute to the Greater Green Island Informer. • Update the school logo • Update the School Website • Move to a Public Facebook Page 	<p>→</p> <p>→</p> <ul style="list-style-type: none"> • Open the parent portal in EDGE. • Provide ongoing support for staff to fully utilize the EDGE database. <p>→</p> <ul style="list-style-type: none"> • Investigate ways to include the community further in our students learning. • Consult with the Greater Green Island Community Group to see how the school can support community projects. <p>→</p> <ul style="list-style-type: none"> • Introduce a community newsletter (written by students) to be distributed to letter boxes in the Abbotsford area 	<p>→</p> <p>→</p> <ul style="list-style-type: none"> • Use EGDE to share learning and assessment information with parents / caregiver <p>→</p> <p>→</p> <p>→</p> <ul style="list-style-type: none"> • Produce a community newsletter every term

Abbotsford School Annual Improvement Plan 2022

Year: 2022	Target Area: Reading	Resourcing: 7.5 hours per week Reading Recovery staffing 15 hours per week Learning Assistant time 2 hours per week SENCO
Strategic Goal: <ul style="list-style-type: none">• Provide a high quality, broad curriculum programme based on the NZC, which fosters excellence and personal development, and recognizes each students' learning needs.• All parents and whanau will be empowered to support students to achieve success in their learning		
Background Baseline Data / Historical Position: <p>At the end of 2021 Overall Teacher Judgments (OTJ's) were made using data from teacher observations and conferences, running records, e-AsTTle and Six Year Observation Surveys.</p> <p>Across the school 85% of students achieved at or above the expected curriculum level. 83% of boys achieved At or Above expected level 88% of girls achieved At or Above expected level</p> <p>Across the school 87.5% of Māori students achieved at or above the expected curriculum level. 82% of Māori boys achieved At or Above expected level 93% of Māori girls are achieved At or Above expected level</p> <p>This data is supported by standardized testing undertaken at the start of 2022 88% of students in Years 4-8 scored in the average to above average stanines (4-9) on PAT Reading Comprehension 85% of Māori students in Years 4-8 scored in the average to above average stanines (4-9) on PAT Reading Comprehension</p> <p>88% of students in Years 4-8 scored in the average to above average stanines (4-9) on PAT Reading Vocabulary 88% of Māori students in Years 4-8 scored in the average to above average stanines (4-9) on PAT Reading Vocabulary</p> <p>87% of students in Years 4-8 scored in the average to above average stanines (4-9) on STAR 88% of Māori students in Years 4-8 scored in the average to above average stanines (4-9) on STAR</p>		
Target: That the 38 students in Years 2-8 working below the expected curriculum level at the end of 2021 will make accelerated progress and be working at the appropriate curriculum level by the end of 2022.		

Planned Actions for Raising Achievement	Responsibility	Resources	Timeframe	Progress Reports	Outcomes	Review
<p>Year 2-3 (22 students)</p> <ul style="list-style-type: none"> 6 students will participate in the reading recovery programme. 16 students will participate in Structured Literacy Groups 10 students will be given an older reading buddy. They will have a 10-minute buddy reading session each day. Additional Learning Assistant support will be provided daily during literacy time in the Year 2 classes Students' progress will be monitored and regularly discussed at team meetings. All students will have guided reading sessions at least 4 times per week. Year 2 parents to be offered the Reading Together programme. 	<p>Reading Recovery Teacher</p> <p>Literacy Support Teacher</p> <p>Principal</p> <p>Team leader</p> <p>Classroom teachers</p> <p>Year 2 Teachers</p>	<p>7.5 hours per week RR staffing.</p> <p>Volunteer tutors. 1.5 hours per week monitoring.</p> <p>10 hours per week</p>	<p>Terms 1-4</p> <p>Terms 2-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Term 2</p>	<p>Reading Recovery Progress reports to the principal each term.</p> <p>Literacy Support teacher will provide monthly feedback to classroom teachers and the principal.</p> <p>Student achievement data will be added to the "At Risk" register each term.</p> <p>A report to the BOT will be given at Mid – Year and End of Year</p>	<ul style="list-style-type: none"> That all identified students will show accelerated progress in reading Clear assessment information will be available Analysis of progress will be carried out regularly with the support of all adults working with the child Everyone will be clear about next steps in learning 	
<p>Year 4-8 (14 students)</p> <ul style="list-style-type: none"> 7 children will attend Tutor Reading sessions 4 days per week. 7 students will participate in structured literacy groups. All students' progress will be monitored and discussed at team meetings. These students will have guided reading sessions at least 3 times per week. 	<p>Literacy Support Teacher</p> <p>Team Leader</p> <p>Classroom teachers</p>	<p>Volunteer support. 0.5 hours per week monitoring.</p> <p>5 hours per week.</p>	<p>Term 2-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p>			

