



Otakiri School

Charter 2019-2021



School ID Number 1871

Approved by BOT February 2020

“Otakiri Learner” Capabilities

Achievement

Excellence

‘Our Best Always’

Self-Managing

Self-directed

Reaching potential

Reflective

Self-aware

Endeavour

Commitment

Confident

Creative

Resourceful

Curious

Inquiring

Risk Taker

Communicator

Resilience

Exemplary Citizens

Leadership

Future focused

Values

Inclusive

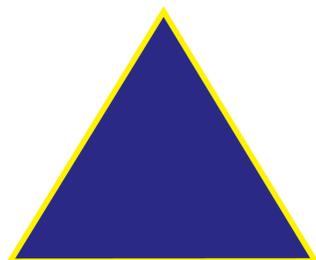
Responsible

Contribution

High standards

Community – Local; Global

Connected



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.



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...

Mission:

“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

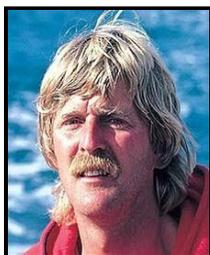
Leading

- 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

* **Walker** - for Commitment & Contribution

***Jackson** - for Creativity & high level Performing Arts

* **McCaw** - for Sporting Excellence & Leadership

Strategic Goals 2019-2021



- 1. To improve learning outcomes for all students**
- 2. To accelerate the progress of students at risk of underachieving in Reading, Writing and Mathematics**
- 3. To strengthen learning partnerships with whanau in a culturally responsive way**
- 4. To build student efficacy and student agency**

2020 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 2020		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 Focus areas to be Local Curriculum, Digital technologies and learning focussed relationships			
	1.1b External (Evaluation Associates) and internal PLD is provided to build teacher capability in aspects of the Digital curriculum to ensure it is being included in class programmes			
	1.1c Attend CoL networking meetings and social gatherings. Include CoL Year Level Network Meetings in school meeting planning			
	1.1 dDevelop systems to ensure that the learning for teachers from Teaching as Inquiry is being transferred to classrooms			
	1.1e Include opportunities for Student Voice in curriculum planning, co-construction of Next Steps learning, assessment and day-to-day classroom programmes			
	1.1f Further development of Otakiri School Local Curriculum so that there is a greater focus on student ownership of their own learning and opportunities for students to articulate their learning and relate it to real life experiences			
	1.1g PLD focussing on building student knowledge and expertise in peer assessment and feedback			
	1.1h Further development of Otakiri School Local Curriculum to include Digital Technologies and NZ Histories opportunities			
	1.1i Review and develop team inquiry planning formats that reflect Coherent Pathways and rich, real and relevant learning opportunities			
	1.1j As part of CoL structure, make use of school appointed Learning			

	Support Coordinators and AST who will have a focus on Learning Support Registers, supporting learning needs, Te Rito and 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 (and shared) understanding of the Learning Progressions and Coherent Pathways		
	1.2b Complete STAR and PAT Maths for Years 4-8. Enter data on SMS prior to the end of March for COI wide analysis		
	1.2c Review School wide Assessment Schedule and align this document to Assessment Tools for OTJs document and Mathematics CaAP (Curriculum and Achievement Plan)		
	1.2d PLD in developing effective teacher use of Reading Eggs as part of an integrated and differentiated literacy programme		
1.3. Effective use of e-learning to improve learning outcomes	1.3a Professional learning to ensure optimum benefit for learning is gained through regular use of Reading Eggs and Mathletics as part of integrated and differentiated classroom programmes		
	1.3b External and internal PLD opportunities to ensure aspects of the Digital Curriculum are being included in classroom programmes to enhance rich learning opportunities		
	1.3c PLD focussed on the use of Seesaw as a tool for teachers and students to share their learning with whanau		
	1.3d Classroom teachers will include a personalised e-learning goal as part of their Teacher Inquiry		
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 Inclusion in Kohiko Mai programme with Evaluation Associates facilitator Amy Chakif		

