OREWA PRIMARY SCHOOL

CHARTER

2019

"Where Everybody Is Somebody" "He Tangata Ia Tangata"

CONTENTS

Orewa School (1407) 2019

STRATEGIC PLAN FOR 2019 – 2021

OREWA PRIMARY

OUR MISSION
Success for all

OUR VISION
Life-long learners

OUR VALUE
*Manaakitanga

Who we are　　　*What we want*　　　*What we want for our future*　　　*What is important to us*

*Manaakitanga - the process of showing hospitality, kindness, generosity, support, respect, and care for others.

STRATEGIC GOALS

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Curriculum	**Teaching and Learning**	**Relationships Whanaungatanga**	**Wellbeing**
Design and deliver a future focused and inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.	Align and enrich innovative pedagogies and professional practice across the whole school, ensuring a consistent language and approach to teaching and learning.	Develop a collaborative, professional learning culture by establishing respectful relationships with parents, whanau, school and wider communities.	Develop sustainable practices that contribute to social and emotional, cultural, economic and environmental wellbeing.

GUIDING PRINCIPLES

At Orewa Primary School the Board of Trustees along with the Principal and staff are committed to…

- providing a welcoming and inclusive environment for all learners and their families to our school community
- creating an environment where all learners are empowered to participate in all activities and achieve against the key competencies and learning areas of The New Zealand Curriculum
- fostering an environment that appreciates individuality and uniqueness, where effort is encouraged and success is celebrated
- providing a caring environment that is emotionally, socially and physically safe for all
- delivering a curriculum that enables all students to become active, confident, creative and innovative learners and thinkers and effective users of communication tools
- developing a community of learners where teachers, students and whanau work in partnership
- empowering all students to be lifelong learners
- fostering students' appreciation of the resources in our local environment and problem-solving ways of protecting them for future generations

CULTURAL DIVERSITY AND MĀORI DIMENSION

Orewa Primary School celebrates the cultural richness of our community as well as all that is unique about New Zealand's bicultural heritage

NATIONAL EDUCATION GOALS
1. The Treaty of Waitangi Principles, as presented in Ka Hikitia - Accelerating Success 2013 – 2017 and Tataiako will guide the development of programmes to ensure engagement and success for Māori students.
2. The Pasifika Education plan will inform our planning to ensure engagement and success for Pasifika students.

WHAT OREWA PRIMARY SCHOOL IS DOING TO REFLECT THE CULTURAL DIVERSITY IN NEW ZEALAND
The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island societies in New Zealand society. In response to other cultures, we offer language classes in Mandarin and deliver support for learners where English is their second language.

WE WILL RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI CULTURE IN NEW ZEALAND by ensuring that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places). The Treaty of Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and show respect for the local Māori identity involved in the school and community.

WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MĀORI INTO THE SCHOOL CURRICULUM?
Te Reo will be integrated across the curriculum. We encourage the correct pronunciation of Māori place names and personal names. Opportunities will be provided for students to join the Cultural Group with students having opportunities to perform both in the school and for the wider community.

TO ENSURE EQUITABLE OUTCOMES FOR MĀORI AND PASIFIKA COMMUNITIES WE NEED TO IDENTIFY LEARNERS WHO ARE at risk of not achieving or have learning needs so that programmes and resources can be targeted to cater for individual needs.

REPORTING to the Board of Trustees on the achievement of Māori and Pasifika learners will be on-going ensuring targets are set and resourcing put in place.

TO DISCOVER THE VIEWS AND CONCERNS OF THE MĀORI AND PASIFIKA COMMUNITY CONSULTATIONS WILL TAKE PLACE WITH the school's Māori and Pasifika communities to develop and make known policies, plans and targets for improving the achievements of Māori and Pasifika students.

