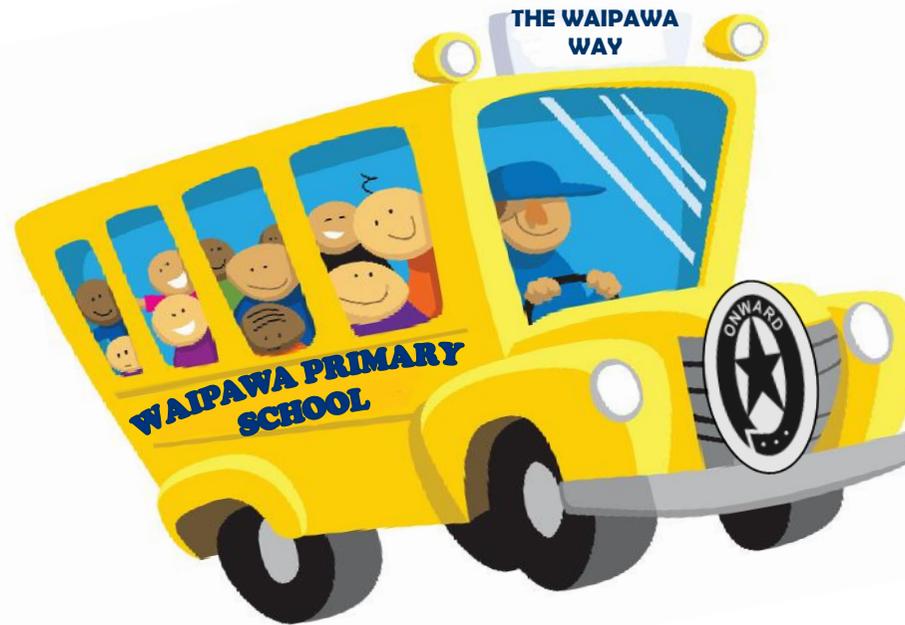


# Waipawa Primary School



Charter 2017 - 2019

# Mission Statement – Growing and Inspiring the Next Generation

## Vision

Waipawa Primary School graduates will leave Waipawa Primary School prepared for their continuing education in the 21<sup>st</sup> Century

## The “Waipawa Way” school values

We care about – Ourselves

- Our Learning
- Our Environment
- Each Other

Our Philosophy;

For Children to Own Their Learning to  
Create Life Long Learners.

# Waipawa Primary School and our Community

Waipawa Primary School is a full primary school situated in the small rural township of Waipawa.

The school promotes the “Waipawa Way” the foundation of our school culture - Ako and Manaakitanga.

We maximise students’ potential and learning through the SOL philosophy has now been embedded across the school- Ako and Wananga. In their learning Years 0-8 show evidence to support their SOL goals appropriate to their age.

The school is continuing to build on a transition pathway to meet the needs of our pre-schoolers moving into their next phase of learning in a primary school setting which aligns with Te Whariki and the NZ Curriculum. Our Year 8 students transitioning to high school remains an ongoing focus through our involvement with our Community of Learning and SOL philosophy.

The junior school incorporates project based Discovery programmes. Our senior school model provides the basis for depth and breadth across the curriculum. As part of our Self Review –we continually analyse the effectiveness of programmes and student achievement across the school.

Senior and junior students are given opportunities for leadership roles within the school setting. Whanaungatanga.

The Board and staff understand the importance of relationships with the school community and each student’s cultural background is valued-Whanaungatanga and Tangata Whenuatanga.

Our families are actively supported to belong and participate in our learning community - Whanaungatanga and Tangata Whenuatanga.

## Learning Opportunities Te Reo Maori, Tikanga Maori and Cultural Diversity

The Board and Staff acknowledge and celebrate the cultural diversity of Aotearoa and the opportunities to strengthen partnerships between school and the Maori community. The cultural diversity of New Zealand is recognised and developed through classroom programmes and experiences, where students will learn about their own heritage.

Tikanga Maori and Te Reo is integrated into curriculum areas in an appropriate manner in the following area by using greetings, waiata, Haka, noho, arts and crafts, sports, and other aspects of Tikanga Maori in school and community events (e.g. official functions, concerts etc).

Classrooms reflect Maori Tikanga with teachers actively planning programmes which allow Maori students to achieve success. Teachers reflect on their programmes, their approach to Maori students, their classroom environments, including seating arrangements, their contact with Whanau, and make any changes or improvements as deemed necessary for a particular child's success in learning.