2020 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-2020		Not begun	
	Black: New Action 2020		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: <ul style="list-style-type: none"> 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 a personalised e-learning goal as part of their Teacher Inquiry 			
	2.1b All teachers to identify Class Target groups in reading, writing and maths and include them in team DLPs			
2.2. Effective use of Intervention programmes to support highly effective classroom programmes	2.2a Vera Pawson released 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 Classroom teachers to complete Learning Assistant Plan to identify ongoing targeted classroom use			
	2.2c Targeted use of Learning Assistant allocation to provide support for learners and teachers to accelerate learning			
	2.2d Heather's role as an AST for the CoL to provide support for continued development of intervention programmes in 2020			
	2.2e Use of a range of research based interventions to support teachers to accelerate outcomes for students eg: Lucid Cops, STEPs, Early Words, ALL etc			

	2.2f External PLD for Kohiko Mai undertaken with Evaluation Associates		
	2.2g Apply for additional ESOL funding for students who qualify and plan appropriate programmes to support their needs.		
	2.2h 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 Learning Support 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 2020 Learning Support Register so it aligns with Assessment Schedule		
	2.3c As part of our Kahui Ako trial Te Rito - an online tool for learning support and data analysis		
	2.3d Collate and analyse individual and group data in team DLPs pre and post interventions to measure the success of each intervention. Share school wide and with BoT		
	2.3e 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		
	2.3f 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 As student future aspirations are significantly associated with achievement outcomes staff will focus attention on academic planning and encourage high aspirations			
2.5 Use of external agencies to support our at risk students who meet criteria	2.5a Make referrals to appropriate agencies for support eg: Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy, Special Education, Voyagers		
	2.5b Have a SPELD teacher available and working on site for whanau who decide to make use of this service		

2020 Action Plan:

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

<u>Aims:</u>	<u>Implementation and Actions:</u>	<u>Progress:</u>		<u>Review and Comments:</u>
	Blue: Already in place pre-2020		Not begun	
	Black: New Action 2020		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 Identify and respond to the aspirations and expectations of the community, parents and whanau. Ensure there are ongoing opportunities for genuine partnership.			
	3.1b Staff PLD on class blogs that focus on the development of Learning Partnerships. Gold Team to use Seesaw (paid version). Blue Team to use Seesaw.			
	3.1c Use Seesaw as a vehicle to build learning focused relationships and a better understanding for parents/whanau of home learning opportunities			
	3.1d Hold regular Learning Partnership Conversations for each student and their whanau three times in 2020			
	3.1e 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			
	3.1f Notify whanau by letter when students are included in acceleration interventions e.g. ALL Writing group			
	3.1g Provide regular information for parents/caregivers about school initiatives (eg 'The Otakiri Way'), Kohiko Mai, and Seesaw to open up opportunities for students to share their learning with whanau			
	3.1h Hold Student Led Conferences twice during the year			
	3.1i Have 'Open' classrooms on the day before school starts for students/whanau to meet with teachers and share their stories			

	<p>3.1j Teachers to facilitate parent information sessions</p> <ul style="list-style-type: none"> -Mathematics -Literacy -Apps and/or websites - Kohiko Mai - Seesaw -'The Otakiri Way' 		
	<p>3.1k Strengthen Enrolment processes through</p> <ul style="list-style-type: none"> -Development of transition to school pack -Collecting data about interests, strengths, culture etc -One month phone calls to all new students 		
3.2 Provide opportunities for parents to be involved in school events	3.2a Welcome picnic and bike track blessing and opening 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 life of the school		
	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 Visits to Iramoko Marae to strengthen iwi partnerships and contribute to the development of local curriculum knowledge		
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)		
	3.3c Share 2019 survey results with parents, whanau and the school community. Gather community voice and prioritise areas for further development		

