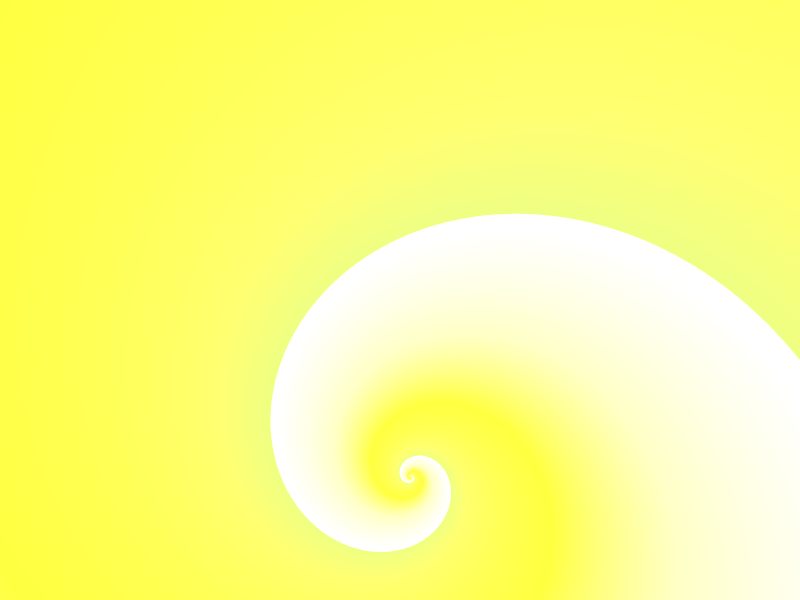


**'Striving For Excellence While Caring For Others'**

**Dairy Flat School Charter**

**2015 – 2018**



Dairy Flat School 2016-2018

Introductory Section – Strategic Intentions

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| **Mission Statement** | To provide the best possible learning experiences and environment to facilitate students to become lifelong learners who strive for excellence, value diversity, think creatively and care for themselves and others. |
| **Vision** | *That our students are proud of who they are and where they come from and have the confidence and skills to create opportunities to ensure a positive and successful future for themselves and their communities.* |
| **Values** | Whanau at Dairy Flat School are respectful, responsible, resilient, considerate, honest and fair. |
| **Principles**  https://ctools.umich.edu/access/content/user/whitech/Public%20Portfolio%20Files/Hands_Holding_Plant.jpg | All curriculum should be consistent with these eight statements: (taken directly from NZC) High expectations  The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. Treaty of Waitangi The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. Cultural diversity The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people. Inclusion  The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed. [Learning to learn](http://nzcurriculum.tki.org.nz/Principles/Learning-to-learn) The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. [Community engagement](http://nzcurriculum.tki.org.nz/Principles/Community-engagement) The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities. Coherence The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. [Future focus](http://nzcurriculum.tki.org.nz/Principles/Future-focus) The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation. |
| **Maori Dimensions and Cultural Diversity**  **http://www.otago.ac.nz/minds/images/koru.jpg** | **Reflecting New Zealand’s multi-cultural diversity**  All cultures at our school will be valued and accepted through the active encouragement of a non-racist school culture and ethos. All staff will treat students as individuals with unique differences, talents and cultural values and perspectives that will be respected The school usually has students from Asian countries in any one year and their cultural heritage shall be valued also.  **Acknowledging the unique position of the Maori culture**  Dairy Flat School will endeavour to develop an awareness of tikanga Maori and Te Reo Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi appropriate to the knowledge level of staff and seek to get assistance from Maori parents/caregivers to develop expertise where possible.   * Classrooms and school celebrations will reflect Maori culture through signage, waiata, every day greetings and poi. The school will continue to build resources to support the tikianga Maori programmes. Our curriculum statements will include components of tikanga Maori as appropriate to the topic and the class level. * **All requests to provide instruction in te reo Maori** (Maori language) for full time students whose parents ask for it   will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and availability of accommodation within the school. The option of dual enrolment at the Correspondence School would be discussed with parents.   * Focus group meetings chaired by BOT chair/Principal to ascertain Maori perspectives on education. Consultation with Maori parents in ways in which they are comfortable, informally on sports sideline, school social occasions and in the playground. |

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| Strategic Direction | | | | | | |
| Strategic Goals | | Core Strategies for Achieving Goals 2014-2018 | | | | |
| 2015 | | 2016 | 2017 | 2018 |
| Students Learning | For students to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas.  Assessment -develop staff competencies in effectively using a range of assessment tools at all levels.  [E-Learning](#ICT) – for staff and students to become confident users of digital technologies and integrate these as part of the teaching and learning in the classrooms  Physical Education – for all students to participate in regular, quality, physical activity | Review effectiveness of programmes delivered and monitor the progress and achievement of students annually  Reading results, Running records, Writing samples and Numeracy assessments will be analysed and reported on.  A variety of formative and summative assessment tools will be used to measure student learning.  Continue to develop the use of digital technologies to enhance learning.  Continue to develop Enterprise  Staff will continue to use effective teaching practices incorporated into teaching programmes as a result of Professional development  Prepare students for a global future - Work towards a global curriculum which will transcend traditional, domestic boundaries by utilizing new technologies and multinational contexts.  Consider international collaborative service/community-based projects.  Strive for language proficiency  Ensure high levels of student achievement in Literacy and Numeracy | | | | |
