Otakiri School

Charter 2019

"Otakiri Learner" Capabilities

	Achievement	Excellence	
'Our Best Always'	**Confident**	**Exemplary Citizens**	
Self-Managing	Creative	Leadership	Community – Local; Global
Self-directed	Resourceful	Future focused	Connected
Reaching potential	Curious	Values	
Reflective	Inquiring	Inclusive	
Self-aware	Risk Taker	Responsible	
Endeavour	Communicator	Contribution	
Commitment	Resilience	High standards	
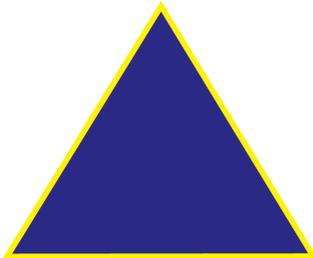
Our School Logo shows our maunga, Putauaki (Mt Edgecumbe) symbolising striving high and attaining our goals, superimposed with the rivers of the Rangitaiki Plains connecting us to our place and to the wider world and with the Pukeko, our local indigenous bird, noted for its resourcefulness. The Pukeko is used to personalise school awards and documents as a personification of our school values and motto.

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Introduction

Otakiri is a rural, full primary school near Edgecumbe and approximately 25 minutes from Whakatane. Historically serving a farming community, the bulk of local land use is now smaller agricultural/horticultural holdings or rural lifestyle blocks housing professional families. Many school families live in the nearby settlements of Te Teko, Edgecumbe, Kawerau, Onepu, Manawahe and Matata.

The Otakiri Way…

Missionp

"Learners Forever, Leading the Future"

We promote the ideals of lifelong learning for all members of the Otakiri learning community.

We acknowledge that all learners need to be responsible for leading themselves first and have opportunities to develop the skills to lead and work with others.

We embrace our role in ensuring a future focused curriculum in a 21st century educational facility.

Vision

Otakiri Identity (Otakiri-ness)
> We recognise and celebrate that our rural location and diverse cultural community is reflected in a school ethos of rich, real and relevant learning opportunities, hands on curriculum and responsive students.

Traditions & Heritage
> We are proud to celebrate our school heritage by keeping alive our many traditions through annual events, local curriculum and school icons.

Māori
> We value the uniqueness of Māori Culture and Heritage in New Zealand and reflect this in our inclusive programmes and practices.

E-Learning
> We foster successful, creative, responsive Digital Citizens

Values

Learning

▪ *We foster self-directed learning and risk taking*

▪ *We provide Rich, Real, & Relevant learning opportunities*

▪ *We promote reaching our potential – "Our Best Always"*

▪ *We prepare students for further learning beyond Otakiri School*

▪ *We encourage reflective self-awareness*

▪ *We differentiate programmes to cater for individual needs and interests*

Leading

▪ *We support and value all others*

▪ *We recognise and accept diversity*

▪ *We promote exemplary citizenship*

▪ *We acknowledge achievement, responsibility and contribution*

▪ *We encourage self-reliance and self-motivation, supporting learners to take the next step*

▪ *We aspire to the highest standards of personal conduct and safe behaviour*

School Motto: "Our Best Always"…

Is symbolised in our school colours of Blue for Achievement and Gold for Excellence. It is demonstrated in the characteristics of our four school heroes after whom the school house teams are named.
In addition to these attributes our school fosters high academic aspirations and exemplary student citizenship.
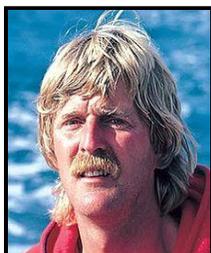
Sir Peter Blake

Sarah Walker

Sir Peter Jackson

Richie McCaw

*Blake - for Endeavour & Rich Experiences   ***Jackson** - for Creativity & high level Performing Arts

* **Walker** - for Commitment & Contribution   * **McCaw** - for Sporting Excellence & Leadership

Strategic Goals 2017-2019

❑ **To improve learning outcomes for all students**

❑ **To accelerate the progress of students at risk of underachieving in Reading, Writing and Mathematics**

❑ **To strengthen learning partnerships with whanau in a culturally responsive way**