Tolerance and understanding of different cultures and values is practised and expected in the school environment, whilst embracing the Principles of the Treaty of Waitangi.

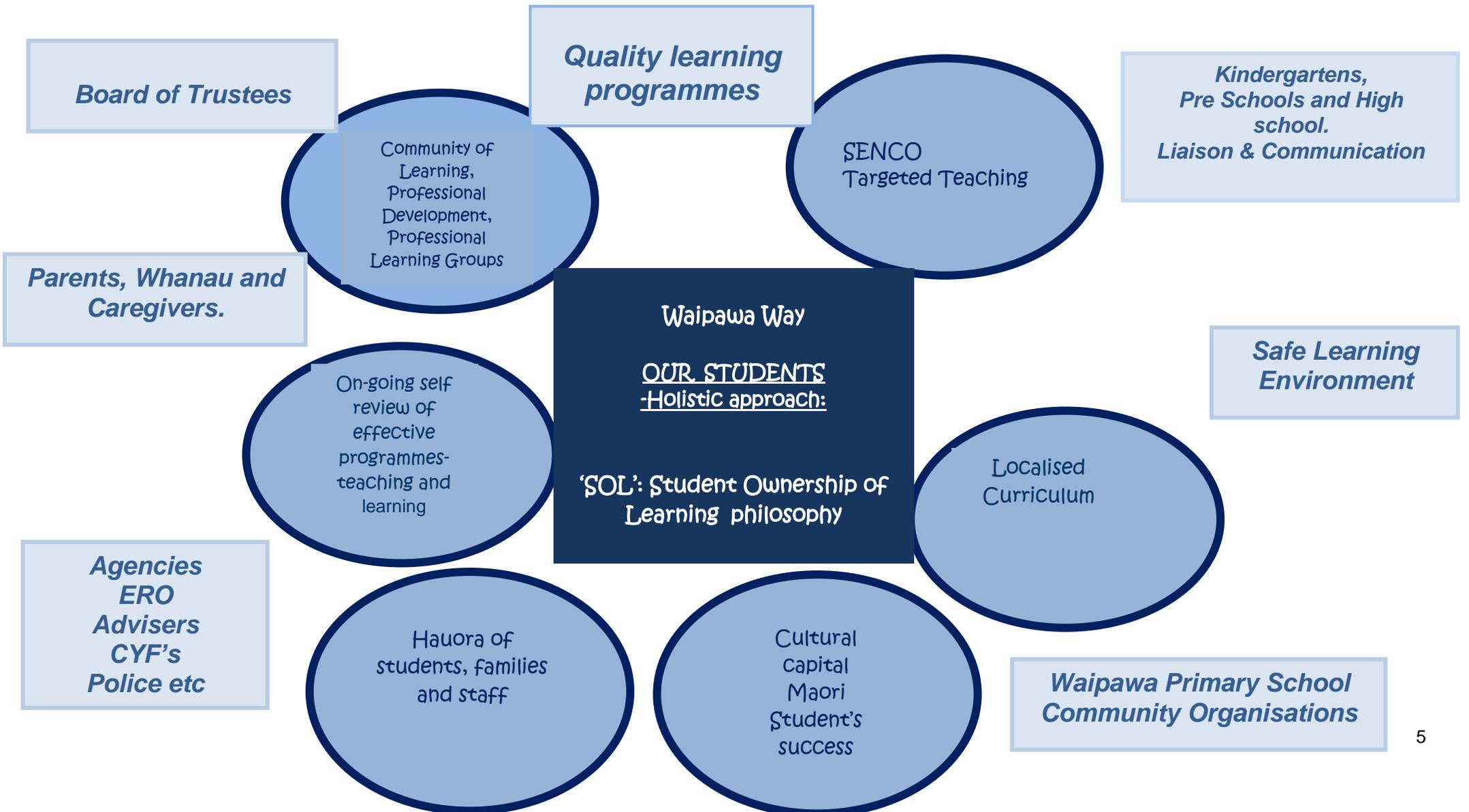
The Board, through Hui, consults with our Maori community where appropriate, regarding school planning and programmes.

The Board of Trustees considers any individual request for instruction in Te Reo Maori on a case by case basis.

A teacher is employed to oversee "All things Maori" and support the Principal to report to the Board of Trustees on Maori student achievement. The Principal oversees the development of school programmes towards improving Maori students' learning outcomes.