| Develop systems and pedagogy for MLE  Develop leadership skills  Include Mandarin in teaching and learning programme  Continue gardens  Arts Festival  Review teaching and learning pedagogy  Develop graphic organisers common to all classrooms | | Focus on Science – STEAM subjects  Continue to develop collaborative teaching practices in ILS  Embed new pedagogy  Accelerating Literacy Project  Production | Marae visit  Develop opportunities for student collaboration with learners in other schools in New Zealand and beyond  Continue ALL project – apply for ALIM project | |
| Student Engagement | Maori and/or Pacific students: - that Maori and Pacific Island students achieve at or above national standards and feel valued in our school community  Students with special needs, including gifted and talented: that student learning is monitored and goals set that focus on improving achievement for every student  Global Connections: that the Board of Trustees explores the opportunities to host foreign students both in groups and as individuals  Environmental Education: that the school participates in the enviro-schools programme with a particular focus on sustainability | Results from normed tests (Asttle, PAT, STAR) will be analysed annually and students with specific needs (Learning support, Gifted and Talented) will be identified.  Ensure ‘Excellence in Teaching’ which results in a high level of student achievement in all learning areas as well as students who feel safe and happy at school  Ensure Te Reo and Tikanga Maori are included in our curriculum.  Continue to develop Te Reo and Tikanga Maori  Continue GATE teaching and learning programme using Rich Tasks  Continue Quick 60 programme and CORE 5  SENCO to continue to work with teachers and students  Increase teacher aide support | | | | |
| Consultation with parents of Maori students to develop strategies and programmes that promotes Maori achievement.  Focus on Inclusive ethos and practices across the school  Build on environmental education from 2014 and introduce a garden group | | Continue garden Group and introduce an environmental project with voluntary participation.  Pilot project – 24-7 Primary Project (youth workers)  Develop stronger Values programme (Crackerjacks/  School Values)  Reading Dog  Chinese student visit  Project based learning | Consultation with parents of Maori students to develop strategies and programmes that promotes Maori achievement.  Further develop Values programme  Chinese student visit  Develop SENCO role  Continue project based learning to develop Student voice/student choice  Focus on Inclusive ethos and practices across the school | |
| **FINANCE PROPERTY HEALTH AND SAFETY** | | Ensure financial policies, systems and processes are sound and keep the BOT informed on financial matters and the school financial situation  Put in place a system for managing and replacing school assets  Build a strongly positive ‘**brand**’ using a planned marketing strategy so that the school grows and prospers  Manage finances well | | | | |
| Finance | Financial To allocate funds to support the school’s long term student achievement goals | Letter explaining donation – increase revenue  Regular invoices and reminders  Continue to manage finances  Mid-year update of budget to reflect increasing funding due to roll growth | | | | |
| Property | Property projects: that projects planned in the 5YA are completed | Continue to maintain property | | Continue to maintain property  Up-grade the school playground  Renew 5 year and ten year property plans | Complete 5YA property projects Continue to maintain property | |
| The BOT will work closely with the team assigned by the MOE to get the best possible outcome for our school from the roll growth funding. | Continue to work with MOE appointed Team - Roll growth building/s | | Continue to work with MOE appointed Team - Roll growth building/s | . |  |
| Health and Safety | Health and Safety: Provide a safe physical and emotional environment for students and staff. | New system for pick-up after school  Gate  Continue to monitor - playgrounds without rules – bulrush, climbing in trees | | Maintain health and safety adhering to all policies.  Maintain buildings and site to ensure all health and safety requirements are met. | | |
| Self Review | Establish a culture of self-review to ensure continuous improvement.  That the BOT, staff and community have a clear understanding of self-review;   * The purpose * The process * The outcomes | Review Student Achievement  Review policies and procedures | | | | |