2020 Action Plan:

Strategic Goal 4; To strengthen student efficacy and agency

<u>Aims:</u>	<u>Implementation and Actions</u>	<u>Progress:</u>		<u>Review and comments:</u>
	Blue: Already in place pre 2020		Not begun	
	Black: new action		In progress	
	Violet: Future action 2-3 years time		Completed	
4.1 Students will build an understanding of what the attributes of a positive role model are (others focused as opposed to self focused) and look for ways to emulate them within the school community and beyond	4.1a Develop an understanding of the concept of a positive role model with attention to 'others focused' as opposed to 'self focussed' e.g. use House heroes, Good Sorts, Onepu Wetlands, Kokako and Kiwi Trusts. Within PB4L develop a definition in each class			
	4.1b Identify areas in our school and/or community (positive role models are active in the community, giving their time and talents to benefit others) where our time and talents could benefit others			
	4.1c Establish a process whereby students use a digital tool to create, share and enact a plan of action to benefit the school and/or community			
	4.1d Students will use design concepts and technological modelling to create a simple, desired feasible outcome that addresses a school or community issue			
4.2 Students will be intrinsically (as opposed to extrinsically) motivated in their learning, enabling them to develop a love of learning and an internal desire to excel.	4.2a Teachers will work collaboratively to enquire into current research of intrinsic strategies that can be embedded into teacher practice			
	4.2b Students will have a greater awareness and demonstrate agentic attitudes, attributes and actions to improve their self-efficacy as learners			
	4.2c Consult with parents and whanau to gain an			

	understanding of the ways intrinsic motivation is used in the family/whanau context e.g. explore the use of intrinsic motivation in home/school partnerships			
4.3 Students will be provided with the knowledge, attitudes and skills to enable them to see, articulate and share their culture with others	4.3a Unpack the question “What is culture?” with students. Develop a definition within each class			
	4.3b Enhance the already existing school culture through inter-class and inter-house competitions as well as other activities e.g. chess tournament, technology challenges, cultural story/art competitions, talent shows, lunchtime sports opportunities			
	4.3c Build learning opportunities around working in diverse teams, cooperative games and school LEAD expectations			
	4.3d Classroom learning and environments reflect cultural diversity			
4.4 Students will build an understanding of cultural identity in order to be able to respond rationally to racism and negative stereotypes	4.4a Build an understanding of the negative stereotype and racist language that is used in our school and community, what the terms actually mean, and describe how they affect those that are the victims of it			
	4.4b Develop positive ways of responding to racism and negative stereotypes where the victim is empowered to make a rational response in our school and community			
	4.4c Develop expectations for onlookers in making a rational response when supporting victims of racism and negative stereotypes in our school and community			

Annual Targets 2020

Kiwi Charter Targets

→ Baseline Data:

- ◆ Five of five students in Year 0 were achieving at Curriculum Early Level 1 at the end of 2019 (expected level at Curriculum Early Level 1)

→ Target:

- ◆ Four of the five students in Year 1 who are operating below Reading Level 3, Curriculum Early Level 1, will be operating at Reading levels 12 or 12+, Curriculum Early Level 1 at the end of 2020.
- ◆ One of the five students in Year 1 who is operating below Reading Level 3, Curriculum Early Level 1, will be operating at Reading Levels 9 - 12, Curriculum Early Level 1 at the end of 2020.

Kokako Charter Targets

→ Baseline Data:

- ◆ Four Year 1 students were achieving at Curriculum EL1(Magenta) in Reading at end of 2019 (expected level Early L1)
- ◆ Two Year 2 students were achieving at Curriculum EL1(Magenta) in Reading at end of 2019 (expected Early Level 1)

→ Target:

- ◆ Four of the four students in Year 1 who were achieving at Curriculum EL1 (Magenta) will be at operating at Curriculum L1 (Green L12+) at the end of 2020
- ◆ Two of the two students in Year 2 who were achieving at Curriculum EL1 (Magenta) will be at operating at Curriculum L1 (Green L14) or higher at the end of 2020

Takahē Charter Targets

→ Baseline Data:

- ◆ Four Year 2 students were achieving at Curriculum Early Level 1 (below level 12 Green 1) in Reading at the end of 2019 (at early level 1 working at Green level 12 + by their anniversary)
- ◆ Two Year 3 students were achieving at Curriculum Early level 1 (below Turquoise level 17 at their anniversary) in Reading at the end of 2019 (At level 1 working at Turquoise 17+)

→ Target:

- ◆ Three of the four students in Year 2 who were achieving at Curriculum Early Level 1 (below Green level 12) will be operating at Curriculum Level 1 (at Turquoise, level 17 at their anniversary) at the end of 2020.