WHAT WILL THE SCHOOL DO TO PROVIDE FULL-TIME INSTRUCTION IN TE REO MĀORI FOR PARENTS WHO ASK FOR IT FOR THEIR CHILDREN? Requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications, the overall school financial position, resources and the availability of accommodating this within the school.

STRATEGIC AIM ONE – CURRICULUM

Develop a collaborative future focused and inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.

1.1 Annual targets will be identified, based on analysed data, to effect and sustain improvement for all learners (developing evaluative capacity).

1.2 On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can. The progress of identified target learners and priority groups and effect of interventions will be regularly reviewed and teaching adapted as necessary (developing evaluative capability).

1.3 All teaching and learning will be innovative and responsive to student needs and the changing world. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement (developing instructional capability).

1.4 Resources and technologies that appropriately support all students, including those with differentiated learning needs will be identified and used to effect improvement (developing strategic capability).

1.5 By sharing expertise and best practice through participation in collaborative and connected learning communities (e.g. CoL, ALLiS, PLGs, VLNs) the following opportunities will assist in:
   - extending and enriching teaching and learning (developing adaptive capability)
   - increasing success for Māori and Pasifika learners and those learners with identified needs

1.6 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (developing adaptive capability)

1.7 Learners will be supported in their transitions (developing adaptive capability)

STRATEGIC AIM TWO – TEACHING AND LEARNING

Align and enrich innovative pedagogies across the school ensuring a consistent language and approach to learning.

2.1 Students will develop an understanding of computer science principles that underlie all digital technologies. The learning of programming concepts will empower learners to become creators of digital technology, not just users (*Computational Thinking for Digital Technologies*).

2.2 Consistency of learning will be developed across the whole school using a common language.

2.3 All members of the school community will develop new skills and embrace new understandings of themselves as learners.

2.4 Digital technology will be used responsibly.

2.5 Technology use enhances authentic, co-constructed learning within and beyond the school community and networks work in partnerships to reflect and plan.

2.6 A curriculum based on action competence will be delivered.

STRATEGIC AIM THREE – RELATIONSHIPS (whanaungatanga)

Develop a collaborative, professional learning culture by establishing respectful relationships with parents, whanau, school and wider communities.

3.1 Relationships will be developed that focus on shared aspirations and high expectations for all students' learning and wellbeing.

3.2 Schools will learn from each other how best to raise the quality of teaching and learning (*Co-constructing and sharing learning within and beyond school*).

3.3 Parents will be kept well-informed about their child's progress.

3.4 Community voice will be used for consultation on relevant matters.

STRATEGIC AIM FOUR – WELLBEING

Develop sustainable practices that contribute to social and emotional, cultural, economic and environmental wellbeing.

4.1 To affirm students' different cultural identities so that everyone feels safe, welcomed and celebrated for who they are and their cultural contexts incorporated into teaching and learning programmes.

4.2 To build and maintain positive relationships meaningful connections will be made between learning areas key competencies, and values.

4.3 To provide programmes that contribute to developing students' knowledge, skills and attributes to make the most of learning opportunities and allow them to see the relevance of what they learn in school to their future lives.

4.4 Students will develop a sense of responsibility in addressing environmental issues.

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ANNUAL PLAN

STRATEGIC AIM ONE – CURRICULUM

Develop a collaborative future focused and inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.

ANNUAL OBJECTIVE

For all learners to achieve or exceed age appropriate curriculum level expectations in Reading, Writing and Mathematics.

READING

BASELINE DATA

Analysis of the school-wide data in Reading at the end of 2018 showed…

- 92% of all students met or exceeded age appropriate curriculum level expectations in Reading.
- 86.7% (26 out of 30) of Maori students met or exceeded age appropriate curriculum level expectations in Reading.
- 91.6% (11 out of 12) of Pasifika students met or exceeded age appropriate curriculum level expectations in Reading.
- 85% of Year 2 met or exceeded age appropriate curriculum level expectations in Reading.
- students identified at the end of 2017 as 'below' and 'well below' all made progress consistent with targets set.