| Review pedagogy  Ongoing development of collaborative environment  Further develop teaching inquiry and attestation  Review Dairy Flat pedagogy  Review Maori Community engagement  Review playground rules | | Provide a clear visual plan of Teaching and learning in Dairy Flat School and work with the community to ensure broad understanding of the vision and values | Continue to review policies and procedures  Further develop a self-review cycle | |
| Personnel | Performance management: That all teachers are supported in pursuing excellence and ‘best practice’ in their teaching and learning programmes | Continue to develop clear expectations for performance and appraise teachers against agreed criteria and goals.  That staff are provided with opportunities to develop knowledge and skills in assessing and improving student achievement  To seek to employ and provide support for teachers and anciallary staff who demonstrate a high level of knowledge and skills as they relate to the school’s strategic goals.  Teacher’s appraisal goals will focus on and develop from long term curriculum goals and strategic planning.  Embed the PLC (professional learning community) and pastoral procedures in the school  Ensure that Employment processes meet good employer requirements. | | | | |
| Community engagement | Maintain ‘country school’ feel and culture  Establish a strong relationship with the community and PTA - *Communication*  Build school community ‘spirit’ | | Manage the growth of the school  Support the relationship with the PTA to ensure a shared vision for fundraising  Change the structure of the newsletter  Continue to develop relationships with the PTA and wider community including Waste Management | | | |

**April July October November**

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| **Teaching and Learning** | **Expected Outcome** | | **Actual Outcome/ Annual Report** |
| 1.For students who to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas. | | | |
| 1.1 Include learning intentions, success criteria and differentiated teaching strategies | | Planning will reflect students’ needs and progress | Planning is checked every term as part of the attestation process. All planning is now done collaboratively, each teacher contributes and is responsible for their part  NS data is currently being collected for mid-year reports.  NS Data report presented at July meeting  Achievement Assessments are being completed in the fourth term for end of year reporting.  Teachers and students are using learning progressions to ensure that a learning pathway is clear for everyone.  Resources purchased as per budget  Team leaders continue to attend and share literacy and numeracy learning.  This year curriculum teams have been set up around Science, Literacy. Mathematics and Values – each team contributes to professional development and planning around their learning area.  The year one team are also investigating enriching the learning programme by incorporating more play into the curriculum to engage and encourage students.  This project has begun. We have employed a teacher aide to support this programme. A report is presented at this Meeting.  Due to the success of this programme we have applied to be part of ALL again in 2017.  The reading dog is very popular with the children. |
| 1.2 Collect and moderate NS data before and after the teaching and learning programme to measure student achievement in reading , writing and mathematics | | Data will provide evidence of student achievement |
| 1.3 Use feedback and feed forward that relates to stated learning intention | | This informs students and refines teacher understanding of student learning |
| 1.4 Purchase resources to help support the literacy and numeracy programmes | | Resources purchased |
| 1.5 Professional development in Numeracy and Literacy through PLC and staff meetings - Team Leaders attend Literacy and Numeracy meetings each term | | PD completed |
| 1.6 Participate in ALL (Accelerating Literacy Learning) Project - 15 week Intervention – target group (year 6 students achieving at below | | Project successful |
| 1.7 Introduce a reading dog programme to motivate and support readers. | | Project positive for readers |
| 2. Continue the development of rich tasks and Inquiry project based learning ensuring appropriate curriculum coverage and individual student learning needs. | | | |
| 2.2That students are given choice and the opportunity to develop self-directed learning goals and processes through the ‘Venture Activity and Inquiry Projects’ programme. | | Teachers implement concepts and strategies | The STEAM focus is a great vehicle for teachers and students to be creative and investigate the inquiry process. – refer to self review  Due to the success of this programme as well as research that states that Science, Technology and Engineering skills are key skills for the future – we have made the decision to include this focus every year.  This continues to be part of our practice as approved by ERO in 2015.  Following feedback from parents in 2015, who suggested they would much prefer a mid year and end of year report rather than the anniversary reports we slightly changed our report delivery so that every child receives both mid year and end of year reports. Any students in years 1-3 whose anniversary falls outside these timeframes receive an anniversary report as well.  The Board has set up a survey for parent feedback and self review following discussion in the June meeting. |