- ◆ One of the four students in Year 2 who were achieving at Curriculum Early Level 1 (below Green level 12) will be operating at Curriculum Early Level 1 (at Orange level 15+) at the end of 2020.
- ◆ Two of the two students in Year 3 who were achieving at Curriculum early level 1 will be operating at Curriculum at Level 1 at the end of 2020 (at Turquoise, level 17+)

Korimako Charter Targets

→ Baseline Data:

- ◆ Two Year 4 Students were achieving at Curriculum Level 1 in Writing by the end of 2019 (expected Level at Level 2)
- ◆ Three Year 3 Students were achieving at Curriculum Level 1 in Writing by the end of 2019 (expected Level at Early Level 2)

→ Target:

- ◆ Two of the 2 Students in Year 4 who were operating at Curriculum Level 1 in Writing will be operating at Curriculum Level 2 at the end of 2020.
- ◆ Three of the 3 Year 3 Students who were operating at Curriculum Level 1 in Writing will be operating at Early Curriculum Level 2 at the end of 2020.

Kārearea Charter Targets

→ Baseline Data:

- ◆ Three Year 5 students were achieving at Early Level 2 in the Maths Curriculum at the end of 2019 (Expected Level - At Level 2).
- ◆ Two Year 4 students were achieving at Level 1 in the Maths Curriculum at the end of 2019. (Expected Level At Early Level 2).

→ Target:

- ◆ Three of the three Year 5 students who were operating at Early Level 2 in the Maths Curriculum will be operating at Level 2 of the Maths Curriculum at the end of 2020.

Two of the two Year 4 students who were operating at Level 1 in the Maths Curriculum will be operating at Early level 2 of the Maths Curriculum at the end of 2020

Tūi Charter Targets

→ Baseline Data:

- ◆ Five Year 6 students were achieving at Curriculum Level 2 in writing at the end of 2019 (Expected Level - At Early Level 3)

→ Target:

- ◆ Five of the five students in Year 6 who were achieving at Curriculum Level 2 will be working at Curriculum Level 3 at the end of 2020.

Kakapo Charter Targets

→ Baseline Data:

- ◆ *Three Year 6 students were achieving at Curriculum Level 2 in Writing at the end of 2019 (Expected level at Early Level 3)*
- ◆ *One Year 7 student was achieving at Curriculum Level 2 in Mathematics at the end of 2019 (Expected level at Level 3)*

→ Target:

- ◆ *Three of the three Year 6 students who were operating at Curriculum Level 2 in Writing will be operating at Curriculum Level*
- ◆ *One Year 7 student who was operating at Curriculum Level 2 in Mathematics will be operating at Curriculum Level 3 at the end of 2020*

Ruru Charter Targets

→ Baseline Data:

- ◆ *Five Year 8 students were achieving at Curriculum L3 in Mathematics at the end of 2019 (Expected level Early Level 4)*
- ◆ *Two Year 7 students were achieving at Curriculum EL3 in Mathematics at the end of 2019 (Expected level at Level 3)*

→ Target:

- ◆ *Four of the Five students in Year 8 who were operating at Curriculum L3 will be operating at Curriculum Level 4 at the end of 2020.*
- ◆ *One of the Two students in Year 7 who were operating at Curriculum EL3 will be operating at Curriculum Early Level 4 at the end of 2020.*

Community Consultation is undertaken as follows:

- Major Charter Consultation and Review occurs on a Triennial cycle – last review 2016 (Due at end of 2019) - To be undertaken in Term 1, 2020
- 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 (2020 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...