TARGETS - 2019

- All students identified as not yet meeting the age appropriate curriculum level at the end of 2018 will have made at least a year's progress in Reading by the end of 2019 with at least 22% (7 out of 31) of identified learners making accelerated progress to achieve age appropriate curriculum level expectation.
- To shift the achievement of 25% (1 out of 4) of Maori students not yet meeting the age appropriate curriculum level to meet or exceed curriculum level expectation.
- To raise achievement for the Year 3 cohort (2018 Year 2) so that 90% of all Year 3 students meet or exceed the age appropriate curriculum level.
- To maintain or better the 2018 achievement of 92% of all students meeting or exceeding curriculum level expectation.

WRITING

BASELINE DATA

Analysis of the school-wide data in Writing at the end of 2018 showed…

- 92.5% of all students met or exceeded age appropriate curriculum level expectations in Writing.

- 80% (24 out of 30) of Maori students met or exceeded age appropriate curriculum level expectations in Writing.

- 91.6% (11 out of 12) of Pasifika students met or exceeded age appropriate curriculum level expectations in Writing.

- 89% of all male students met or exceeded age appropriate curriculum level expectations in Writing.

- 96% of all female students met or exceeded age appropriate curriculum level expectations in Writing.

- Students identified at the end of 2017 as 'below' and 'well below' all made progress consistent with targets set.

TARGETS - 2019

- To maintain or better the 2018 achievement of 92.5% of all students meeting or exceeding curriculum level expectation.

- To shift achievement of current male students so at least 90% attain or exceed age appropriate curriculum level in Writing.

- All current students who are identified as not yet meeting the age appropriate curriculum level expectations will make progress towards their individual targets in Writing with 15% (4 out of 32) or more making accelerated progress to achieve age appropriate curriculum level.

- To shift the 2018 achievement of 80% of Maori students meeting or exceeding age appropriate curriculum level expectation to at least 85%.

MATHEMATICS

BASELINE DATA

Analysis of the school-wide data in Mathematics at the end of 2018 showed…

- 92.4% of all students met or exceeded age appropriate curriculum level expectations in Mathematics.

- 90% (27 out of 30) of Maori students met or exceeded age appropriate curriculum level expectations in Mathematics.

- 91.6% (11 out of 12) of Pasifika students met or exceeded age appropriate curriculum level expectations in Mathematics.

- 92.3% of all male students met or exceeded age appropriate curriculum level expectations in Mathematics.

- 92.5% of all female students met or exceeded age appropriate curriculum level expectations in Mathematics.

- Students identified at the end of 2017 as 'below' and 'well below' all made progress consistent with targets set.

TARGETS - 2019
- To maintain achievement so that at least 92.4% of current students continue to meet or exceed age appropriate curriculum level in Mathematics.

- To maintain or better the 2018 achievement of 90% of Maori students achieving or exceeding age appropriate curriculum level.

- All current students who are identified as not yet meeting the age appropriate curriculum level expectations will progress towards their individual targets in Mathematics.

- All current students who are identified as not yet meeting the age appropriate curriculum level expectations will make progress towards their individual targets in Mathematics with 16% (5 out of 31) or more making accelerated progress to achieve age appropriate curriculum level.