The Board and Staff refer to documents including; Ka- Hikitia, Tataiako, Te Mana Korero and Hautu.

Waipawa Primary School actively seeks Success for all



**Parents, Whanau and Caregivers.**

Strong partnerships and communication are encouraged and seen as a vital connection to our holistic approach for all learners. A Maori Hui representative group has been established with strong ties to the two local marae and is part of our consultation processes.

**Kindergartens and Pre School**

Strong links and relationships have been developed with local providers to facilitate effective and positive transitions to primary/ secondary schools.

**Agencies: SWIS, Ministry of Health, Educational Advisers, CYF's Police etc**

Work alongside agencies to maximize student's opportunities and success. These partnerships ensure we meet student Health and Safety requirements and are a component of our holistic approach to all individuals.

**Effective and reflective Staff**

We have a collaborative and unified approach to professional development which supports the 'Teaching as Inquiry' model and the appraisal processes ensuring direct links are made for positive student outcomes.

**Board of Trustees Pro-active**

The Board is committed to strengthening their governance of the school through ongoing self-review, training and strategic development using resources from NZSTA, ERO documents, Hautu tools etc.

**Community Organisations and Businesses**

The school endeavours to be the 'Hub' of the local community. This partnership is utilised to promote and collectively support our whole school community. This unified approach strengthens our sense of belonging for all.

**Improving Outcomes for Students at Risk**

Provide the Board with accurate, timely and meaningful/accurate data and reports to develop strategic planning and self-review tools for student's achievement and successes.

**Special Needs**

As part of our holistic approach, we have an inclusive environment that caters for the individual/ diverse learners' needs. Through using our SENCO register these students are monitored and supported to meet their potential.

Student achievement will be reported to parents in an honest, transparent and respectful manner.

***A Safe Learning Environment***

We strive to provide a safe and stimulating learning environment for our school community. Through planning and regular monitoring, the Board and staff ensure the physical surroundings are maintained and enhanced so that our students have access to resources to support their learning. We foster a school culture of respect, tolerance and empathy. We nurture the family atmosphere using the “Waipawa Way” values and NZC Key Competencies within our SOL philosophy.

***Improving Outcomes for Gifted & Talented***

We have developed student agency and provide varied opportunities across the curriculum for all students including the ‘Gifted and Talented’. These students are also identified in our SENCO register. Extension opportunities are offered through the school and wider educational settings.

***Improving Maori Outcomes***

We aim for Maori students to enjoy and achieve educational success as Maori by valuing their identity, language and culture and further enhancing productive partnerships with whanau and the wider community. Strategies/tools used include: the Maori Hui rep group and on-going consultation, Self-Review, student voice, student tracking, charter targets, analysis of data and capitalizing on cultural capital.

# Strategic Plan 2017 - 2019

## Strategic Goals

### STRATEGIC GOAL 1

All Waipawa Primary School students are actively engaged, and challenged in purposeful learning related to the NZ Curriculum and local curriculum.

### STRATEGIC GOAL 2

The teaching staff will deliver effective quality meaningful programmes so students can achieve to a high standard.

Teachers as Learners

## Annual Aims

Review and develop a new local curriculum to support and reflect our "Waipawa Way" values and "SOL" philosophy. And to provide a purposeful and exciting learning culture across the school which recognizes the holistic learner.

To increase the number of students achieving at or above the National Standards in Writing, Reading and Mathematics.

Teachers will engage in professional readings, collaborative learning conversations, personal reflection and development of professional practice aimed at taking an active part in the appraisal process.

## Focus areas

- Collaborative inquiry with associated schools using e-asTTle to improve student outcomes.
- Explore the PACT tool for future implementation
- Linking TAI's to teacher appraisals
- Collaborative approach to developing a local curriculum
- Review and on-going development of phase 3 of student agency (SOL)
- Develop learning portfolios and student led reporting
- Implementing Prime Maths Years 4-8
- Utilizing the PReP programmes ( financial literacy) to deliver the curriculum with a major focus on maths
- Identify targets based on 2016 data and provide targeted teaching and learning to meet the needs of these students

**STRATEGIC GOAL 3**

Maori students are encouraged to be proud of their success and achieve as Maori.

To value the language and Tikanga., embrace and integrate, in a holistic way, the cultural capital of all Maori student learners.