Year: 2022	Target Area: Writing	Resourcing: 15 hours per week Learning Assistant time
<p>Strategic Goal:</p> <ul style="list-style-type: none"> • Provide a high quality, broad curriculum programme based on the NZC, which fosters excellence and personal development, and recognizes each students' learning needs • All parents and whanau will be empowered to support students to achieve success in their learning 		
<p>Background Baseline Data / Historical Position:</p> <p>At the end of 2021 Overall Teacher Judgments (OTJ's) were made using teacher observations, current classroom work, and samples of writing that had been marked using the AsTTle writing rubric.</p> <p>Across the school 73% of students achieved at or above expected curriculum level. 66% of boys achieved at or above expected level. 82% of girls achieved at or above expected level.</p> <p>Across the school 68% of Māori students achieved at or above expected curriculum level. 47% of Māori boys were writing at or above expected curriculum level. 85% of Māori girls were writing at or above expected curriculum level.</p> <p>45% of Year 1 students were writing at expected curriculum level.</p>		
<p>Target 1: That the 18 Māori students across the school who were below expected level in writing at the end of 2021 will make accelerated process by the end of 2022.</p> <p>Target 2: By the end of Year 1, 75% of students will be writing at expected level.</p> <p>Target 3: That the 24 Year 2 students working below the expected curriculum level at the end of 2021 will make accelerated progress and be working at the appropriate curriculum level by the end of 2022.</p>		

Planned Actions for Raising Achievement	Responsibility	Resources	Timeframe	Progress Reports	Outcomes	Review
<p>Target 1: Māori Students (18 students) All teachers will be supported to create writing programmes that are purposeful and meaningful for Māori learners, where students:</p> <ul style="list-style-type: none"> • have the clarity they need to understand what they are learning in writing, and why. • are given increasing degrees of agency over their writing. • build and use their writing skills across the curriculum, in contexts and that are relevant, interesting, and meaningful for them. <p>• Students will work with our Kaiāwhina to explore their cultural identity</p> <p>Target 2: (Year 1) Students with low entry literacy skills will be identified after 6 weeks at school.</p> <p>Students who are identified will be given additional, targeted in-class assistance with: Jolly Phonics, Big Books, Poems, Shared and Interactive Writing.</p> <p>Those students with a stanine 1, 2 or 3 in either concepts about print or Letter Identification will be retested after 3 months at school. If sufficient progress has not been made, they will be given additional 1-1 assistance using the structured literacy programme</p> <p>Target 3: (Year 2 – 24 students) Target groups will participate in an additional 20-minute writing session (4 days per week) for 15 weeks.</p> <p>Students will have a pathway of learning which will be shared with the child, their family, and whanau.</p> <p>Progress will be discussed at team meetings, next steps identified and actioned to raise achievement.</p> <p>Additional teacher aide support will be provided during Literacy sessions.</p>	<p>Principal</p> <p>Facilitator Bek Galloway</p> <p>Classroom Teachers</p> <p>Kaiāwhina</p> <p>New Entrant Teachers</p> <p>Classroom Teachers</p> <p>Team Leaders</p> <p>Principal</p>	<p>MoE funded PLD</p> <p>Supporting documentation (Abbotsford Writing whanau)</p> <p>10 hours per week</p> <p>LA support 5 hours</p> <p>LA support during sessions (2.5 hours)</p>	<p>Terms 1-4</p> <p>Terms 2-4</p> <p>Ongoing</p> <p>Ongoing</p> <p>Terms 2-4</p> <p>Terms 2-4</p> <p>Terms 1-4</p>	<p>asTTle data will be collected pre and post intervention</p> <p>A Pathway for learning will be set up.</p> <p>Progress of students to be discussed regularly at team meetings</p> <p>A report will be given to the principal on progress of the targeted children at the end of each term</p> <p>A report to the BOT will be given at mid-year and end of year</p>	<ul style="list-style-type: none"> • That all identified students will show accelerated progress in writing • Clear assessment information will be available • Analysis of progress will be carried out regularly with the support of all adults working with the child • Everyone will be clear about next steps in learning 	

Year: 2022	Target Area: Mathematics	Resourcing: 12 hours teacher time per week
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Strategic Goals:

- Provide a high quality, broad curriculum programme based on the NZC, which fosters excellence and personal development, and recognizes each students' learning needs
- Ensure all parents and whanau are empowered to support students to achieve success in their learning

Background Baseline Data / Historical Position:

2021 mathematics data for each year level was collated. Overall Teacher Judgments were made using classroom observations and conferences, JAM, Gloss, IKAN, and e-AsTTLe.