CURRICULUM			
STRATEGIC INTENTIONS	**ACTIONS**	**WHO**	**WHEN**
1.1 Annual targets will be identified, based on analysed data to effect and sustain improvement for all learners.	• End of 2018 data analysed and target/priority learners identified. • School targets set and shared with staff. • Knowledge of target/priority learners shared with teachers, goals set and interventions put in place. • Budgets to resource interventions. • Teacher Aide timetables established. • GATE learners identified for extension programmes. • Release of teachers to implement interventions – Reading Recovery, extension Maths, Quick 60. • CoL teachers released weekly and as needed to support teachers and pursue inquiries to effect improvement in teaching practice. • Team Meetings to include discussion around priority learners' progress. • TIC ORS released to work with ORS and HLN students, their teachers and teacher aides.	• Management Team • Teachers • Board • SENCO • Teachers/SENCO • Identified staff • In school CoL leaders • Team Leaders • TIC ORS	• End of 2018 / Beginning of 2019 2019 (Budget) On-going
1.2 On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can.	• Assessment timetable, including moderation expectations reviewed and shared with staff. • Learning Progressions in Writing and Mathematics to be unpacked over the year. • Observations and discussions with teachers will focus on how student achievement information / student voice is being used to inform teaching and learning. • IEP timetable established. • The targeted assistance and programmes for all identified learners will be regularly reviewed for effectiveness and next steps set.	• Management • CoL in-school leaders • Team leaders /Management • SENCO/TIC ORS • Teachers / Management	On-going

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1.3 All teaching and learning will be innovative and responsive to student needs and the changing world. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement.	• Monitor and report on how programmes are being differentiated to meet specific needs. • Regular opportunities provided for teachers to share resources, innovative practice and inquiries that have made an impact on achievement.	• Team leaders/ Management /ORS Teacher • Teachers	On-going ↓
1.4 Resources and technologies that appropriately support all students, including those with differentiated learning needs will be identified and used to effect improvement.	• Advise parents when their children have teacher aide assistance, the nature of the programmes and updates on progress. • Applications for assistance (e.g. RTLB, Assistive Tech) will be made as needed. • Resources identified as an outcome of inquiry will be provided (budget permitting). • Teacher led needs based workshops to provide support in implementing the Digital Technology Curriculum.	• SENCO / Teachers • SENCO / TIC ORS • Teachers /Management • TIC ICT / CoL In-school leaders / Teachers	On-going ↓
1.5 Sharing expertise and best practice through participation in collaborative and connected learning communities.	• Staff will attend the Kahui Ako Teacher Only Day at Orewa College. • In school Kahui Ako teachers will use weekly release blocks to support teachers to develop inquiries – Te Reo, Writing, Mathematics. • In school Kahui Ako teachers will meet fortnightly with the wider cluster community and follow up with school community. • Teachers will organise colleague visits both in school and across schools. • Take advantage of PD offered through the Kahui Ako related to improving teacher capability and accelerating student progress. • Contribute to data collection as required by the Kahui Ako e.g. CoL wide register of Learning Needs established.	• All staff • In-school CoL Leaders • Teachers with Team Leaders • CoL in-school leaders • SENCO / TIC ORS	29th January On-going ↓

1.6 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (developing adaptive capability)	• Student voice used to inform teaching and learning. • The Student Leadership Team will be encouraged to get student voice from the wider school community to effect change.	• Teachers • Students	On-going
1.7 Learners will be supported in their transitions (developing adaptive capability)	• Visits by the class teacher, SENCO and Teacher Aide will be made to the ECE for any learner needing assistance with transition. • Parents of learners with needs will be made aware of the new class well ahead of time to ensure a smooth transition. • Learners with needs will be supported in their transitions.	• Teachers • SENCO	On-going

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STRATEGIC AIM TWO – TEACHING AND LEARNING

Align and enrich innovative pedagogies across the school ensuring a consistent language and approach to learning.

ANNUAL OBJECTIVE

Professional development will support teachers to develop their practice to support higher-order, collaborative, co-constructed teaching and learning.

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BASELINE DATA:

"There are significant benefits for students when they have a say in what they learn, how they learn, and what help they need. Hargreaves (2004) notes that where their voice is sought and heard students are more likely to have enhanced learning partnerships with teachers, be more motivated to learn, think more deeply, and understand and develop their skills as learners. In other words, they take more responsibility for themselves as learners.

