



## School Charter

### Strategic and Annual Plan for Ohakune Primary School 2020 - 2022

Environment	Vision/Mission	Our Values	
<p>Ohakune Primary School is a decile 3, full primary school nestled at the base of Mt Ruapehu with learners that range from Year 0-8. Our school roll ranges from 200-250 learners. There are 11 classrooms, a library and a hall. We run the local technology service for the local primary schools through our technology centre which is staffed by two teachers working .4. We have support staff within the school that are employed to meet the specific learning needs of students, ensure our administration runs smoothly and we have a caretaker. We are an Enviroschool (Bronze).</p>	<p style="text-align: center;">Vision – All students will be caring, connected, contributing community members making positive decisions and achieving their aspirations.</p> <p style="text-align: center;"><b>School Motto: PLAY THE GAME</b></p> <div style="text-align: center;">  </div>	<p><b>Participation</b>  <b>Respect</b>  <b>Integrity</b>  <b>Determination</b>  <b>Environment</b></p> <p>PRIDE values are at the core of everything we do and our learning community strives to show this in every area. We run a successful house, mediator and Ambassador programme and encourage the tuakana/teina relationship schoolwide.</p>	
<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p><b>Our Maori Dimensions are reflected by:</b></p> <p>A positive caring family environment.</p> <p>A balanced curriculum that fosters creativity with a focus on the core areas of learning.</p> <p>Interesting and innovative programmes.</p> <p>Well-resourced learning environments including our local environment of the Ruapehu region.</p> <p>A partnership between the school and whānau, iwi and our school community.</p>	<p><b>We recognise Cultural diversity by:</b></p> <p><b>Catering for Cultural Diversity and addressing achievement of Māori students.</b></p> <p>Our Ohakune School curriculum statements and policies recognise the unique position of Maori, the dual heritage of New Zealand and its cultural diversity. We will provide our learners with rich experiences through a localised curriculum that are student-centred and create opportunities for language, culture and identity.</p> <p>We recognise that Te Reo Maori is unique to New Zealand, and all reasonable steps will be taken to provide instruction. We are committed to the principles of Tataiako and the cultural competencies(Wananga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga and Ako).</p>	<p><b>We show Equity by:</b></p> <p>In 2020, this will be achieved through:</p> <ul style="list-style-type: none"> <li>- School organisation, policy, and localised curriculum delivery.</li> <li>- Consultation with whanau and local iwi.</li> <li>- Monitoring of SENCO programmes.</li> <li>- Targeted interventions for priority learners to support acceleration.</li> </ul> <p style="text-align: center;">We are committed to ensuring equity and excellence for all learners at Ohakune Primary School.</p>

<p><b>Guiding Principles</b></p>	<p><b>Our WHY. We believe that...</b></p> <p>Children are at the heart of what we do and learn best in a safe and positive environment where the health and well-being of the child is nurtured.</p> <p>Providing interesting, high quality teaching programmes with an emphasis on Literacy and Numeracy that challenge all our children, and meet their individual needs.</p> <p>Actively promote respect, perseverance, integrity, creativity and excellence.</p> <p>We believe that every child has strengths and can succeed and we foster this in our programmes.</p>	<p><b>The HOW. We will do this by...</b></p> <p>We provide a safe positive environment</p> <ul style="list-style-type: none"> <li>- Staff being seen as learners and a strong focus on staff professional learning, that is research and evidenced based, will enhance teacher pedagogy and increase teacher effectiveness which leads to better learning opportunities for the students.</li> <li>- PB4L is at the core of our curriculum and PB4L practices are increasingly evident across the school.</li> <li>- Relationship based learning is pivotal to enhancing learning and teaching practice.</li> <li>- Children will be challenged to strive for excellence and achieve their potential.</li> <li>- E-Learning is an essential component of today's schooling.</li> <li>- Strong Senior Leadership and Middle Leadership will enhance the ongoing well-being of the school.</li> <li>- Culturally responsive pedagogy improves students learning and builds strong partnerships with all whānau.</li> <li>- Actively promote and encourage the Key Competencies in the NZC - Managing self, Thinking, Relating to others, Participating and contributing, Using language, symbols and text.</li> </ul>	<p><b>The WHAT. We show our WHY has been successful by....</b></p> <p>Providing a safe and nurturing environment where all our children participate to the best of their ability.</p> <p>All programmes will be based on the needs and interests of the children. This will involve collaboration and effective partnerships within the Ohakune learning community within our school and our Kahui Ako community.</p> <p>We make use of our unique environment, that includes Mount Ruapehu and the surrounding areas. We also have access to many areas to drive learning programmes and provide authentic experiences for our children.</p> <p>Our children are engaged in learning.</p> <p>Relationships in learning are important and provide the foundation to what we do.</p>
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## Strategic Priorities and Goals