| 2.3 Ensure the reporting system meets the needs of the parent community as well as students and MOE | | ensure that reporting meets requirement for reporting on national standards |
| 3. Further develop ***e-learning*** across the school | | | |
| 3.2 a range of technologies to be used across the curriculum in authentic contexts | | As stated | We have purchased additional devices for use in classrooms. It is important to note that these are learning tools and are used to support and enhance classroom learning. They are not ‘free time’ toys.  This practice is well embedded into our curriculum delivery.  This is also well embedded into our practice. All teacher planning and appraisal as well as student learning portfolios are set up on Google docs. This sharing of practice has seen improvements across the school.  This continues to be a very valuable platform for opening learning for parents. It is also a great communication channel for parents and teachers.  We have developed a set of graphic organisers common to all classes. |
| 3.3 All curriculum units to include an  e learning component | | All curriculum units will include e-learning |
| 3.4 Continue to develop the use of google docs and teacher dashboard across the school | | Range of uses for learning |
| 3.5 Develop graphic organisers common to all classrooms | | classes using the same set of graphic organisers |
| 4. All students to participate in regular, quality, physical activity, and ‘Kiwi Sport’ | | | |
| 4.1 all students participate in KiwiSport through the Crackerjack programme which teaches values through sport. The theme this year is teaching and encouraging the concept that “Making Good Choices” | | Students participate in  A range of sports | Term 1 – Year 3-6 – Gymnastics, Ball Skill games, Swimming  Term 2 – Crackerjacks  Term 3 – Crackerjacks, Snag Golf  Term 4 – Athletics , Swimming  This continues to be an important part of our curriculum.  PMP is taking place for year 1-2 students in Term 2.  Students greatly enjoyed this programme. The opportunity to go sailing is a unique experience. |
| 4.2 All students participate in physical activity during each school day | | Brain break |
| 4.3 Students in years 1-2 and other selected students participate in PMP Programme | | PMP Programme completed |
| 4.4 Year 5/6 students participate in Waterwise programme | | Students have the opportunity to participate in the Waterwise programme |
| 5. Provide opportunities for student voice and ensure that they have appropriate input into school operations and teaching and learning. | | | |
| 5.1 Form a student council that will have responsibility for informing teaching and learning practice by conducting video interviews with students. The council will also inform the BOT about other school matters. | | Student council meet regularly and have input into school decision making | The student council are completing a traffic project outside the school. They will be filming and giving out flyers (and reminders) over the next two weeks.  They have also planned a fun day in the fourth term. |
| 5.2 Ensure that teachers consider student input in planning and assessment | | Student input evident in planning |
| 6. Production | | | |
| 6.1 All students will have the opportunity to participate in the Production” | | Students given the opportunity to experience a creative arts experience. | The “Button Box” production was very successful. Every student participated. Students were able to participate in drama, dance, song and for some the lighting and sound desk and backstage. It was great to have such huge community support for this event.  We are not participating in the APPA music festival this year due to timetable constraints and commitment issues. The Hibiscus Coast concert was cancelled but we have replaced this with a cultural Arts concert at the end of term 2. |
| 6.2 Provide the opportunity to participate in the Northern Bays Arts Festival, APPA and Word Vision Choirs as well as the Hibiscus Coast Concert. | |
| 7. Develop Science as an integral part of the curriculum delivery | | | |
| 7.1 to ensure that our teaching and learning programme delivery in Science is in line with the NZC and is given appropriate coverage | | Ensure that students have the opportunity for quality learning in Science | The STEAM programme gave students many opportunities for learning in Science. They participated in a range of learning experiences.  The first term also included a science focus – Mini beasts – Insects in our environments. |
