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| **DUVAUCHELLE PRIMARY SCHOOL**  **CHARTER 2017-2019**    ***Knowledge is Power***  ***Nga te Matauranga te Mana***  Duvauchelle Primary School welcomes all learners into our school community. We are committed to the engagement of all learners in all school activities, and to their achievement against the key competencies and learning areas of the New Zealand Curriculum.  **Our Effective Learning Beliefs**  *‘We believe effective learning happens when:  Learners are challenged and supported, and learning is relevant, personalised, and co constructed.*  *There is a learning focussed culture and Whanau/family play a key role in the learning community’*  **Our Mission**  “Learners today……….leaders tomorrow”  To enable our students to be lifelong learners and achievers who can think critically and creatively, with the knowledge, skills, attitudes and values  to meet the challenges of their future, as part of a caring global community.  We are committed to empowering all our students to achieve personal excellence within a learning culture that values all**.**  Duvauchelle School will provide a dynamic, future-focussed learning environment in which all children are encouraged, challenged and supported to achieve their personal best and to extend their horizons in a secure, safe environment.  **Our Vision**  **Vision**: *To embrace learning, explore possibilities, realise potential and be unique!*  To provide an environment that supports students to be self-managed, caring, future –focussed thinkers and learners who are actively involved  in their learning and motivated to achieve and succeed.  ·    We aim to produce confident, connected, actively involved, lifelong learners who fulfil their potential  ·    Our staff will be valued & encouraged to develop as professionals  ·    We endeavour to equip our students with the skills to make the right choices in order to take full advantage of all opportunities          presented to them.  ·    We have high expectations for our children to achieve academically, physically, culturally & socially  ·    We aim to be a secure, inclusive, happy & challenging place, focused on growth & learning for all  ·    Our students will be able to contribute and participate as members of the local and global communities    *‘Our teaching and learning activities focus on developing our student’s qualities, enabling our learners to be confident,*  *connected and able to adapt to our challenging and changing world.’*  **Our Values**  **RESPECT: Whakaute**  ***R****elationships;* ***E****mpathy;* ***S****upportive;* ***P****erseverance;* ***E****xcellence;* ***C****urious;* ***T****hinking*   |  |  | | --- | --- | | ***Relationships***: | * respecting self and others; showing appreciation of different cultures, languages and heritages, through   fairness, tolerance and social justice | | ***Empathy:*** | * we practice kindness, caring and looking after each other-‘tuakana-teina’; being honest, accountable and ethical | | **Supportive** | * we support each other to reach high standards in all our endeavours | | **Perseverance** | * by always trying and staying positive we will  achieve success | | **Excellence** | * by aiming high and persevering we strive for excellence in all that we do | | **Curious**: | * we want to know more; we ask questions and enjoy discovering | | **Thinking**: | * we think critically; using problem solving; we are innovative, creative and reflective thinkers |   In consultation with parents, staff and students, we have agreed that our shared values are deeply important to us.   * These values are modelled by our staff and board and encouraged in our whole school community, with a desire to nurture each individual   child’s self confidence and sense of identity.   * We believe these are the fundamental characteristics of well-rounded and successful citizens.   It is our aim that when students leave at the end of Year 6, they will exemplify these qualities.   |  |  | | --- | --- | | Respect | Show consideration for people, the environment, property, our multi-cultural heritage and self | | Integrity | Demonstrate honesty, responsibility, accountability and ethical actions | | Excellence | Strive to reach their personal goal | | Persistence | To aim high, challenge themselves and achieve their goals | | Competence | To be future-focussed learners in their global world |   **Our Cultural Diversity**   |  |  | | --- | --- | | *New Zealand’s Cultural Diversity:*  Our school curriculum will encourage students to understand & respect the different cultures that make up New Zealand society.  It will ensure that the experiences, cultural traditions, histories & languages of all New Zealanders are recognized & valued  It will acknowledge the place of Maori, Pakeha, Pasifika, MELAA, Kenyan , French & English in New Zealand society.  It will acknowledge New Zealand’s relationships with the peoples of Asia, Africa, Europe & the South Pacific. | | | *The unique position*  *of our Maori Culture*  We will recognize & value  the unique position of Maori in Aotearoa , & the importance of the Treaty Of Waitangi partnership.  All students will have the opportunity to acquire knowledge in matauranga maori:-tikanga  & Te Reo.  We will acknowledge & respect the values,  traditions and histories of both Moori & Pakeha  New Zealanders. | *Our school will incorporate Mātauranga Māori: It is about a Māori way of being and engaging in the world – in its simplest form, it uses kawa (cultural practices) and tikanga (cultural principles) to critique, examine, analyse and understand the world.*  *-It is based on ancient values of the spiritual realm of Te Ao Mārama (the cosmic family of the natural world) and it is constantly evolving as Māori continue to make sense of their human existence within the world.*  *-It helps explain and enlighten us about different aspects of the world around us, and in that process,a person gets to know about and understand some of the different purposes and meanings, some of the different ways of learning about his/her world that can be transferred from one person to another.*  *We will incorporate Matauranga Maori into the curriculum by:*   * Pronouncing names correctly * Teaching Taha Maori to an elementary level, in both classes. Eg. Nga Ra O Te Wiki(days of the week), Nga Kara(colours), (greetings), Kaute(numbers) Te Tinana(The body), Nga Mea I te Ruma(things in the Classroom,) NgaTohutohu(commands) whanau(family) Nga Kai (food) * Providing Te Reo Maori instruction, for all students, starting at Level 1 * Promoting involvement in a diverse range of cultural activities ie: kapa haka / Parihaka * Practising respect for each culture eg. Eye contact, no sitting on tables * Teachers curriculum planning reflecting New Zealand’s dual cultural heritage * EEO principles are met when employing staff * Incorporating Tikanga Maori into class programmes as appropriate * Waiata incorporated into assemblies etc.Sing National Anthem in both Maori & English * Bilingual signage & instructions where appropriate * Acknowledging dual cultural heritage when planning learning experiences * Powhiri as appropriate:-welcome manuhiri to our school   -know the protocol of powhiri before & at marae visits   * Marae visits:-whole