To increase the number of students achieving at or above the National Standards in Writing, Reading and Maths.

- Strategic goals 1 & 2 above
- Participation in cultural festivals
- Hui Consultation
- Hautu Self-Review tool
- Ka Hikitia
- ERO documents
- Personalised Mihi and Po

**STRATEGIC GOAL 4**

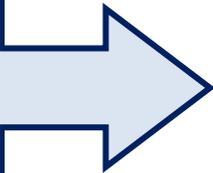
Waipawa Primary School students with special needs are supported in their learning and progress to fully participate and contribute to the school and their community.

Students make progress and experience success against goals developed in Individual Education Plans.

By using expertise and strengths of educational advisers and teachers, learners are supported to meet their identified goals.

- IEP's HH, HLN, OR's
- Mini IEP's for targeted needs
- SENCO Register
- Tracking student achievement.

**STRATEGIC GOAL 5**  
Students understand the importance of our health and environmental education

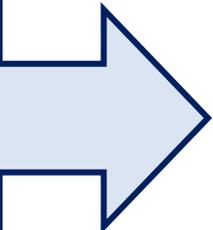


Students are encouraged to be actively involved in Environmental Education.

The teachers are actively involved in Environmental Education.

- Health and Environmental education
- Breakfast Club
- Healthy Foods Focus
- Sun Smart
- Asthma School
- Public Health Nurse
- SWIS
- Life Education Trust

**STRATEGIC GOAL 6**  
To increase staff and students' capabilities using ICT

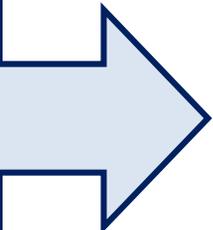


Teachers and students have access to quality ICT resources.

Teachers receive adequate professional development to support expectations to use ICT effectively in learning programmes.

- Student IT advisers
- Use of Microsoft 365, Seesaw, Studyladder, student accounts.
- Range of IT devices available
- Review IT Cyber safety Agreements yearly.
- E-portfolios( student, teacher)

**STRATEGIC GOAL 7**  
To develop students' understanding of scientific knowledge, investigations and explaining our natural, physical world and the wider universe.

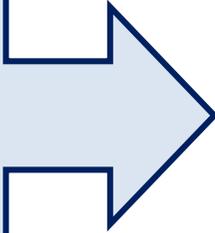


Building capacity of teachers to deliver quality project based science investigations using mentoring, expertise and CHB schools initiative.

- Science Roadshow contract
- Increase science investigations
- Science Club

**STRATEGIC GOAL 8**

Use one or more of the following approaches: project, problem, discovery based learning as a resource to integrate curriculum subjects with greater meaning and depth.



Students are encouraged to activate personal agency that reflects their learning needs.

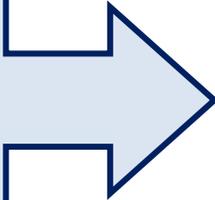
Teachers develop depth of understanding to deliver effective high quality Inquiry Learning studies using our local curriculum and SOL Philosophy.

Curriculum areas will be timetabled to report at BoT meetings as part of our strategic discussions and self-review.

- Continual development of student agency and its sustainability
- Science Roadshow
- Local curriculum

**STRATEGIC GOAL 9**

Report to BoT on the quality of curriculum programmes and resources across the school.



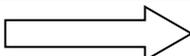
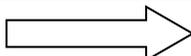
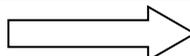
- Reporting timetable Week 4 and Week 8 each term.
- Review BoT 3 year reporting cycle
- Continue to track student agency impact on student outcomes (SOL)