| 7.2 That we develop a strong Enviro- Schools programme that fits with our ‘country’ focus and includes recycling and garden development. | | That we can engage our school community in the enviro focus | This has continued with a focus on insects in Term 1. Students created bug ‘hotels’ and their curiosity and interested was engaged. Students are still searching out skinks and bugs this term. |
| 7.3 To further develop Science by implementing a focus on STEAM subjects (Science, Technology, Engineering, Arts and Mathematics) | | Focus on STEAM subjects in Term 2 | A debrief of the STEAM focus was included in the July BOT meeting.  It has been agreed that STEAM will be a focus every year. |
| *8.* Provide opportunities for students to develop leadership skills. | | | |
| 8.1 Support the Peer Mediator programme which provides opportunities for students to take responsibility for mediating playground issues. | | Peer Mediator Programme has positive impact on the school | This continues to be a very positive programme. Students are on the playground during lunch times assisting students to solve their problems through mediation. The also work in a play area for students with no one to play with so there is always someone to play with. |
| 8.2 Form a student council and provide opportunities for input into school operations and leadership. | | Student council organise a range of events and activities | The student council are involved in projects this year and working together as a team. |
| 9. Collaboratively review Teaching and learning pedagogy and provide a clear visual description for understanding of all stakeholders (Self Review/Personnel) | | | |
| 9.1 Develop a matrix/rubric for performance measurement against this for embedding our agreed pedagogy into our practice | | A clear statement of our pedagogy owned and understood by all | This pedagogy is completed in draft form and will be used for reflection on our practice. (Shared for BOT May meeting)  Time has been set aside in a number of staff meetings for reflection and discussion around our pedagogy. Staff shared their practice in a staff meeting in term 2. |
| 10. Continue to develop systems and processes that support teaching and learning in flexible spaces. (MLE) | | | |
| All team across the school are working on a more collaborative model of teaching.  Teachers all collaborate on their planning. All team meetings include discussions on student achievement across the team. Staff meeting and leadership team minutes are shared. | | | |

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| **Planned Priorities**  **Educating all Students** | | **Expected Outcome** | | **Actual Outcome/ Annual Report** | |
| **1. T**hat Maori and Pacific Island students achieve at or above national standards and feel valued in our school community | | | | | |
| 1.1 Include suggestions and ideas from consultation with Maori whanau and students to develop strategies and programmes that promote Maori achievement. | Consultation completed and Maori achievement in line with NS expectations. | | Sub – Committee met and set out a development plan using the Hautu doc as a guideline. This plan will be presented at the October BOT meeting.  Refer to Hautu doc presented at the October meeting.  Curriculum plans include Te Reo and Tikanga Maori. Pacific Island cultures were covered as part of our Term 2 focus.  Ka Hikitea has been part of the school for a number of years. It would be timely to review and renew our focus in 2017.  Some classrooms clearly show Te Reo and Tikanga Maori but there are a number of classrooms that do not. We need to focus on developing this across the school. | | |
| 1.2 That the BOT use the ‘Hautu’ document to review practices and procedures in place to support Maori learners and their whanau | Revisit ‘Hautu” to measure progress | |
| 1.3 that Maori and pacific island cultures are acknowledged and reflected in curriculum planning and teacher reflections | Maori and Pacific Island Students feel valued in the school | |
| 1.4 ensure that teachers understand and implement ‘Ka Hikitea’ and ‘Tātaiako’ | Teachers are familiar with and implement concepts and strategies from ‘Ka Hikitea’ and ‘Tātaiako’ | |
| 1.5 Teachers improve their knowledge and skills in curriculum delivery in Te Reo and Tikanga Maori. | Classrooms clearly reflect increased knowledge of Te reo and Tikanga Maori | |
| 2. That student learning is monitored and goals set that focus on improving achievement for every student | | | | | |
| 2.1 Use academic tests and identifying characteritics to identify gifted and talented students and students with special needs. | Identify all students with special needs, behavioural, academic, emotional and social as well as students with talents | | Students were selected to participate in a STEM trip to Mindlab in term 2.  The inquiry model allows students to participate in curriculum learning at their own level.  The innovative learning model also allows students to be grouped both vertically and with their peers.  This programme is popular and is working well. There is always a waiting list.  This roll is set up and gives a comprehensive overview of all students that receive additional learning support. This year, as part of the All contract a CAP plan has been begun.  All teachers are required to include opportunities for students to use and extend their talents and special capabilities. A register of students with particular capabilities has been set up and shared.  Cosmabric  Quick 60  RTLB  Mathletics  Core 5 | | |