Teachers who engage with their students in this way come to understand them better, gaining insight into their aspirations and the communities to which they belong. This makes it easier for them to meet their students' needs and ensure that learning is both relevant and challenging. When students are engaged in their learning, teachers are able to make the fullest use of their professional skills as educators"
(ERO April 2018).

Our focus and inquiries have focused on engaging the learner and to support this, digital technologies are being used to engage the learner, support access to the curriculum for learners with identified needs and provide a platform for authentic, higher-order and collaborative learning for all learners, staff and the wider community.

Digital Fluency has been the whole staff focus for Professional Development. Staff members have attended a range of Professional Development opportunities including completing the Mind Lab Post Graduate Certificate in Digital and Collaborative Learning, Sharp Reading, U-Learn, Collaborative Teaching Workshops, Numicon, PACT, Maths workshops, Kahui Ako Conference workshops (including presenting) and Play-Based Learning.

TEACHING AND LEARNING			
STRATEGIC INTENTIONS	**ACTIONS**	**WHO**	**WHEN**
2.1 Students will develop an understanding of computer science principles that underlie all digital technologies. The learning of programming concepts will empower learners to become creators of digital technology, not just users.	• The Digital Technology Curriculum will be implemented across the school. • Students will engage in activities where they learn how to design quality, fit-for-purpose digital solutions.	• TIC Digital • Teachers	On-going
2.2 Consistency of teaching and learning will be developed across the whole school.	• Common language will be developed using the revised OPS learners' traits. • Coding language will be used as per the Digital Curriculum.	• Teachers	
2.3 All members of our school community will develop new skills and embrace understandings of themselves as learners.	• Working individually and collaboratively, teachers and learners will put into practice new ideas. • Staff will actively engage in teacher led inquiry both individually and collaboratively. • Teachers will work collaboratively alongside students to create personalised, higher order, real world learning. • Year 1 and 2 team – Maths professional development. • Research and professional readings at team and staff meetings.	• Teachers • Year 1/2 Team	Term 1
2.4 Digital technology will be used responsibly.	• Students will develop skills and knowledge for safe and responsible use of digital technology.	• Teachers • Students	On-going
2.5 Technology use is accessible and equitable, enhancing authentic, co-constructed learning within and beyond the wider community and school. Community and networks work in partnership to reflect and plan.	• Within budget constraints all classes will be provided with sufficient technology to meet their increased needs. • Seesaw will be used as an accumulative portfolio across the school and will ensure parents are kept regularly updated.	• Teachers • Students	On-going
2.6 A curriculum based on action competence will be delivered.	• Students select issues for action so that it has meaning and relevance for them. Issues will emerge out of the themes or contexts that are currently being studied.	• Teachers • Students	On-going

STRATEGIC AIM THREE – RELATIONSHIPS (whanaungatanga)

Families and schools work together as partners in the education and well-being of children.

ANNUAL OBJECTIVE

Teachers and learners, within schools and across schools, work collaboratively to put into practice new ideas and embrace new understandings.

BASELINE DATA:

Research finding is that partnerships that align school and home practices and enable parents to actively support their children's in-school learning have shown some of the strongest impacts on student outcomes. Research also shows that student outcomes are enhanced when effective links are made between schools where best practice is shared.

We have developed a shared understanding of partnership - a two-way relationship leading to and generating shared action, outcomes and solutions.

Relationships continue to be strengthened across our local cluster of schools through our Kahui Ako and Asian Language Learning in Schools (ALLiS) Programme. Teachers share best practice and network to effect improvement.

Seesaw has been trialled throughout 2018 as a tool for home-school communication.