Achievement Results:

Across the school 80% of students achieved at or above the expected curriculum level.
83% of boys achieved At or Above expected level
79% of girls achieved At or Above expected level

Across the school 75% of Māori students achieved at or above the expected curriculum level.
71% of Māori boys achieved At or Above expected level
78% of Māori girls achieved At or Above expected level

This data is supported by standardized testing undertaken at the start of 2022
83% of students in Years 4-8 scored in the average to above average stanines (4-9) on PAT Reading Comprehension
81% of Māori students in Years 4-8 scored in the average to above average stanines (4-9) on PAT Reading Comprehension

Target 1: That the 22 students who were below expected level in mathematics at the end of 2020 will make accelerated progress, and be working at the appropriate curriculum level by the end of 2021.

Planned Actions for Raising Achievement	Responsibility	Resources	Timeframe	Progress Reports	Outcomes	Review
<p>Target 1: Target Mathematics groups</p> <p>Students will work with the Numeracy Support Teacher for an extra 45 minutes per day, 3 days per week, for at least 15 weeks.</p> <p>The Mathematics Lead teacher will support the classroom teacher with assessment and programming ideas</p> <p>Parents will be invited to view how the programme operates and will be offered resources, activities to support their child at home (Home School Partnership resources).</p>	<p>Numeracy Support teacher</p>	<p>12 hours staffing per week</p>	<p>Terms 1-4</p>	<p>Progress reports will be discussed regularly between the classroom teacher and the Numeracy Support Teacher.</p> <p>A report will be given to the principal at the end of each term</p> <p>A report will be given to the BOT at the end of each 15 weeks.</p>	<ul style="list-style-type: none"> • That all identified students will show accelerated progress in maths • Clear assessment information will be available • Analysis of progress will be carried out with the support of all adults working with the child • Everyone will be clear about next steps in learning 	

2022 Operational Plans to Achieve the Strategic Vision

Teaching and Learning Progress and Achievement (NAG 1)

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| <ul style="list-style-type: none"> • Introduce the staff to the Curriculum Refresh model of Know, Think, Do • Explore the New Zealand Histories Curriculum • Have the Cultural Narrative for Abbotsford School written and use it as the starting point for unpacking the new curriculum • Complete the review and update of our localized curriculum to align with our philosophy around student agency • Embed learning from 2021 PLD to ensure students are actively involved in their learning and ensure classroom programmes have: Clarity, Agency, Purpose • Ensure that independent leaning programmes are purposeful, and resources are clearly labelled so that students can make good choices in their learning • Embed the Abbotsford Writing Whanau and PIE into our writing programmes • Apply to the MoE for further PLD funding to continue our work with Bek Galloway (facilitator from "What if Education") • Embed our Learning Through Play philosophy in Team Kowhai, linked to developments in our work around Student Agency. • Provide further resources for play based learning • Continue to work with the new entrant teachers from the Greater Green Island Cluster to identify ways to improve transition to school • Digital Technology Leaders support staff to continue to develop their digital capabilities and to use digital technology with authentic links to learning. • Review and Update our Digital Citizenship documentation • Participate in the Māori Achievement Collaborative (MAC) programme of professional learning. • Designate a MAC Lead teacher • Continue to embed Tikanga Māori into school practices. • Complete the newly developed Te Reo Learning progressions and programme support for teachers | <ul style="list-style-type: none"> • Employ Ana Pene in the role of kaiāwhina. Māori students to work with Ana to explore their culture and identity as Māori. • Use Te Kura Tapa Wha to review wellbeing support in our school and to ensure it has an appropriate cultural lens • Set targets to raise student achievement in Reading Writing and Mathematics. • Provide learning support programmes to accelerate students learning. • Provide a programme of professional learning to raise student achievement based on identified needs from the 2021 data. • Ensure sufficient levels of differentiation within classroom programmes to ensure gifted students are extended in their classroom learning. • Ensure that all opportunities to strengthen our Year 7/8 programme are fully investigated. • Work with the Greater Green Island Cluster to provide opportunities for our Year 7 and 8 students • Have a parent evening to introduce our Learning Waka and Agency programmes to parents. Students to design the content of the evening. • Provide Early Reading Together programme (New Entrant Families) • Offer the "Learning to Read" programme (Year 1 and 2 families) • Offer The Mathematics Home-School Partnership programme to families of children needing Mathematics Support • Hold termly whanau hui to keep the whanau informed and involved in the development of Ana's programme |
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<p style="text-align: center;">Strategic planning Self-Review /Reporting (NAG 2)</p>	<p style="text-align: center;">Personnel (NAG 3)</p>
<ul style="list-style-type: none"> • 2022 Charter developed based on the community consultation. • 2022 Annual Plan developed and reviewed at regular intervals. • 2022 Targets set in Reading, Writing and Mathematics. • Analysis of Variance reported to the MoE by March 1st. • 2022 Annual Report completed by the 1st of May. • Implement changes from the 2022 curriculum reviews. • Review the Health and PE and Learning Languages Curricula. • Review our localized curriculum to align with our philosophy around student agency. • Review progress towards improved Cultural Competency. • Review how we are catering for our gifted and talented students. • Use EGDE to share learning and assessment information with parents/whanau. • Share student learning via Seesaw. • Provide support for staff to create their own activities within Seesaw. • Review the use of Seesaw in the school with the Parent consultation group. 	<ul style="list-style-type: none"> • Provide all teaching staff with ongoing professional development into Student Agency. • Staff to continue their collaborative Spirals of Inquiry focused on Student Agency. • Engage with MoE funded Digital Technology professional development. • Participate in MAC (Māori Achievement Collaborative) professional learning. • Principal to attend the MAC Wananga. • Provide further support for staff to better utilize Seesaw to share learning with whanau, linking directly to units of study • Provide opportunities for staff to share practice through 4 Minute Walk Through's. • Engage Ros McQuillan Mains to carry out the Principal Appraisal. • Confirm and Implement the Professional Growth Cycle for teaching staff. • Review appraisal processes for support staff. • Principal to oversee Professional Growth Cycle processes. • BOT members to attend relevant NZSTA training.
<p>Finance / Asset Management (NAG 4)</p>	
<ul style="list-style-type: none"> • Operate within budget. • Prioritize asset requirements for 2022. • Maximize funding through Community Grant applications. • Support the Parent Community in their fundraising activities. • Develop a Playground Vision with Creo Consultants • Install boundary fencing to 80 North Taieri Rd (Board) • Install a gate at the top of the main driveway (Board) • Paint a junior bike track on the asphalt (DCC) • Design and install a bike track for the native section (Board and Parent Community) • Increase bike and scooter storage • Install security cameras on the top court areas 	<ul style="list-style-type: none"> • Install bi-lingual signage (SIP's) • Upgrade the pool changing facilities (SIP'S) • Install Shade umbrellas at the pool (Parent Committee) • Carry out remedial work to the Senior block roof (MoE) • Carry out remedial work to the Junior Block Roof (MoE) • Heating replacement (MoE) • Upgrade Alarm System (MoE) • Reupholster staffroom and good classroom furniture. • Purchase blinds for Rooms 3 and 4. • Purchase furniture to support agentic learning programmes. • Purchase an iPad for each senior school. • Set up a Maker Space