school to visit Onuku Marae (another if appropriate)or Cultural Festival every 2nd year * Basic protocol:-including Karakia when appropriate * Kapa Haka:-instruction groups in waiata/poi/haka/nga rakau * Incorporation of Maori welcome to our school entrance * Meet with Ngai Tahu elders and local runanga * Involvement in local Ngai Tahu historical site: Onawe Peninsula | | **INCLUSIVENESS :*At Duvauchelle School student’s identities, languages, abilities and talents are recognised and affirmed with:***  1. *An inclusive culture which:* has agreed, shared values, welcomes everyone, is collaborative and respectful, encourages respect for all human rights 2. *Inclusive policies which*: have a participatory development process; aim to reduce barriers to attendance; makes resources and buildings accessible to all 3. ***Inclusive practices which*:** engage all children fully in the New Zealand Curriculum; require teachers to take responsibility for learning and progress of all learners 4. ***Inclusive cultural practices which*:** recognise, support and provide for the learning needs of Māori, Pasifika and children of other ethnic identities; recognise and accept the cultural views and differences of Māori, Pasifika and children of other ethnic identities; expect teachers to understand Tātaiako and value of meeting the needs of all learners 5. ***Inclusive processes and systems which*:** are linked to an agreed definition of what constitutes special education; are directed by the staff members -principal, teachers; ensure that transition is effectively managed and monitored for all learners | |   **Our School Character**  ***Duvauchelle*** *(*[*Māori*](https://en.wikipedia.org/wiki/M%C4%81ori_language)*: Kaitouna) is a small town situated at the head of* [*Akaroa Harbour*](https://en.wikipedia.org/wiki/Akaroa_Harbour) *on* [*Banks Peninsula*](https://en.wikipedia.org/wiki/Banks_Peninsula) *in* [*New Zealand*](https://en.wikipedia.org/wiki/New_Zealand)*. State Highway 75 passes through the town.*  *The historically significant* [*Onawe Peninsula*](https://en.wikipedia.org/wiki/Onawe_Peninsula) *separates Duvauchelle Bay from Barry's Bay.*  *The site of an ancient* [*Māori pā*](https://en.wikipedia.org/wiki/P%C4%81_(M%C4%81ori)) *or fortified settlement is at Oinako, just along the foreshore from the school.*  *At Te Wharau creek, a* [*taua*](https://en.wikipedia.org/wiki/Taua) *or war party of*[*Ngāti Awa*](https://en.wikipedia.org/wiki/Ng%C4%81ti_Awa) *warriors camped during the battles led by* [*Te Rauparaha*](https://en.wikipedia.org/wiki/Te_Rauparaha) *in 1831.*  *Our school has been part of this community for many generations, and in fact, some of our parents were pupils here, as were their parents. It’s a wonderful legacy and heritage that we know gives a*  *strong foundation to our school and a credibility and reassurance for all our parents.*  *Over the generations we have learnt, adapted, changed and evolved to embrace new methods of learning: creating a vibrant and interactive learning environment for our students. Education is ever*  *changing and we are constantly reviewing and adding to our curriculum to prepare our students for both academic success and their personal journey through life.*  The name of the town and bay comes from the surname of two brothers, who held land here from the [Nanto-Bordelaise Company](https://en.wikipedia.org/wiki/Nanto-Bordelaise_Company), at the time of the [French settlement at Akaroa](https://en.wikipedia.org/wiki/Akaroa#French_settlement) in the 1840s.  Jules and Louis Benjamin Duvauchelle who were originally from the Rue on the Somme, in France. Jules Duvauchelle arrived in Akaroa aboard the Sancta Maria. He possessed good knowledge of both English and Maori and was therefore provided with a house.  The first freeholds were bought in 1857; economic activity was focussed on timber extraction and sawing, mostly [totara](https://en.wikipedia.org/wiki/Totara) trees. As the tree cover was cleared, it was replaced with [pasture](https://en.wikipedia.org/wiki/Pasture).  The first settler at the Head of the Bay, the location of the present town, was a Frenchman called Libeau, who arrived in 1841. Timber exploitation was also the main activity, as well as boat building.  The sawn timber was all carried out of the bay by locally built vessels. In the 1850s a small building that served as both church and school was built by local people on a half-[acre](https://en.wikipedia.org/wiki/Acre) plot of land donated  by [Lord Lyttelton](https://en.wikipedia.org/wiki/George_Lyttelton,_4th_Baron_Lyttelton). The first permanent roads began to be constructed in the 1860s  Duvauchelle Primary School is a small, rural, decile 6 contributing State Primary School catering for students from Year 0-Year 6. It has built up a proud reputation for educational excellence.  Our school was established in 1860. It was initially part of a Church School built in the Bay in the 1850s. The old school bell is preserved and still used daily. The original classroom, still stands on site and is  now the school library. Additions over the years include: another classroom, an old dental clinic that became the library, and is now The Arts & Music Room, a new administration block, a new library  -converted to a classroom in 2016, and lastly a new tennis court. The library is automated, well stocked, has an interactive whiteboard and is also used as our assembly room.  There are networked laptops, i-pads & desktops in the classrooms. Every senior student is supplied with a laptop, and juniors have i-pads to use as tools in their daily learning.  Our school is a safe, positive learning environment. We operate in accordance with the Treaty of Waitangi.  We build on trusting relationships between staff, children, families and BOT.  We celebrate our community where tolerance and acceptance of diversity is embraced.  We value quality education within  a caring environment.  We are an Enviro-school and operate in environmentally sustainable ways.  The current student roll has a New Zealand European majority, with students from Maori, English, French, Kenyan and Tongan descent. We value our bi-cultural heritage, and the cultures of  ourselves and others. Our students come from a large geographical area & a major proportion of the students travel to school each day, from the surrounding bays, on our own school bus.  We have an open, positive and supportive learning partnership between students, parents, staff and our community.  We have a long tradition of being a focal point in the local community and enjoy an increasing level of community involvement and support.  Our staff have high expectations and aspirations for our children. We value high achievement in literacy and numeracy, strive for excellence , think creatively, critically and reflectively.  We encourage our students to become independent, take responsibility for their own learning and aim for continuous improvement by giving their best.  We use a wide range of strategies to ensure that all our students are actively engaged in their learning. We model, deliberately teach and explicitly integrate the key competencies into everything we do.  