2019 Action Plan:
Strategic Goal 1: To improve learning outcomes for all students

Aims:	Implementation and Actions:	Progress:		Review and Comments:
	Blue: Already in place pre-2019	🟥	Not begun	
	Black: New Action 2019	🟧	In progress	
	Violet: Future Action 2-3 years time	🟩	Completed	
1.1.Increase understanding of effective teaching and learning	1.1a Continued Assessment for Learning PLD will be provided for all teachers as part of Evaluation Associates contract with the CoL - Flexible timetabling with EA Facilitator, depending on teacher need			
	1.1b Attend CoL networking meetings and social gatherings. Include CoL Year Level Network Meetings in school meeting planning			
	1.1c Develop systems to ensure that the learning for teachers from Teaching as Inquiry is being transferred to classrooms			
	1.1d Include opportunities for Student Voice in curriculum planning, co-construction of Next Steps learning, assessment and day-to-day classroom programmes			
	1.1e PLD focusing on gathering, recording and using Student Voice			
	1.1f Redevelop Otakiri School Local Curriculum so that there is a greater focus on student ownership of their own learning. Opportunities for students to articulate their learning and relate it to real life experie			
	1.1g Review and reflect on Hattie's Effect size research (presented in Visible Learning) and High Impact Teaching Strategies as part of Teaching as Inquiry			
	1.1h Make available cross CoL Assessment for Learning PLD that differentiates learning for teachers and meets their specific needs			
	1.1i Develop a deeper understanding of the theory and practices of grouping students for effective learning. What is the impact of ability grouping, mixed ability grouping etc			
	1.1j As part of CoL structure, explore possibility of appointing In-School Teacher and making use of Cross School Teachers. Both			

	positions will have a focus on Assessment for Learning		
1.2. Develop a clear understanding of the purpose and effective use of assessment tools and data	1.2a Develop a deeper understanding (and shared understanding) of the Learning Progressions. Development of School Wide Learning Pathways in Reading and Maths		
	1.2b Review School wide Assessment Schedule and align this document to Assessment Tools for OTJs document and Mathematics CaAP (Curriculum and Achievement Plan)		
1.3.Effective use of e-learning to improve learning outcomes	1.3a External and Internal professional learning to ensure optimum benefit for learning is gained through regular use of Reading Eggs and Mathletics as part of classroom programmes		
	1.3b Targeted, regular integration of Mathletics and Reading Eggs in Literacy and Maths programmes		
	1.3c PLD focussed on the new Mathletics Interface		
1.4 Explore the impact of the student-teacher relationship on learning	1.4a Continue Positive Behaviour for Learning programme-Tier 2 offered by the Ministry of Education		
	1.4b. Invite Ron and Kathy Cronin-Lampe from Pilgrim Practices back to run Teacher Only day and ongoing sessions on the philosophy and effective systems for Restorative Practices		

2019 Action Plan:
Strategic Goal 2: To accelerate the progress of students at risk of underachieving in Reading, Writing and Mathematics

Aims:	Implementation and Actions:	Progress:		Review and Comments:
	Blue: Already in place pre-2019	🟥	Not begun	
	Black: New Action 2019	🟧	In progress	
	Violet: Future Action 2-3 years time	🟩	Completed	
2.1.Use of Teaching as Inquiry to focus on innovative ways to accelerate student progress	2.1a Teacher Inquiry foci will include: • professional reading of current research to confirm/challenge current practice and to explore possibilities to accelerate progress • Focus on student ownership of learning • Regular reflection • In-depth analysis to identify underlying reasons for lack of progress • Identify strategies for increased whanau engagement to support acceleration of learning			
	2.1b All teachers to develop Class Target and identify target group that will be the focus for Teaching as Inquiry 2019			
2.2. Effective use of Intervention programmes to support highly effective classroom programmes	2.2a Maria van Beek release as Reading Discovery Teacher. Three students at a time receiving this 1 to 1 support in 2019. 0.15 MOE staffing and Otakiri School to match 0.15			
	2.2b Heather's role as an AST for the CoL to provide support for continued development of intervention programmes in 2019			
	2.2c Targeted use of Learning Assistant allocation to provide support for learners and teachers to accelerate learning			
	2.2d Use of a range of research based interventions to support teachers to accelerate outcomes for students eg: Lucid Cops, STEPs, Early Words, ALL etc			
	2.2e Train parents as PPP facilitators to volunteer in school supporting students with 1 to 1 support			
	2.2f Apply for additional ESOL funding for students who qualify and			

	plan appropriate programmes to support their needs.		
	2.2g Continued funding for Early Words, Lucid CoPs and STePs intervention programmes		
2.3 Continue to develop effective systems to identify students underachieving and at risk of underachievement	2.3a Use of Special Learning Needs Register to identify students who are, or are at risk of underachieving. Use of Differentiated Learning Plans to identify actions to meet the needs of students who are underachieving		
	2.3b Review guidelines for inclusion in the 2019 Special Needs Register so it aligns with Assessment Schedule		
	2.3c Collate and analyse individual and group data pre and post interventions to measure the successfulness of each intervention. Share school wide and with BoT		
	2.3d Further development of system for transitioning students in and out of interventions, as well as measuring the long term sustainability of any improved student achievement from previous interventions		
	2.3e Explore as a staff what effective planning for acceleration looks like, incorporating Direct Acts of Teaching (DATs) responding to individual learning needs. Develop agreed planning guidelines for acceleration-key features to be included across the curriculum		
2.4 Use of external agencies to support our at risk students who meet criteria	2.4a Make referrals to appropriate agencies for support eg: Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy, Special Education		
	2.4b Have a SPELD teacher available and working on site for whanau who decide to make use of this service		.