# 2017 Annual Plan Overview

<p>NAG 1 Curriculum</p>	<ul style="list-style-type: none"> <li>• Track all students against National Standards</li> <li>• Written reporting against National Standards twice yearly to parents with student led conferences</li> <li>• Reporting to parents across the curriculum and key competencies (SOL) with end of year report having an emphasis on student voice</li> <li>• Identify students potentially at risk of not meeting their potential against End of Year National Standards to Board</li> <li>• Sustain SOL and develop phase 3 inclusive of CHB Technology Centre for Waipawa students</li> <li>• Review curriculum programmes and their effectiveness on learning</li> <li>• Monitor ICT hardware and software resources for learning</li> <li>• Review 2<sup>nd</sup> Language option</li> <li>• Monitor SENCO register by Senior Leadership Team</li> <li>• Localized curriculum development and consultation with all stakeholders</li> </ul>
<p>NAG 2 Self Review &amp; Community</p>	<ul style="list-style-type: none"> <li>• School Charter consultation</li> <li>• Report to school community on 2017 Targets.</li> <li>• Annual Report completed</li> <li>• Two Written Reports against National Standards to parents and student led conferences</li> <li>• Report by Leadership team on <b>prediction</b> of students at risk of not meeting their potential against End of Year National Standards to Board</li> <li>• Principal's reports – eight per year to BoT</li> <li>• Review Nags 1-8 Policies and Procedures</li> <li>• Review Budget in August. Set annual budget for following year</li> <li>• Review curriculum areas – 3 yearly cycle.</li> <li>• Complete IEPs for special needs students and mini IEPs</li> <li>• Track and review attendance data.</li> <li>• End of Year Assembly.</li> </ul>
<p>NAG 3 Personnel</p>	<ul style="list-style-type: none"> <li>• Support teachers and identified initiatives for better student outcomes.</li> <li>• Teachers <b>prediction</b> of students at risk of not meeting their potential against End of Year National Standards to Board</li> <li>• Observe teachers' professional practice and write final reports for appraisals with discussions</li> <li>• Link Teaching as Inquiry to PLD and appraisals</li> <li>• Report to Board on personnel/staff wellness and leave</li> <li>• Principal Appraisal completed by Board Chair</li> <li>• Develop Job Descriptions for all teaching and support staff.</li> <li>• Identify and review permanent and fixed term units.</li> </ul>

<p>NAG 4 Property and Finance</p>	<ul style="list-style-type: none"> <li>• Confirm budget for year.</li> <li>• Review budget Mid-term.</li> <li>• Track financial statements.</li> <li>• Implement property plan as set by budget. <ul style="list-style-type: none"> <li>- Monitor Capital works projects 2017</li> </ul> </li> <li>• Painting of A Block and classroom breakout spaces, create learning spaces (glass doors)</li> <li>• Monitor financial IT assets</li> <li>• Develop invoicing for all accounts to families through Eclipse</li> </ul>	<ul style="list-style-type: none"> <li>• Asset Register completed</li> <li>• Build platforms for tree houses</li> <li>• Landscaping</li> <li>• School individual po's</li> </ul>
<p>Nag 5 Health &amp; Safety</p>	<ul style="list-style-type: none"> <li>• Maintain a safe environment and complete all checks as per procedures and MoE mandate.</li> <li>• Review Behaviour Plan – Waipawa Way</li> <li>• Oversee Camps planning in Term 1- for November</li> <li>• Health and Safety meetings 2 per term</li> <li>• Pubertal Health, Healthy Heart Start Excellence contract</li> <li>• Sun Smart accreditation 2017</li> <li>• Asthma training</li> <li>• Renewal of staff First Aid certificates (May)</li> </ul>	
<p>Nags 6, 7 &amp; 8 Administrative Legislation</p>	<ul style="list-style-type: none"> <li>• Meet legislation regulations</li> <li>• The school will embrace the Treaty of Waitangi</li> <li>• Submit school Charter</li> <li>• Submit Analysis and Variance of Charter Targets</li> <li>• Asset Register completed</li> <li>• Meet written report requirements for National Standards</li> <li>• Financial Annual Report</li> </ul>	

# Board of Trustees Overview 2017

Term 1	Term 2	Term 3	Term 4
Review Nag 4,5,6,7,8	Review Nags 1,2,3		
Adopt Charter			Review Charter
Submit Analysis & Variance			Complete Analysis & Variance of Targets for current year
Monitor Budget	Review Budget	Monitor Budget	Draft Budget. Ratify budget
Assessment Timetable presented to BOT.			
Job Descriptions			Disposal of records
Set up Appraisals including PTC's Observations	Observations	Observations	Observations against PTC's Appraisal signed off, with written report, discussion and goal setting with appraisees
Monitor student achievement against National Standards for students.	Report <b>projected prediction</b> of students at risk of not meeting their potential against End of Year National Standards		Report Student achievement
Report against curriculum areas (refer cycle)			
			Attendance Report to Board
Other Reporting to Board as identified.			