| 2.2 In every curriculum unit staff need to show planning for gifted and talented students and students with special needs | All units planned support the needs of all students | |
| 2.3 We will continue to develop the ‘Quick 60’ programme. | Quick 60 programme includes more students | |
| 2.4 The SENCO will maintain a Special Needs Roll and will liaise with teachers and other agencies to provide appropriate support for learners | Clear roll that can be seen by all teachers | |
| 2.5 Teachers will have a focus on educating students with gifts and talents through challenge and rich task | Gifted and talented students will receive education that meets their needs and will be their talents will be recognised and acknowledged | |
| 2.6 The SENCO will investigate other programmes that may enhance learning for others. | Other success programmes researched and then considered for inclusion in the school | |
| 3. Continue to focus on improving curriculum delivery to meet the needs of students with special needs, particularly students identified as gifted and talented. | | | | | |
| 3.1 Ensure that PLC meetings include discussion on achievement levels of **all** students as well as having a focus on those achieving below. | As stated, these will be part of curriculum team responsibilities | | These are held twice a term and progress is recorded in a shared google doc.  Team meetings are expected to include discussion around student needs and next steps for their learning. | | |
| 4. That the ESOL teachers are familiar with ELIP and use the assessment and benchmarks to plan appropriate programmes for individual student needs | | | | | |
| 4.1 That students make good progress in learning English literacy and language skills | Improved achievement by ESOL students | | We have an increased roll in ESOL. This has resulted in more hours being allocated.  We have been fortunate to employ two highly competent ESOL language assistants. | | |
| 5. Focus on Inclusive ethos and practices across the school. | | | | | |
| We include all students in all curriculum, classroom and school wide activities.  This year we have six teacher aides working in classrooms to support all students to access the curriculum and remain engaged with learning. They make a significant difference for both students and teachers. We increased this to seven teacher aides in Term 2 as part of the ALL contract. This was very successful so The BOT extended the contract till the end of the year. | | | | | |
| 6. Develop a Values programme based on the school values (Respect, Responsibility, Resilience, Consideration, Honesty, Fairness) which includes the ‘Crackerjack Programme’ and Peer Mediation programme. | | | | | |
| 6.1 Continue to promote the school values throughout all school programmes | | Clear evidence of explicit teaching of values | | We have allocated a 30 minute slot across the school to ensure the values are taught. The Crackerjack programme is running again this year as our Kiwi sport programme. This includes values through sport. | |
| 6.2 All students learn the mediation process to solve disputes | | Mediation process part of values education | | Once again peer mediators are working in the playground every day. | |
| 6.3 Trial the 24-7 Primary Project. This is a project that supports youth workers working in schools. | | Project successful | | The students look forward to the youth workers coming. They provide music and games and enhance our playground opportunities.  They have made several presentations to LZ1 and LZ2 about our school values as well as messages against bullying. We plan to further develop this plan next year. | |
| **Planned Priorities**  **Finance and Property**  **Health and Safety** | | **Expected Outcome** | | **Actual Outcome/ Annual Report** | |
| 1. Work with the MOE contractors in planning the roll growth property project | | | | | |
| 1.1 BOT will continue to work with the ministry team and teachers in planning the new building. | | Project completed | | The BOT is frustrated with the process and the continuing delays. Of particular concern is that Robyn Floyd (Auckland Council) is putting a stop on the consent process for the new build.  A meeting in October signalled a start to the new build after labour weekend.  In term 4, gardens will be set up. The PTA held a garden working bee in September and tidied gardens. Waste Management have donated a number of trees to plant on our school site.  The junior playground is completed. We need additional funding to complete the senior playground upgrade.  The project was started after labour weekend and is currently supposed to be completed by July 2017. | |