RELATIONSHIPS (whanaungatanga)			
STRATEGIC INTENTIONS	**ACTIONS**	**WHO**	**WHEN**
3.1 Relationships will be developed that focus on shared aspirations and high expectations for all students' learning and well-being.	• Information evenings at the beginning of the year will focus on giving parents information about the programmes and how they can help their child at school. • Within budget constraints parents will be supported financially to assist with the cost of assessment if the school requires further information to assist a child. • A partnership programme, using experts and funded by the school and parents, will focus on Feuerstein, Auditory Processing and Social Skills. • Agencies will be used as needed to support students well-being and learning.	• Teachers • Parents • Principal / Board • BoostEd • SENCO • Principal / DP	On-going
3.2 Schools will learn from each other how best to raise the quality of teaching and learning.	• Teachers encouraged to visit best practice teachers identified across the Kahui Ako. • In-school teachers' participation in Kahui Ako Meetings to learn from each other. • Participation in PLG's.	• Kahui Ako • Teachers	On-going
3.3 Parents will be kept well-informed about their child's progress.	• Reporting, formally and informally as the needs arises, and the use of Seesaw across the school will ensure parents and whānau are well informed, can make sense of their child's progress and achievement and able to support learning at home. • Mid-year and end of year written reports will be in language parents understand.	• Teachers	On-going
3.4 Community voice will be used for consultation on relevant matters.	• Survey parents to get community views.	• Board	Term 3

STRATEGIC AIM FOUR – WELLBEING

Investigate and develop sustainable practices that contribute to the social and emotional, cultural, economic and environmental wellbeing of New Zealand.

ANNUAL OBJECTIVE

Students will develop their understanding of cultural, social and emotional, economic and environmental wellbeing.

BASELINE DATA:

As our school has become increasingly diverse, we have reviewed our definitions of cultural, social and emotional, economic and environmental well-being.

We have defined…
cultural wellbeing as the strength that communities and individuals enjoy through:
- participation in recreation, creative and cultural activities;
- and the freedom to retain, interpret and express their arts, history, heritage and traditions.

social and emotional wellbeing as having the necessary skills for building and maintaining positive relationships with others and the one person always with us … ourselves.

economic wellbeing as having the knowledge, skills and attributes to make the most of changing opportunities.

environmental wellbeing as learning to think and act in sustainable ways that will safeguard the future wellbeing of people and our planet.

WELLBEING

STRATEGIC INTENTIONS	ACTIONS	WHO	WHEN
4.1 To affirm students' different cultural identities so that everyone feels safe, welcomed and celebrated for who they are with cultural contexts incorporated into teaching and learning programmes.	• Opportunities will be provided for all students to participate in creative and cultural activities and develop a sense of belonging through **participation and action** as individuals, or members of groups. • Learning contexts will enable students to retain, interpret and express their arts, history, heritage and traditions.	• Teachers • Students • Families	On-going ↓
4.2 To build and maintain positive relationships and develop meaningful connections between learning areas, key competencies and values.	• The big idea for 2019 is 'Ourselves and Others'. • Review and embed 'Learners Traits' and our overarching value – manaakitanga. • Opportunities will be provided for all students to develop skills for building and maintaining positive relationships with others and the one person always with us … ourselves. • Opportunities will be provided for all teachers to strengthen their understandings about student partnership and students' ability to make and take accountability for their own choices so they can actively contribute to school life and their education experiences.	• Teachers and SLT • Students	On-going ↓
4.3 To provide programmes that contribute to developing students' knowledge, skills and attributes that make the most of learning opportunities and allow them to see the relevance of what they learn in school to their future lives.	Opportunities will be provided for students to… • develop as questioning and informed consumers who learn to manage resources effectively. • build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. • develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. • learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.	• Teachers • Students	On-going ↓

4.4 Students will develop a sense of responsibility in addressing environmental issues.	• Through **participation and action** as individuals, or members of groups, and using authentic learning contexts students will explore ways of: • gaining knowledge of the natural resources of New Zealand • understanding the environment and the impact of people on it (cause and effect) • sharing attitudes and values that reflect feelings of concern for the environment. • ways to take action to ensure the well-being of their own environment and that of future generations.	• Teachers • Students	On-going

This Charter was ratified by the Orewa Primary School Board of Trustees on 26th February 2019.