## Curriculum Self Review Cycle 2017-19

	Term 1	Term 2	Term 3	Term 4
2017	Health & PE  Literacy/Reading	Te Reo/Tikanga 2 <sup>nd</sup> Language  Literacy/Writing	Social Sciences(PReP)  Mathematics  Inquiry Learning	Science   Behaviour
2018	Technology CHB Technology Y7&8  Literacy/Reading	Arts   Literacy/Writing	Health & PE  Mathematics  Inquiry Learning	Te Reo/Tikanga 2 <sup>nd</sup> Language  Behaviour
2019	Social Sciences   Literacy/Reading	Science   Literacy/Writing	Technology CHB Technology Y7&8  Mathematics	Arts  Behaviour  Inquiry Learning

***Additional consultation may be requested by BOT and Principal in relation to School Priorities.***

<i>Ongoing</i>	<ul style="list-style-type: none"> <li>• Waipawa Connection newsletters written by students</li> <li>• School Flyers produced weekly and sent home with students and distributed in the community (produced by admin)</li> <li>• Principal available for parent discussions</li> <li>• Communication using Kit books(junior school) diaries/email/phone/face to face/website school alert app formal and informal opportunities, IEPs</li> <li>• Promote an inclusive culture within the school community</li> <li>• Parents welcome to visit classrooms</li> <li>• Principal/Deputy Principal gate duty after school each day</li> </ul>
<i>Term 1</i>	<ul style="list-style-type: none"> <li>• In class Goal Setting – sent home (mini IEP where/as appropriate)</li> <li>• E - portfolios developed (Mataweka), Learner Profile developed (New Entrant 2017)</li> <li>• Health Programme Consultation Pubertal Health</li> <li>• Camp organization</li> <li>• Charter Consultation – Analysis and Variance</li> <li>• Whanau &amp; Friends hui</li> <li>• Hub newsletters</li> </ul>
<i>Term 2</i>	<ul style="list-style-type: none"> <li>• Parent Survey/consultation</li> <li>• Written Reports Mid –Year in conjunction with Student Led Conferences (Week 9 )</li> <li>• Whanau &amp; Friends hui</li> <li>• Annual Report available to view by Community</li> <li>• Hub newsletters</li> </ul>
<i>Term 3</i>	<ul style="list-style-type: none"> <li>• Whanau &amp; Friends hui</li> <li>• Consultation with Community</li> <li>• Hub newsletters</li> </ul>
<i>Term 4</i>	<ul style="list-style-type: none"> <li>• Thank you morning tea for parent helpers and local community</li> <li>• End of Year Written Reports - in conjunction with Student Led Conferences (Week 8 )</li> <li>• End of Year and Service Assemblies</li> <li>• Whanau &amp; Friends Hui</li> <li>• School camps in November</li> <li>• Consultation with community</li> <li>• Hub newsletters</li> </ul>

# Waipawa Primary School Targets 2017

## Strategic Goal 1:

WPS students are actively engaged and challenged in purposeful learning related to the NZ Curriculum

## Strategic Goal 2:

The teaching staff will deliver effective quality programmes so students can achieve to a high standard

## Annual Aims:

To lift student achievement in Literacy for students identified as Below NS or At Risk of falling below the NS.

## 2017 Target: For the 24 identified students to meet and maintain the National Standard.

The target focuses on two groups of students based on beginning of 2017 data

1. The identified students currently working AT NS but at risk of falling BELOW the NS  
And
2. The students identified as BELOW NS

## Baseline Data: Target Student Data has been analysed from using whole school data as at beginning 2017 to identify those students

1. Currently working AT NS but at risk of falling BELOW the NS this consists of 11 students of which 8 are boys and 5 are Maori
2. Currently as BELOW NS consists of 13 students 8 boys and of these 4 are Maori

### Beginning 2017 Reading DATA

Whole School data AT/ABOVE 86.% B 11% WB 3%

Gender	Above	At	Below	Well Below	Total number of students
Girls	11 15%	56 75%	7 9%	1 1%	75
Maori Girls	0	13 93%	1 7%	0	14
Boys	9 11%	56 72%	10 13%	3 4%	79
Maori Boys	2 7%	20 74%	5 19%	0	27

### Beginning 2017 Writing DATA

Whole School data AT/ABOVE 73% B 24% WB 3%

Gender	Above	At	Below	Well Below	Total number of students
Girls	1 1%	59 79%	14 19%	1 1%	75
Maori Girls	0	13 93%	1 7%	0	14
Boys	2 3%	50 64%	23 29%	3 4%	79
Maori Boys	0	17 63%	10 37%	0	27

## Analysis of trends:

Within the literacy data it clearly shows that writing is the main target. Our target student data shows the students who are working BELOW NS and those 'AT RISK' are over represented by boys.