We are committed to providing an education for our students which encourages achievement & self-esteem, fosters a cooperative spirit & celebrates diversity & inclusiveness,  so that our students develop the knowledge, skills & values necessary to face the challenges of their futures & to participate in a multi-cultural & ethnically diverse society.  **Our School Goals**   |  |  |  | | --- | --- | --- | | *Goals:*  *We aim to…….* | ***Objectives:***  ***We will do this by………*** | ***Indicators of achievement:***  ***We will have achieved this when………*** | | *NAG 1: CURRICULUM DELIVERY & CONTENT* | | | | * Enable students and parents to have a greater understanding of their learning and what is needed to meet NZC objectives * Promote authentic learning and sharing of student learning * Assist children to achieve success in   Literacy & Numeracy   * Improve outcomes for all students, particularly Maori & Pasifika * Improve outcomes for children with learning needs- literacy, numeracy, physically, socially * STEPS Programme to support dyslexic learners * Increase teacher aide support for students performing below and well above expectation * School wide competencies and e-learning capabilities development, and implement of a cyber-safe citizenship programme * Student led conferences   Provide balanced & challenging programmes | * Open days and workshops to enable students and parents to have a greater understanding of their learning and what is needed to meet NZC objectives * Promote authentic learning and sharing of student learning * Quality assessment practices which enable our school to identify & respond to student needs * Working within our BP Cluster on PD across our schools- Writing * Applying a range of appropriate teaching techniques * Creating & delivering programmes that utilize & recognize local resources * Develop learning assistant programmes that support the teaching &   learning in Literacy, for students achieving below our target levels   * STEPS Programme to support dyslexic learners school wide lease * Increased teacher aide support for students performing below and well above expectation * Staff will develop School wide competencies and e-learning capabilities * Implement of a cyber-safe citizenship programme * Student led conferences developed more fully * Using the school inquiry model to plan & implement   school wide integrated programmes | * Students and parents to have a greater understanding of their learning and what is needed to meet NZC objectives * Authentic learning and sharing of student learning * Needs are stated & strategies developed to   reduce or eliminate these   * Delivery is varied & meets the needs of our students * Maori students achieve success as Maori * All students achieve success * STEPS Programme to support dyslexic learners * NUMICON for students with learning challenges * We have enhanced the learning experiences of our high achievers * Programmes reflect local goals where appropriate * We have a cyber-safe citizenship programme * Student led conferences | | *CHILDREN’S PROGRESS AND ACHIEVEMENT* | | | | * Encourage children to be active   participants in their own learning   * Improve student progress & achievement * Accelerate progress of students performing below expectations * Enhance & accelerate progress for high achieving students * Assist & encourage each child to   reach & achieve their potential   * Encourage, support & enhance   Facilitate effective consultation with community groups | * Providing clear expectations of learning & achievement   for staff, children & parents/whanau   * Monitoring & reporting accurately on progress &   achievement   * Modifying programmes based on analysis * Overall Teacher judgements revisited and refined * Providing appropriate support to enable our staff to meet the needs of   our children | * Curriculum plans state clear learning outcomes at appropriate levels * Reporting guidelines are implemented * Teacher programmes & planning are   reflective of findings   * Resourcing is needs based * Our children share & discuss their learning   & achievements | | *NAG 3:PERSONNEL* | | | | * Have professional, highly qualified, permanent   teachers’ continually expanding their knowledge base   * Review & redesign staff management procedures * Sustained development of our teachers’ skill and knowledge base via ongoing effective school wide literacy/ Writing practices and numeracy * Individualised and personalized digital learning programmes will be available to all staff, along with self-directed and classroom focused inquiry * Manage banked staffing system to maximize use of staffing resources for our students * Increase teacher aide support for students performing below and well above expectation | * Appointing the best people to positions * Providing professional development support for all staff * Providing a positive & supportive working environment * Ensure we continue to operate 2 separate classes;   Junior-Years 0-2/3 & Senior Years 3/4-6   * Budgeted support from BOT to fund classroom teacher-PRT * BPLCC Whanau Ako PLD and collaboration to develop our teachers’ skill and knowledge base via ongoing effective school wide literacy/ Writing practices and numeracy * Individualised and personalized digital learning programmes will be will be available for all staff, along with self-directed and classroom focused inquiry * Monitor SUE report to keep staff usage balanced using staffing   entitlement & budget allocation | * Staff are committed to improvement through self review * Staff work collaboratively & co-operatively,   recognizing each others’ skills & knowledge   * Our teachers’ skill and knowledge base via ongoing effective school wide literacy/ Writing practices and numeracy has been developed * Staff have individualised and personalized digital learning programmes, * Self-directed and classroom focused inquiry * Staff needs are met through a performance   management programme | | *NAG 4: FINANCE AND PROPERTY* | | | | * Accurately align expenditure &   income for the education benefit  of our students   * Prepare annual budgets * Achieve budget and improve financial position * Prepare digital tools purchasing/ leasing plan on 3 yearly basis * Set up and implement programmed maintenance programme property review * Provide high quality facilities to meet our   teaching & learning needs   * Continue property works as stated in our GCR negotiations with MOE * Review swimming pool use and future upgrade * Complete a school environment plan that consists of garden, vegetable garden, fruit trees, chickens, worm farm, trees for life, replace school boundary hedge with environmentally suitable and sustainable planting, murals, painted games * Fund extra staffing when required | * Budgeting & planning for identified needs for both current & long term development * Sourcing additional funds & grants * Maintaining & developing property & assets * Address any building related health & safety issues & carry out regular property checks * Set time frames, draft action plan based on priorities working with the MOE * Initiate school environment plan that consists of garden, vegetable garden, fruit trees, chickens, worm farm, trees for life, replace school boundary hedge with environmentally suitable and sustainable planting, murals, painted games * Fund extra staffing when required- | * Projections are met & needs addressed * Additional funds are