Health and Safety (NAG 5)	Legislation (NAG 6)	Charter Update (NAG 7) Analysis of Variance (NAG 8)
<ul style="list-style-type: none"> • Introduce all staff to the Zones of Regulation • Investigate wellbeing programmes for students • Investigate alternative options for counselling for students in the absence of ChatBus • Introduce the 5 ways to Wellbeing (Mental Health Foundation) to staff • Carry out “Well Being at School Survey” and put in a plan of action around any areas of concern. (Students) • Carry out the Teaching and School Practices Tool and develop a plan of action around any areas of concern (Staff) • Carry out emergency evacuation drills each term. Maintain the Hazard Register. • Introduce the Time /Zone walking map to the community • Launch a campaign to encourage our families to walk/scoot to school. • Investigate if walking school bus options would be used by the community to reduces congestion 	<ul style="list-style-type: none"> • Maintain roll, register and enrolment procedures. • Monitor student attendance regularly. • Approve term dates and school instructional hours for 2023. • Submit roll return information to the Ministry on March 1st and July 1st. 	<ul style="list-style-type: none"> • Charter developed and submitted to the MOE by 1st March. • Analysis of variance for 2021 targets submitted to the Ministry of Education by March 1st. • Submit the accounts to the Auditor by March 31st. • Annual report developed and submitted to the MOE by 1st May.
Other:		
<ul style="list-style-type: none"> • Regularly contribute to the Greater Green Island Informer. • Update the school logo • Update the School Website • Move to a Public Facebook Page 		

Supporting Documentation

This Charter document should be read and considered in conjunction with a number of key documents. These include:

- The Governance Manual
- The Operational Policies and Procedures Manual
- The School Curriculum Plan
- The School Assessment Plan
- The Performance Management Programme
- The Professional Development Plan
- The Annual Budget
- The 10 Year Property Plan
- The 5 Year Property Programme
- The Health and Safety Management Manual

This Charter has been developed after full consultation with our school community (students, staff, parents, and whanau). Consultation was carried out through, focus group discussions, and a SWAT analysis. Data analysis and self-review information was also carefully considered in the preparation of this Charter.