The Leadership Team continue to closely track this cohort to monitor progress.

## Funding:

The 'Teaching as Inquiry' model will support professional development for teachers. An application for PLD has been submitted to the MoE as part of the CHB Schools Literacy Cluster. Operational Grant including the SEG

## Responsibility

Classroom teacher, Literacy leaders  
SENCO  
Principal, Parents and Students.

## BoT Self Review

Report to BoT as per assessment reporting timetable

- Ongoing analysis of assessment data with teachers to determine deliberate Acts of Teaching
- Teachers use the 'Teaching as Inquiry' model to increase their effective practice in literacy
  - 1) Support from RT:Lit and literacy leaders
- Use tracking graphs, hexagons and SOL goals
- Use of e-asTTle for writing and exploring the PACt tool
- Mentoring roles between teacher and teacher, student and teachers, student and students
- On-going communication with parents/students to promote learning and trust relationships
- Development of mini IEP's for target students to promote learning and home/school partnerships
- Allocate teacher aid support for classroom programmes when applicable and funding available
- Collaborative moderation with regular meetings to track students' progress
- RT Maori - cultural capital focus
  - 1) Use cultural capital for all learners, particularly boys and Maori students
- Use student voice as a tool to improve student achievement
- School involved in the Science Roadshow contract, a vehicle to improve engagement
- Action plans are developed to support this target

# Waipawa Primary School Assessment and Reporting Timetable 2017

Term	To Parents	Teachers	BOT
One	<p>Meet the Teacher/ school community Week 2 Goal Setting/ shared with parents</p> <p>IEP's Mini IEP's</p>	<ul style="list-style-type: none"> <li>• Targeted students tracked in Reading, Writing &amp; Maths</li> <li>• Sol progress reported where applicable</li> <li>• ATT students (At students at risk of falling below NS) BET (Below students capable of being AT NS) on SENCO register using assessment sheet</li> <li>• Interventions such as RT:Lit RTLB SWIS support HHLN Ors etc.</li> <li>• IEPs March</li> <li>• Junior school testing and written reports according to birth dates 6 &amp; 12 months</li> <li>• Recording all tracking expectations for individual students using graphs, hexagons and SoL goals.</li> </ul>	<p>All data presented to BoT to Bev no later than end of Week 6 including reports</p> <p>Teachers with curriculum responsibilities present their reports related to 2017 curriculum timetable.</p>
Two	<p>Mid-Year Written reports in conjunction with Student Led Conferences</p> <p>IEP's Mini IEP's</p>	<ul style="list-style-type: none"> <li>• Data to leadership team on progress of all students for NS in reading writing and maths using assessment sheet</li> <li>• Analysis of data for ATT and BET cohorts</li> <li>• Update SENCO register</li> <li>• Sol progress report</li> <li>• Behaviour tracking (Waipawa Way)</li> <li>• Recording all tracking expectations for individual students using graphs, hexagons and SoL goals.</li> </ul>	<p>Information to BoT on progress of all students for NS in reading writing and maths</p> <p>Analysis of data for ATT and BET cohorts</p>
Three	<p>Mini IEP's</p>	<ul style="list-style-type: none"> <li>• Data to leadership team on progress of all students for NS in reading writing and maths using assessment sheet</li> <li>• Analysis of data for ATT and BET cohorts</li> <li>• Update SENCO register</li> <li>• Recording all tracking expectations for individual students using graphs, hexagons and SoL goals.</li> <li>• Consultation reporting</li> </ul>	
Four	<p>End of Year Student Achievement Written Reports in conjunction with Student Led Conferences</p> <p>IEP's Mini IEP's</p>	<ul style="list-style-type: none"> <li>• Data to leadership team on progress of all students for NS in reading writing and maths using assessment sheet</li> <li>• Analysis of data for ATT and BET cohorts</li> <li>• Update SENCO register</li> <li>• Recording all tracking expectations for individual students using graphs, hexagons and SoL goals.</li> <li>• Consultation reporting</li> <li>• Sol Final report</li> <li>• Report behaviour and playground accident</li> </ul>	<p>Analysis and Variance Report on charter target</p> <p>Identification of 2018 target(s)</p>