available for programmes & initiatives * Achieved budget and improve financial position * Digital tools purchased/ leased plan * Property is maintained to a safe, tidy & hygienic standard * We have action through the process. Alterations are made to enhance our students’ learning outcomes * School environment that consists of garden, vegetable garden, fruit trees, chickens, worm farm, trees for life, replace school boundary hedge with environmentally suitable and sustainable planting, murals, painted games * Fund extra staffing when required | | *NAG 5: HEALTH AND SAFETY and LEGISLATIVE COMPLIANCE* | | | | * To have a safe, emotional environment for students and staff * Provide a safe physical & emotional learning environment * Electrical safety checks are in place * Comply with all legislative requirements * Comply with the Health & Safety Act 2015 * Comply with the Vulnerable Children’s Act 2014 * Ensure that relevant changes to the EOTC guidelines are implemented for school camps * Review & minimize risks to staff, visitors   & students | * Ensuring that annual planning details the ways the school will maintain a safe physical & emotional environment * Ensuring the annual planning details compliance with general legislative requirements * Continue to develop & review reporting procedures to ensure they accurately report on the NZ Curriculum & provide quality & useful information to parents * Set up a school Emergency Kit, for the school to use during an emergency: earthquake, tsunami etc * Continue to commit to a Health Promoting School Programme * Survey of parents & community every 2 years | * Our children & staff feel safe in their school * All general legislative requirements are met * Emergency planning and drills are carried out * 2x 6 monthly workplace safety checks are conducted | | *NAG 2 & 8 GOVERNANCE & SELF REVIEW* | | | | * Work towards whole BOT professional development (WITH NZSTA), implementing a record of development undertaken by each trustee * Provide good management of the school through updating of the Board’s knowledge of MOE legislation * Complete an annual update of the school charter * Review and update the school policies and prodecures whilst implementing new policies to fir the school requirements * Each year provide and analysis of variance between the school’s performance and relative aims, objectives, directions, priorities and targets * Have a robust & open system of reporting   to the BOT   * Focus on monitoring reading, writing & numeracy levels to ensure targeted groups of students reach their age equivalent levels in reading/writing & numeracy. * Have a cyclical review of school policies & procedures * Continue to improve reporting to parents | * Planning and coordinating BOT professional development (WITH NZSTA), implementing a record of development undertaken by each trustee * Providing good management of the school through updating of the Board’s knowledge of MOE legislation * Complete an annual update of the school charter * Review and update the school policies and procedures whilst implementing new policies to fir the school requirements * Each year provide and analysis of variance between the school’s performance and relative aims, objectives, directions, priorities and targets * Continually managing the annual planning & reviewing programmes * Placing reflection & enquiry at the forefront of everything we do   as a staff and as a Board.   * Track reading, writing & numeracy levels to ensure focus on achieving these targets * Use SMS/CMS/MUSAC Edge programmes to monitor progress- class & school wide * Report to school, BOT & school community on progress * Advise Board of policies for review & oversee their passage through staff & Board meetings * Student goal setting based on the key competencies, to be shared at 3 way conferences * Continue to report to parents 2x per year: at mid year & end of year | * We act upon findings following the planning & review process * Work towards whole BOT professional development (WITH NZSTA), implementing a record of development undertaken by each trustee * Good management of the school through updating of the Board’s knowledge of MOE legislation * Annual update of the school charter * Reviewed and updated school policies and procedures whilst implementing new policies to fir the school requirements * Each year provide and analysis of variance between the school’s performance and relative aims, objectives, directions, priorities and targets * Improvements are seen * Students achieve targets set * We have a clear picture of the effectiveness of Numeracy & Literacy Programmes across our school * All school policies are current * Parents, students & teachers work together to support student goals * Reports are clearly understood & informative for parents. | | *CULTURAL DIVERSITY* | | | | * Acknowledge, explore & celebrate the   cultural diversity of our school & the wider  community with particular emphasis on Maori   * Ensure we provide the opportunity to Maori students wanting Te Reo * Acknowledge the Matauranga Māori way of being and engaging in the world – in its simplest form, it uses kawa (cultural practices) and tikanga (cultural principles) to critique, examine, analyse and understand the world. | * Providing learning opportunities & experiences that develop   understanding & appreciation   * Encouraging tolerance of others & pride in ones self * Provide professional development opportunities for all staff * Encourage staff to participate in tikanga maori i.e .Taha Maori, kapahaka programmes, marae visits & meeting with local iwi, runanga * Ensure staff and children have PD support in Te Reo * Provide te reo, tikanga & kapahaka for all students * Provide basic French language learning for our students | * Children & staff recognize & acknowledge our   various cultural differences & attributes  Children continue to demonstrate knowledge of themselves, their ancestry & those of others   * Staff working cooperatively to learn and share te reo and kapahaka * Staff mentored to speak taha maori more confidently | | *NAG 2A:* *COMMUNITY* | | | | * To have healthy connections with our school * Community * Forge partnerships between the BOT, FODs and whanau groups * Bring clarity to the parents, whanau and Ministry by implementing reporting on the strategic plan/ annual plan * Carry out focused information gathering on relevant issues as necessary- i.e. how better to communicate with the school community * Explore ways for the classes to have more involvement with community through their learning * Developing opportunities for the children to serve the community in more authentic ways | * Ongoing consultation with the school community regarding the direction of the school * Carry out focused information gathering on relevant issues as necessary * Ensure that the school website contains up to date and relevant information | * Student led conferences * Student led assemblies * School productions * school website contains up to date and relevant information |   **Our Strategic Aims**   |  |  |  |  | | --- | --- | --- | --- | | **Our Strategic Aims** | **What would this look like over the next 3 years?