| 1.2 Continue to develop school gardens (not part of 5YA) | | Project completed | |
| 1.3 Work with all stakeholders to plan the upgrade of the school playground. | | Project planned and consented. | |
| 2.To allocate funds to support the school’s long term student achievement goals | | | | | |
| Work with PTA to explore fundraising opportunities BOT to liaise with PTA in fundraising and funding decisions | | Clear responsibilities and expectations | | The Trivia night was very successful. | |
| That professional development opportunities be provided for all staff | | All staff have the opportunity to participate in appropriate professional development | | Leadership team – Coaching - Lyndy, Fran, Susan, Lenora, Debbie, Julie  Literacy and Numeracy cluster meetings - Julie, Lenora/Shayne, Fran, Susan,  Senco Course – Julie  Beginning Teacher course – Rosie, Hannah  Kidslink – Julie, Terry  Primary Maths – Susan  The Art of teaching inquiry – Lenora, Susan  Principal’s conference – Debbie  Playbased Learning in Literacy – Jody, Lyndy, Julie,  Autism – Teacher Aides  Coaching Accreditation - Debbie | |
| That resources are provided so that high quality teaching and learning programmes are provided | | Resources provided to ensure high quality curriculum | | Refer to budget | |
| Provide a safe physical and emotional environment for students and staff | | | | | |
| Ensure policies and procedures are adhered to provide a safe environment | | Staff and students are safe physically and emotionally | | We have created a health and safety committee and a hazard register. | |
| Ensure that all policies are in place to meet the new Health and Safety requirements. | | Policies and systems upgraded to meet new law | | The BOT has joined School docs to ensure our policies are kept up to date with legislation. | |
| **Planned Priorities**  **Self Review** | | **Expected Outcome** | | **Actual Outcome/ Annual Report** | |
| 1.Review policies according to a programme of review | | Policy review up to date | | Policies now held on School Docs Site  Complete  We have reviewed our pedagogy and created a matrix to set goals and assess our practice against.  We continue to grow the roll.  In October our roll reached 300. | |
| 2. Develop strategic goals that reflect the school charter | | Strategic goals completed and charter forward to MOE once approved | |
| 3. Develop the teaching and learning pedagogy to reflect more collaborative practice for teaching and learning in flexible spaces. | | Review completed | |
| 5. Manage roll growth through liaison with the ministry. | | Classroom acquisition and allocation keeps pace with roll growth. | |
| **Planned Priorities**  **Personnel** | | **Expected Outcome** | | **Actual Outcome/ Annual Report** | |
| That all teachers are supported in pursuing excellence and ‘best practice’ in their teaching and learning programmes | | Professional development supports teacher inquiry and student data used to evaluate teaching and learning programmes | | Our staff meetings are all based around professional development and we have a robust appraisal system.  Following feedback from Appraisal PD we will be including Tataiako criteria in our appraisal and attestation docs.  The model has been slightly modified to better meet the requirements of the STEAM areas of learning. | |
| Continue to develop using the school wide inquiry process for assessing the effectiveness of teaching and learning programmes and continue to implement the attestation and appraisal processes. | | Model implemented | |
| **Planned Priorities**  **Connections** | | **Expected Outcome** | | **Actual Outcome/ Annual Report** | |
| 1. that the Board of Trustees continues to explore the opportunities to host foreign students both in groups and as individuals | | | | | |
| 1. The principal will continue to be a member of the Asia New Zealand Network and explore making connections to secure group and individual foreign students. | | Establish a network and attract foreign feepayers to our school through working with an agent | | We continue our association with Asia NZ. | |
| Develop sister school relationship with schools in other parts of the world, particularly Asia | | A group from China are visiting this year in August | | | We still need homestay places for students.  We hosted a very successful visit with students from Shanghei  Attend Ningbo/Sister school conference |
| Employ a language assistant to teach mandarin to students | | Students have experience of learning another language | | | Language assistant employed. Though our language assistant has left on maternity leave we have joined a collaborative initiative with other Orewa schools to ensure Language opportunities in Mandarin and Japanese. |
| Continue to develop relationships with the PTA and wider community, including Waste Management. | | Positive relationships formed ongoing. | | | The principal attends liaison meetings through the year on behalf of the BOT |