2019 Action Plan:
Strategic Goal 3: To strengthen learning partnerships with whanau in a culturally responsive way

Aims:	Implementation and Actions:	Progress:		Review and Comments:
	Blue: Already in place pre-2019	🟥	Not begun	
	Black: New Action 2019	🟧	In progress	
	Violet: Future Action 2-3 years time	🟩	Completed	
3.1 Strengthen systems and actions that effectively build **learning partnerships** with whanau	3.1a Continued Staff PLD to develop deeper teacher understanding of the benefits and ways parents/caregivers can support learners using Educationally Powerful Connections with Parents and Whanau (ERO document)			
	3.1b A range of class blogs that focus on the development of Learning Partnerships. Karearea and Ruru to use Seesaw. Explore use of School App for simple picture blog for other classes			
	3.1c Hold regular Learning Partnership Conversations for each student and their whanau three times in 2019			
	3.1d Plan and implement ways for increased engagement with whanau of target students as part of Teaching as Inquiry - including regular dialogue between whanau and teacher			
	3.1e Notify whanau by letter when students are included in acceleration interventions e.g. ALL Writing group			
	3.1f Specifically design Homework programmes to support acceleration outcomes EPCWP Page….			
	3.1g Provide regular feedback for whanau during and at the end of interventions			
	3.1f Provide regular information for parents/caregivers about school initiatives (eg 'The Otakiri Way') to open up opportunities for students to share their learning with whanau			
	3.1g Hold Student Led Conferences twice during the year			
	3.1h Have 'Open' classrooms on the day before school starts for			

	students/whanau to meet with teachers and share their stories		
	3.1i Develop 'Learning Partnership Conversation' Sheets to include a section for whanau and teachers to co-construct ideas for whanau to support learning at home		

	3.1j Teachers to facilitate parent information sessions
	    -Mathematics
	    -Literacy
	    -Apps and/or websites
	    -'The Otakiri Way'		

	3.1k Strengthen Enrolment processes through
	    -Development of transition to school pack
	    -Collecting data about interests, strengths, culture etc
	    -One month phone calls to all new students		

	3.1l Trial Class Journals for students to take home and student/whanau to work together to share information important to them as a whanau
	    -Class Cookbooks
	    -Family stories and traditions		

3.2 Provide opportunities for parents to be involved in school events	3.2a Welcome BBQ for school community at the beginning of the year		
	3.2b Matariki Dinner celebrated with school community - possibility of student prepared hangi		
	3.2c Camp Parent opportunities. Parents invited to apply to attend school camps		
	3.2d Invite parents/caregivers/community to work in classes, on class gardens, be involved in the school korowai weaving project and school productions etc.		
	3.2e Invite parents/caregivers and community members to be involved with school sports teams, sports days and sports events. Coaching of out of school teams		
	3.2f **see 2.2e** Train parents as PPP facilitators to volunteer in school supporting students with 1 to 1 support		
3.3 Increased amount of community voice	3.3a Māori Community Consultation Meetings		
	3.3b Regular community surveys to provide opportunities for input and to seek feedback (eg evening meeting/open day options)		

Annual Targets 2019

Takahē Charter Targets
➔ *Baseline Data:*
- *Ten Year 2 students are at risk of not achieving in Writing, as they had not successfully met the majority of the requirements of the Early Level 1 pathway in 2018.*

➔ *Target:*
- *Five of the ten Year 2 students who were not achieving Early Curriculum Level 1 will be operating at Curriculum Level 1 at the end of 2019.*
- *The other five students will make at least one years learning progress in writing.*

Tūī Charter Targets
➔ *Baseline Data:*
- *Five Year 2 students are at risk of not achieving in Writing, as they had not successfully met the majority of the requirements of the Early Level 1 pathway in 2018.*
- *Three Year 3 students were achieving at Early Curriculum Level 1 in Writing at the end of 2018. (Expected level- Level 1)*

➔ *Target:*
- *Three of the five Year 2 students who were not achieving Early Curriculum Level 1 will be operating at Curriculum Level 1 at the end of 2019.*
- *Two of the three Students in Year 3 who were operating at Early Curriculum Level 1, will be operating at Early Curriculum L2 at the end of 2019.*
- *The other three student will make at least one years learning progress in Writing.*

Ruru Charter Targets
➔ *Baseline Data:*
- *Three Year 4 students were achieving at Curriculum Level 1 in Writing at the end of 2018. (Expected level- Early Level 2)*
- *Three Year 5 students were achieving at Early Curriculum Level 2 in Writing at the end of 2018. (Expected level- Level 2)*