** | | | | **2017** | **2018** | **2019** |  |  |  | | --- | --- | | **Strategic Aim 1:**  ***Individual student achievement is the key focus of our school-all students will achieve success*** | 1. Achievement Objectives by level in the **NZ Curriculum** in Mathematics, Literacy-Written Langauage, Reading reached or surpassed against Curriculum Levels (Government change of policy- success across the curriculum is our key focus) 2. Annual targets will be identified, based on analysed date, to effect and sustain improvement for all learners in Reading, Writing and mathematics 3. The progress of identified target learners and priority groups will be tracked and regularly reviewed for effectiveness 4. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement 5. Resources and technologies that appropriately support all students, including those with special, or differentiated, learning needs will be identified and used to effect improvement 6. Assessment that is robust, equitable for all learners and informs practice will be used in conjunction with moderation to inform reliable OTJs 7. Through participating in collaborative and connected learning communities, opportunities to extend and enrich teaching and learning will be created 8. Other school curriculum areas will have defined benchmarks to measure student achievement on the learning journey 9. Students can explain what they have mastered and their next learning goals 10. Success is celebrated by all parts of the school community 11. Collective student voice as an integral part of teaching as enquiry, will develop further understanding of what and how learners learn | | **Strategic Aim 2:**  ***Whakawhanaungatanga-develop and***  ***strengthen the Partnership with and***  ***between the School’s stakeholders and***  ***wider community*** | 1. Benchmarks defined and measured for progress of our students through their learning journey. 2. Skilled teachers will share their expertise and ideas with their colleagues- building knowledge 3. Sharing information across schools will help ensure action and resources are targeted where they are most needed-connecting and collaborating 4. 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 5. Celebrate the learning journey of all students 6. Teachers and learners, working individually and collaboratively, will put into practice new ideas, develop new skills and embrace new understandings of themselves as learners 7. Smoothing transitions across the educational pathways 8. Parent meetings to educate parents about Google, using devices to enhance learning, curriculum areas. 9. Report to students and their parents on the students’ progress and achievement and consult with the school community on relevant matters 10. Parent forums to discuss “educational issues”. 11. Establish liaisons with both preschools in the area and attend transition meetings. 12. Develop further connections with intermediate & high schools we feed into. 13. Use Google effectively across whole school community 14. Student blogs: report overview on blog of student progress from week after student/teacher conferencing time - available for parents to view at anytime ­ 15. Use class blogs 16. Reflect on progress and continue as required 17. Respond to the identity, language and culture of all learners in our school community. | | **Strategic Aim 3:**  ***To develop future focussed learners***  ***able to drive their own learning, across the curriculum, using appropriate tools*** | 1. .Physical school structures and resources support our learning environment to support and enhance our students’ learning 2. A curriculum based on action competency (cause, effect, solution) will provide learning experience that are challenging, engaging, relevant and future-focused 3. Equitable access to technologies is sustained to meet all needs 4. Planning is established and connected across the school, and initiatives that sustain and extend student centred learning through an increasingly wide range of digital technologies trialled and refined and appropriate to meet all learners’ needs and is effectively aligned across school, community and wider networks. 5. Technology use is ubiquitous, virtual, accessible and equitable, enhancing authentic, co-constructed learning within and beyond the school community and school, community and networks plan work in partnership. 6. Teachers are using modern learning practices and collaborating, evidenced by the growth of a learning community and a community of practice 7. Professional development will support teachers to trial and use technologies appropriately to support higher-order, collaborative teaching and learning 8. School systems and policies support future focussed learners i.e. timetables/scheduling, support, behaviour management, class sizes support learner needs and curriculum topic, teaching and support resources 9. Community is involved and embraces modern learning environment alongside traditional practices 10. Benchmarks are defined and measured for progress of our future learners through their learning journey 11. Progressing Innovative learning, innovative spaces and pedagogical practise 12. e-learning tools are used effectively to give students opportunities to achieve 13. On-going review will identify strengths and weaknesses across the curriculum that will be adapted accordingly | |
| **Our Annual Plan:**  **Strategic Aim 1:**   |  |  |  | | --- | --- | --- | | ***Individual student achievement is the key focus of our school-all students will achieve success.***  ***All students are able to access the New Zealand Curriculum and achieve at the appropriate curriculum level***  ***National Standards were used for assessment 2017.*** | | | | AIM 1a: LITERACY: WRITING TARGET ( Years 0–6) | | | | STRATEGIC AIM 1: All students are able to access the New Zealand Curriculum as evidenced by their individual progress and achievement in relation to the Curriculum Objectives Levels | | 2018 ANNUAL AIM 1a TARGET: To increase the number of target students achieving at the appropriate curriculum level in writing. | | 2017: Analysis of school-wide Writing data (OTJ’s against Writing National Standards) identified that 21.2 % of students were below NS. The target students were chosen based on and concern for students from Years 1-6. | | | | |  |  |  | | --- | --- | --- | | END OF YEAR 2017 WRITING DATA: Number of Learners – 33 students | | | | Below | At | Above | | 7 (21.2%) | 19 (57.5%) | 7 (21.2%) | | DATA ANALYSIS:  21.2% of students (7/33) were achieving Below the Writing National Standard.  57.5% of students (19/33) were achieving At the Writing National Standard.  21.2% of students (7/33) were achieving Above the Writing National Standard.  11.1% of the students (2/18) achieving Below against the National Standard are females.  33.3% of the students (5/15) achieving Below against the National Standard are males.  0% of the students (0/2) achieving Below the National Standard are Maori  0% of the students (0/0) achieving Below are Pasifika  24.1% of the students (7/29) achieving Below are European / Pakeha  Students not included in this data: Students who have had less than a total of 40 weeks enrolment at school (Year 0 to 1 students-10) | | | AREAS OF EFFECTIVE SCHOOLWIDE PRACTICE IN TEACHING WRITING:  ● Assess and group according to student needs.  ● Shared understanding for all staff in regards to students achieving Below  ● Provide relevant experiences to motivate students to do Writing.  ● Quality Writing programmes being taught school-wide.  ● Use equipment/resources/apps/TAs to support learning.  ● Support and encourage students to succeed.  ● Give formative feedback to the students about their learning.  ● Extend the Writing programme by organising extension groups taught within the class.  ● IEPs are developed for any students achieving “Well Below” and referral to RTLB  ● Provide Writing homework for students to reinforce skills.  ● Use of technology to support students learning.  AREAS IDENTIFIED FOR FUTURE IMPROVEMENTS:  ● Principal and teachers devise an action plan using data, for the students in the target groups across the school.  ● Review resources available for teaching programmes and decide what is most effective and how it will be used.   * Invest in PMP- use for all students in Junior Class, plus Y3 senior class   ● Moderate programmes and check for consistency of teaching across both classes.  ● Moderate assessment – involve teachers and Principal (and BP cluster teachers of same class levels ) for consistency of administering and analysis.  ● Teacher use of student assessment data/information to inform planning and teaching, and to inform reporting.  FURTHER IMPROVEMENT OF TEACHER/LEARNING SUPPORT TEACHER PEDAGOGY IN TEACHING WRITING.  ● Reflect on effective classroom practice and modify where required.  ● Purchasing, sorting and sharing Writing resources across our PB Whanau Ako  ● Proactively supporting students/families who have a history of struggling with Writing :-parent workshops; open days   * PD for teachers/observations in other schools/invite other teachers to observe here   ● IEPs are developed for those students achieving “Below” the NZC levels of expectation .   |  |  |  | | --- | --- | --- | | Actions to achieve target: | Led by: | Timeframe: | | 1. Effective assessment practice will be used to analyse data in order to identify student needs and inform practice. | All teachers | 2018 | | 2.Moderation process will ensure a range of samples of student’s work are used, including writing from across the curriculum | All teachers | 2018 | | 3. PLD will be differentiated to support teachers in moderation.-BP Whanau Ako- Cluster: ALL (Accelerated learning in Literacy) | BPLCC | T2- T3 2018 | | 4. Continue to develop teachers and students knowledge on the use of the progressions as a formative tool. ALL will be used to inform planning. | BPLCC | 2018 | | 5. Integrate I.T. resources to support Writing programmes. | All teachers | 2018 | | 6. Reviewing and reflecting on assessments currently used and their relevance. Use of consistent administration procedures for assessing. Development of action plans for teaching students, using data collected. | All teachers | 2018 | | 7.Student voice will be collected and responded to in terms of teacher inquiry, resources, to inform planning and determine next steps for learning | All teachers | 2018 | | 8. Teachers refer students to the RTLB/teacher aide for additional individual support in Writing. | All staff | 2018 | | 9. The teachers will analyse data, plan and teach lessons and activities that are based on the diagnosed needs of the students. | All teachers | 2018 | | **Monitoring:** Review is undertaken at the end of each term to monitor the progress against the targets. | | | | **Resourcing:**  Release for teachers will be provided as necessary to provide / undertake professional learning development. The budget will align with goals and targets.  BP Whanau Ako funds will be used for PLD on ALL. | | | | | |   2018 Budget   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | STAFF PROFESSIONAL DEVELOPMENT | | | LEARNING RESOURCES | | | | Activity | Budget | Actual | Activity | Budget | Actual | | RTLB support for teachers to improve pedagogy and classroom practice in Writing. | Release time for teaching staff. |  | TA: PLD | 2xTA: Employed for 2.5 hours per week ( 30mns x5) |  | | Courses/workshops for staff to attend based on Writing needs. | Professional Development Budget | $350 per release day | Equipment/Resources |  |  | |  |  |  | Learning Staircase | $517.50 per year |  |  |  |  |  | | --- | --- | --- | | ***Individual student achievement is the key focus of our school-all students will achieve success.***  ***All students are able to access the New Zealand Curriculum and achieve at the appropriate curriculum level***  ***National Standards were used for assessment 2017.*** | | | | AIM 1b: MATHEMATICS TARGET (Years 0-6) | | | | STRATEGIC AIM 1: All students are able to access the New Zealand Curriculum as evidenced by their individual progress and achievement in relation to the Curriculum Objectives Levels | | 2018 ANNUAL AIM 1b  TARGET: To increase the number of target students achieving at the appropriate curriculum level in mathematics. | | 2017: Analysis of school-wide Mathematics data (OTJ’s against Writing National Standards) identified that 3.3 % of students are below NS. The target students were chosen to ensure success across all cohorts. | | | | |  |  |  | | --- | --- | --- | | END OF YEAR 2017 MATHS DATA: Number of Learners 33 students | | | | Below | At | Above | | 1 (3.3%) | 20 (60.6%) | 12 (36.3%) | | DATA ANALYSIS:  3.3% of students (1/33) were achieving Below the Mathematics National Standard.  60.6% of students (20/33) were achieving At the Mathematics National Standard.  36.3% of students (12/33) were achieving Above the Mathematics National Standard.  5.5% of the students (1/18) were achieving Below against the National Standard are females.  0% of the students (0/15) were achieving Below against the National Standard are males.  0% of the students (0/2) achieving Below the National Standard were Maori.  0% of the students (0/0) achieving Below were Pacifika  3.4% of the students (1/29) achieving Below were European/Pakeha  Students not included in this data: Students who have had less than a total of 40 weeks enrolment at school (Year 0 to 1 students) | | | |  |  |  | | --- | --- | --- | | AREAS OF EFFECTIVE SCHOOLWIDE PRACTICE IN TEACHING MATHS:  ● Assess and group according to student needs.  ● Provide relevant experiences to motivate students to do maths.  ● Quality maths programmes being taught school-wide.  ● Use equipment to support learning.  ● Support and encourage students to succeed.  ● Give formative feedback to the students about their learning.  ● Extend the maths programme by organising gifted and talented maths groups taught within the class.  ● IEPs developed for targeted students in consultation with all staff  ● Provide maths homework for students to reinforce skills, when appropriate.  ● Use of NUMICON programme   * Mathletics/Studyladder/and othere Maths apps to support students learning.   AREAS IDENTIFIED FOR FUTURE IMPROVEMENTS:  ● Teachers devise an action plan using IKAN, GloSS and JAM data, for the students in the target groups.  ● Continue to review resources available for teaching programmes and decide what is most effective and how it will be used.  ● Moderate programmes and check for consistency of teaching across both classes/cluster.  ● Focus on the language of maths.  ● Teacher use of student assessment data/information to inform planning and teaching, and to inform reporting.  ● Further improvement of teacher/maths support teacher pedagogy in teaching maths.  ● Reflect on effective classroom practice and modify where required.  ● Purchasing, sorting and sharing maths resources-extend NUMICON resources to Numicon 2 with Years 3 upwards  ● Proactively involve parents in supporting their children’s learning.  ● Staff to analyse knowledge assessment data and design suitable remedial programmes to meet the student’s needs.  ● Promote integration of number into strand units of work.  ● Moderate assessment – involve teachers and also BPLC Cluster for consistency of administering and analysis.  Actions to achieve targets: | Led by:  All teachers | Timeframe:  2018 | | 1. Effective assessment practice will be used to analyse data in order to identify individual student needs and inform teaching practice | All teachers | ongoing | | 2. Improve teacher knowledge of Ministry guidelines, e.g. NZ Curriculum, nzmaths.co.nz; PLD- cluster schools observation/discussion | All staff | 2018 | | 3. Consistent assessment tools will be used school wide. Continue to develop teacher’s knowledge of GLoSS; JAM, IKAN | All staff | ongoing | | 4. Develop a purchasing plan, continue to stocktake Math equipment and resources. Purchase NUMICON 2 for Year 3 upwards target students | All teachers | 2018 | | 5. Student voice will be collected and responded to in terms of teacher inquiry, resources, to inform planning and determine next steps for learning | All teachers |  | | 6. Integrate I.T. resources to support Maths programmes (Studyladder, Mathletics/Maths apps). | All teachers | 2018 | | 7. Reviewing and reflecting on assessments currently used and their relevance. Use of consistent administration procedures for assessing. Development of action plans for teaching students, using data collected. |  | 2018 | | 8. Teachers refer students to the teacher aides for additional support in Maths:- Numicon | All teachers | 2018 | | 9. The teachers will analyse data, plan and teach lessons and activities that are based on the diagnosed needs of the students. | All teachers | 2018 | | Monitoring: Review is undertaken at the end of each term to monitor the progress against the targets. | | | | Resourcing: Release for teachers will be provided as necessary to provide / undertake professional learning development. The budget will align with the goals and targets | | | | | |   2018 Budget   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | STAFF PROFESSIONAL DEVELOPMENT | | | LEARNING RESOURCES | | | | Activity | Budget | Actual | Activity | Budget | Actual | | Courses/workshops for staff to attend based on Maths needs | PD Budget | $350 per release day | TA/Maths curriculum resources teacher | 1xTA: Employed for 2 hours per week(4x30mns) |  | |  |  |  | NUMICON | $1210-$2195 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Strategic Aim 2:** | **What?** | **How?** | **Who?** | **Indicators of progress** | | ***Whakawhanaungatanga-develop and***  ***strengthen the Partnership with and***  ***between the School’s stakeholders and wider community****.* |  |  |  |  | | For Duvauchelle Primary School this means: Regular contact with preschool providers, the area school, Christchurch Secondary schools, parents, students  (individual and groups) and BP Cluster schools.  Parent meetings to educate parents about children’s learning and the NZ curriculum.  Parent forums to discuss “Topical issues”.  Students as coaches.  Teachers as coaches .  Involve ‘Grandparents & Retired community members’ in school activities-reading to students, library, sports, sharing knowledge | * Further develop liaisons with preschools in our cluster-BP Plunket Pre-school & Akaroa Playcentre   ● Develop further connections with high schools we feed into.  ● Connect with neighbouring cluster schools  ● Parent information evenings  ● Parent forums/workshops   * School website and google calendar | Attend transition meetings  Provide / Share information to the preschools in the area through newsletters, School website/blogs and school visits.  Invite PS & PC to visit once a term  ● Y1 & Y6 teachers  attend meetings  regarding transitioning to and from DPS  ● Leaders attend PLG with the Area schools and cluster schools.  ● Teacher inquiry PLG’s  - PD  ● Parent meeting regarding MLE/ILE expectations, learning and behaviour language   * keep website calendar updated   ● Maori whanau group meetings | Senior & junior class teachers  ● Termly PD  ● Termly by Staff members/curriculum or outside facilitators.   * Office Administrator | ● Parents are informed   * Positive feedback for visitors   ● Good attendance at Forums & parent meetings  ● Transition meetings taken place at area school and pre schools to support smooth transition  ● Principal & trustee attend BP Whanau Ako & Cluster Principals’ meetings.   * Teacher liaison with FODs   ● Relevant articles put on website  and newsletters to educate parents, eg ILE?MLE  ● Father/ son fish & chip tea?   * Children invite wider community to come to school |   **Strategic Aim 3:**  **To equip our students as 21st century learners:** by improving achievement through e-learning tools and strategies.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Intentions | Actions | Desired Outcomes | Who | Indicators of progress | | Implement the use of Google Drive across the school and parent community | Continue Professional Development for staff to continually improve knowledge and confidence in using the programme. | * A way for staff to easily access and edit student work. * A way for students and parents to access their school work at home easily. Immediate response/reaction to their work   ● Allows live student collaboration.  ● A way for staff to communicate with one another and keep everyone informed.  ● A platform for teachers to locate school documents & information from any location on any device. | All staff. | Improved overall communication | | To create an effective learning environment | Continual online research and learning by classroom teachers to ensure teaching and learning is being enhanced by how devices are used | * Students are collaborative, motivated learners who are taking responsibility for their own learning. * Use of online tools such as Google Sites and Blogger for students and parents to access learning resources and activities and for students to display work in e-portfolios on a regular basis. * Trial Seesaw and other programmes as a way of keeping track of student work and also to monitor that students are being responsible digital citizens | All staff. | Teachers will reflect on how  effectively the devices are  enhancing teaching and learning and report to the Board of Trustees on progress.  Improve collection of school/class photos and teacher resources. | | For all staff to be keeping an online blog for parents and potential parents to view | An expectation set at the beginning of the year for all staff. | Needs to be regularly updated so as to look professional. | All staff | An up-to-date and useful online tool for parents to easily see what is happening at school. | | Improve collection of school/class photos and teacher resources. | * Introduce staff to new apps   to enable photos and videos  from devices to be stored in one location for their class.   * Store all photos in one place   which any authorised person can access at any time – Google Drive/Photos. | Meeting minutes, school policies and useful passwords or information for new/any teachers could be stored in a  Google Drive account and shared with staff when necessary. ●An organised location set up for all school photos to be stored. | All staff | Photos and resources that are easily accessible and up-to-date for all staff and students. | | Increase the use of effective I.T practices throughout the school. | ● Continue with regular PD sessions for teachers and more encouragement for everyone to be sharing ideas. | Teachers more confident in the integration of I.T across the curriculum.  ● Students more engaged and skilled through the use of I.T. | All staff | Increased use of I.T in all classrooms which enhances teaching and learning outcomes. | | Sustain a professional  e-learning community. | Develop a supportive learning commuity inwhich technoloies are explored and shred amongst teachers/syndicates. | * Explore how technologies can be used in classroom learning during syndicate meetings. * Staff professional development meetings will be scheduled at least once a term. * Parent workshops will be scheduled once a term | All staff  Parents  Community | Staff to reflect on personal development and refocus each term. | | Digital citizenship, digital literacy skills and cyber safety. | Principal and teachers are aware that digital citizenship defines the Key Competencies and values in a digital environment. | ●Individual teachers explore digital citizenship at the beginning of each year. | All staff | Staff will have a shared understanding of digital citizenship and how it relates to Key Competencies and Values. | | To report to the Board of Trustees. | A report will be written and presented to the Board of Trustees twice a year. Recommendations will be formulated and actioned | Reporting will allow focus on next steps for e-learning | Board of Trustees | Reports will be shared with the stakeholders to help reflect on our next steps. | | Maths/Literacy programmes | Set school wide expectation around the use of Maths & Literacy apps/programmes as homework as well as in the classroom.  ●Continue with regular PD sessions for teachers and more encouragement for everyone to be sharing ideas and how they use these in class and at home | * To develop school wide usage and maintain continual interest. * Teachers become more familiar with how Lit & maths programmes/apps can be used for teaching and learning. | Teaching Staff | Increased use of these programmes/apps and the tools they have to offer both students and teachers |   Self –Review:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | To ensure a programme of self-review, designed to maintain a focus on continuous improvement, with a particular focus on raising students’ achievement and engagement, is implemented. | | | | | | | | | | | | | | | | | | Objectives | | | | Implementation & Responsibility | | | | | | | Time Frame | | Resource | | Reporting | | | Our ākonga will be:  • Confident in their identity, language and culture as citizens of Aotearoa  • Socially and emotionally competent, resilient and optimistic about the future  • Successful life long learners and will participate and contribute confidently in range of contexts  – cultural, local, national and global | | | | An annual cycle of self-review of key dimensions will result in raised student achievement and engagement in learning based on the model below.  The process will cover the three components of review – strategic, regular and emergent.  The procedure will follow;  • Evaluative prompts- questions to unpack the aspects  • Indicators - measureable outcomes or observed behaviours  • Evidence - sources of data upon which to base judgements | | | | | | | February 2018 to December 2018 | | * BoT Personnel * School Personnel * Community * School documents * School reviews * Professional material | | * Meetings of BoT * Combined meetings * Committee meetings * Annual Report * Informal Māori discussions on student achievement * Parent Interviews * Student reports * Information evenings | | | Year | Term 1 | | | | | Term2 | | | Term3 | | | | Term4 | | | | | 2018 | Student Progress and Achievement: analysis of end-of-year data informs next year’s ‘target’ | | | | | | | | | | | | | | | | |  | Staff Performance: Performance Management Systems Guidelines and Procedures | | | | | | | | | | | | | | | | |  | School’s Annual/Strategic Aims: School Charter-these Aims will be part of ongoing self-review (regular reviews) with monthly reports to staff and the board. | | | | | | | | | | | | | | | | |  | School Personnel: | | | | | | | | | | | | | | | | |  | arrangements for principal’s appraisal | staff job descriptions completed and signed | | | | Staff performance self-reviews, teacher professional inquiry, staff reflections, walk-throughs our 2 classrooms, attestations and performance appraisals completed Term 2 to Term 4.  Teachers will be assessed against the New Zealand Teachers Council Teacher Registration criteria Check teachers who are gaining, renewing or reapplying registration. | | | | | | | | | | - receiving Principal’s Appraisal Report | |  | School Finance: | | | | | | | | | | | | | | | | |  | continue to process Audit requirements  - send ratified budget to Service Provider | - Annual Accounts to Auditors by March 31 | | | |  | | | -budget review | | | | MoE confirmed staffing & funding from July 1 return received  - develop draft budget and school organisation | | | commence audit requirements for Annual Report  - finalize next year’s budget & school organisation. | |  | School Property: | | | | | | | | | | | | | | | | |  | Hazards Check | | | |  | | | | | Maintenance Review  Hazards Check | | | | Annual Property Review | | | |  | School Health & Safety | | | | | | | | | | | | | | | | |  | Section 60B of the Education Act 1989, requires at least once every two years, boards of trustees to produce a written statement about how the school will implement health education; Duvauchelle Primary School will consult with parents in Term 1 2019. | | | | | | | | | | | | | | | | |  | School Policies & Procedures | | | | | | | | | | | | | | | | |  | All policies and procedures will be reviewed within a 3 year cycle. Focus areas for quality assurance, regular reviews, are stated immediately below. | | | | | | | | | | | | | | | | |  | STEWARDSHIP Cultural Responsiveness - using the Hautu Review Tool (ongoing)  STATUTORY REQUIREMENT Charter Reporting by 1 March | | VALUED STUDENT OUTCOMES Develop the BPLC Cluster Plan (ongoing) | | | | BOARD EFFECTIVENESS Succession Planning and Inductions Ongoing  NZSTA workshops/ online training through the year and conference attendance  STATUTORY REQUIREMENT Annual Reporting by 31 May | VALUED  STUDENT  OUTCOMES  Community  Consultation  includes whanau  and student voice  STATUTORY  REQUIREMENT  National Standards  reporting | | | | STEWARDSHIP  Curriculum Review  - local context and enrichment | STATUTORY REQUIREMENT Charter Review and Planning for 2018 and National Standards Reporting and ERO Review | | BOARD EFFECTIVENESS  Review of Board performance  Annual Plan 2018  Develop targets for  2018 | | |  | Reference: ERO Evaluation Indicators for School Reviews | | | | | | | | | | | | | | | | |