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| Dairy Flat School (1258) Analysis of Variance 2016 | | |
| FOCUS: | STRATEGIC AIM: | ANNUAL AIM |
| **Writing Literacy** | For students to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas. | Collect and moderate NS data before and after the teaching and learning programme to measure student achievement in reading , writing and mathematics |
| BASELINE DATA: | TARGET: | |
| The national standard data from 2015 showed that 75% of students are achieving at or above the National Standard. There is less difference in achievement in gender comparisons but there still is a difference.. 71% of boys compared to 79% of girls are achieving at the level expected. As well as this, we analysed Spelling data as this impacts on the surface features aspect of writing. We found that 32% of our students were achieving below their age level in spelling. This has been reduced from 2014 but still needs further improvement. | Our target is that 85% are achieving at or above in Writing Literacy.  In 2015 teachers worked with a number of target students to raise their achievement.  71% students made progress of one or more curriculum levels in their writing. 60% of the students who did not progress by a level are working within or above the expected level and made good gains within this.  We are still determined to raise the overall National Standard data results and this year plan to implement our next steps to improve students’ achievement.  Teaching and Learning in Writing Literacy continues to be a challenge across the cluster of schools in the Northern Bays Cluster. We continue developing and improving our teaching and learning practice. | |
| ACTIONS: | | |
| **Teaching and Learning Programme Development**   * Each teacher has reflected on the data and together set up a google doc that identifies target students and will record progress. * Collaborate on planning to engage and motivate students in writing. * Students will be grouped into mixed ability groups for literacy so that there is the opportunity for pair and peer collaborative learning. For most specific teaching lessons, students will be grouped according to their learning needs. In this way students work with a range of their peers.   **Professional Development**  In 2016 the school has been accepted into the ALL (Accelerating Learning in Literacy) programme. A group of students in year 6 is our target group and we are hoping that the intervention will support the target students to reach the expected level in writing. **Support**   * Student progress will be monitored in team and PLC meetings. * CORE 5 logons have been given to 50 students who can work at their own pace in extending their learning in a personalised programme. This is part of a home-school partnership.   **Teachers have also listed their ‘Next Steps’ for improving teaching and learning:**   * More active activities need to be done to encourage blending. The children are a very active group and more activities that use movement and action are needed. Use of the phonics mat and hop scotch type activities need to be included in the Reading Rotation. * Oral Language - at the moment the only formal activity is News which is only once a week. More retelling of stories during reading time and the inclusion of a listening post will boost the exposure to Oral language * Include more focus on punctuation during reading rotation. Make more use of games such as Silly sentences which include punctuation. Use different colours to show punctuation. * Use of the talking tins might help the children who need continual prompts. More motivation for writing is needed to encourage reluctant writers. * Seek Student Voice - Create a Google Form for students to complete e.g. Questions   - How are e-learning tools currently used in your class writing programme?  - How does my teacher help me to write?  - What motivates me to write?  - What would make me write more content?  - Are there any tools we don’t use for writing that I would like to? What are they?   * Timetable as part of the lesson time, a time to look and update the writing progressions in each of the students books. * Develop/rewrite the writing progressions in more child speak language. * Continue to focus on breaking the writing down into short bursts (Sheila Cameron) * Continue to use visual motivation - video clips, images, school photos. Add to the writing motivation presentation shared with students in Hapara.<https://docs.google.com/presentation/d/1ytUW5yxlFcHrLW_vuH0SEaunvfTrmpMte5IRXT5s9o/edit#slide=id.p> * Continue to use Blogger and encourage students to comment on blogs * The team will continue to use Hapara and we will investigate setting up writing groups within Hapara * Continue to run workshops | | |
| OUTCOMES and REASONS FOR THE VARIANCE: | | |
| EVALUATION: | | |
| PLANNING FOR NEXT YEAR: | | |