➔ *Target:*
- *Three of the four students in Year 4 who were operating at Curriculum Level 1 will be operating at Curriculum Level 2 at the end of 2019*
- *Three of the three students in Year 5 who were operating at Early Curriculum Level 2 will be operating at Early Curriculum Level 3 at the end of 2019*
- *The other one student will make at least one years learning progress in Writing.*

Korimako Charter Targets

➔ *Baseline Data:*
- ◆ *Two Year 5 students were achieving at Curriculum Early level 2 in Writing at the end of 2018 (Expected level - At Level 2)*
- ◆ *Two Year 6 students were achieving at Curriculum Level 2 in Writing at the end of 2018 (Expected level - Early Level 3)*
- ◆ *Three Year 6 students were achieving at Early Curriculum Level 2 in Writing at the end of 2018 (Expected level - Early Level 3)*

➔ *Target:*
- ◆ *Two of the two students in Year 5 who were operating at Curriculum early Level 2 will be operating at Curriculum early Level 3 at the end of 2019.*
- ◆ *Two of the two students in Year 6 who were operating at Curriculum Level 2 will be operating at Curriculum Level 3 at the end of 2019.*
- ◆ *Two of the three students in Year 6 who were operating at Early Curriculum Level 2 will be operating at Early Curriculum Level 3 at the end of 2019.*
- ◆ *The other One Year 6 student will make at least one years learning progress in Writing.*

Kārearea Charter Targets

➔ *Baseline Data:*
- ◆ *Two Year 8 students were achieving at Early Curriculum Level 3 in Writing at the end of 2018. (Expected level- Early Level 4)*
- ◆ *Three Year 8 students were achieving at Curriculum Level 3 in Writing at the end of 2018. (Expected level- Early Level 4)*
- ◆ *Two Year 7 students were achieving at Early Curriculum Level 3 in Writing at the end of 2018. (Expected level- Level 3)*

➔ *Target:*
- ◆ *Two of the two students in Year 7 who were operating at Early Curriculum Level 3 will be operating at Early Curriculum Level 4 at the end of 2019*
- ◆ *One of the two students in Year 8 who were operating at Early Curriculum Level 3 will be operating at Early Curriculum Level 4 at the end of 2019*
- ◆ *Three of the three students in Year 8 who were operating at Curriculum Level 3 will be operating at Curriculum Level 4 at the end of 2019*
- ◆ *The other one student will make at least one years learning progress in Writing.*

Community Consultation is undertaken as follows:

- Major Charter Consultation and Review occurs on a Triennial cycle – last review 2016 (Due at end of 2019)

- Publication of Annual Plan after the first BOT meeting each year

- Community Consultation meetings to discuss topical issues, school goals, plans, outcomes and student achievement

- Māori Community Consultation meetings held to provide input into strategic planning and to evaluate progress towards plans. Generally held near start and end of each year

- Otakiri School reflects appropriate cultural diversity through programmes that ensure all students are familiar with basic te reo, tikanga, cultural histories and Māori perspectives. Parents/Caregivers who wish to have greater levels of Māori instruction and Māori cultural emphasis than we offer, are made aware of full immersion or bilingual schools in the area

The Planning Year

- The BOT will plan targets for the Calendar Year (January to December), in relation to the strategic goals and student achievement data

- The Annual Performance against the targets will be analysed and collated during Term 1 of the following year and reported to the community as part of the school's ongoing community consultation programme

- The Annual Audited Accounts are lodged with the MOE before the end of May each year

- Management will collate review material from each teaching team relating to: Annual Curriculum Targets, Professional Development, Student results from Annual Assessment Schedule and Class Programmes. This information will help to inform the analysis of variance and targets for the coming year

The school Budget timetable:

- **November**   - Budget Draft for following year written

- **December**   - Budget review by BOT and draft budget approved

- **February**   - Final Budget approved

Supporting Documents	Board, Management & Staff	BOT Governance Manual, 10YPP & 5YA, Annual Staffing Plan, Performance Management System, Charter & Policies, Staff & BOT Handbook (2019 edition), Financial Management Systems, Professional Development Cycle, BOT Monthly Booklets & Minutes
	Teaching & Learning	Annual In school reviews, Curriculum Delivery Plan, National Curriculum Statements, Annual Assessment Schedules, Literacy Support programmes, Numeracy Support programmes, GATE Programmes; Differentiated Learning Plans, E-Learning Strategic Plan
	Students	Special Needs Register, IEP's, Cumulative Records, Learning Conversations Cycle
	Community	School & Community Events, Community Consultation, Māori Consultation, School Newsletters, Annual School Questionnaire, Camps, Trips, Shows, Sports…