Educationally Powerful Learning (Students & Staff)	Responsive Curriculum	Wellbeing/ Whanau engagement	Governance
<p>Strategic Goal</p> <p><b>Accelerating Learner Achievement</b> We will encourage equity and excellence of our learners.</p> <p><b>Excellence and Quality Teaching</b> We will equip and encourage excellence in our teachers to enhance teaching and learning.</p>	<p>Strategic Goal</p> <p><b>Responsive Curriculum</b> To provide an educationally responsive localised curriculum that recognises the unique contexts for learning in our community.</p>	<p>Strategic Goal</p> <p><b>Wellbeing</b> To promote the health and wellbeing of all our staff and students through the introduction of robust systems to monitor, support and improve their hauora now and into the future.</p> <p><b>Whanau engagement</b> Our whanau are actively encouraged to support our learners to achieve success.</p>	<p>Strategic Goal</p> <p><b>Effective School Governance</b> To ensure effective school governance systems are in place.</p>
<p>Core Strategies to reach this goal from 2020-2022 include:</p> <p><b>Accelerating Learner Achievement</b></p> <ul style="list-style-type: none"> <li>● Monitor implementation of the Curriculum Plans – core curriculum focus is on Literacy and Numeracy.</li> <li>● Use a range of assessment data to monitor progress, guide teaching practice and to refine teaching and learning.</li> <li>● Analyse data at identified times across the year to monitor progress.</li> </ul>	<p>Core Strategies to reach this goal from 2020-2022 include:</p> <p><b>Responsive Curriculum</b></p> <ul style="list-style-type: none"> <li>● Develop a localised curriculum to support the needs of our learners.</li> <li>● Use the unique location of our school to develop sustainable programmes.</li> <li>● Use a central inquiry theme to support NZC.</li> <li>● Develop learning aligned with key competencies.</li> </ul>	<p>Core Strategies to reach this goal from 2020-2022 include:</p> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>● Create a culture of wellbeing for learners and staff with an improvement focus.</li> <li>● Make school values explicit and visible.</li> <li>● Use restorative practices and ensure staff are trained.</li> <li>● Have a deliberate focus on improvement.</li> <li>● Asking for help is ‘normalised’</li> </ul>	<p>Core Strategies to reach this goal from 2020-2022 include:</p> <p><b>Effective School Governance</b></p> <p><b>Finance:</b> Board of Trustees will ensure robust financial systems are in place.</p> <p><b>Community:</b> Board of Trustees will ensure an effective relationship is established within the school and community</p> <p><b>Asset Management:</b></p>

- The sharing of best practice at team and staff meetings.
- Children set and reflect on personal goals and using these collaboratively across teams.
- Collect and analyse data of Maori and Pasifika children to identify those who are in need of support and provide support needed.
- Utilise PB4L Classroom practices for higher levels of engagement.
- Identify strengths and weaknesses of all learners and personalize programmes to support different learning styles.
- Source outside providers to support concept curriculum areas (Inquiry topics).
- Communication of successes and celebration of achievements in all areas.
- Set up environments that enable visual learning.
- Tracking and moderation of NZC.

- Curriculum opportunities support the learners dispositions and link to the school values.

- Develop student voice, agency and leadership.
- Develop strong pastoral care programme to support that promotes student wellbeing and learning.

#### Whanau engagement

- Develop School Culture based on research and evidenced based strategies.
- Hold workshops – both in and out of school and in collaboration with the marae.
- Investigate schools that are doing well and research good practice.
- Regular newsletters and assemblies to celebrate success in all areas of the curriculum.
- Show we value skills, knowledge and expertise and invite parents, whanau and community to share their expertise.
- Establish Ako days where skills are shared.
- Continue to share PLD around Culture Counts with whanau and feedback is given.

Board of Trustees will ensure all assets and school properties are maintained in good order and kept up to date.

#### Quality Assurance:

Boards of Trustees will ensure a safe and healthy environment which meets the requirements of the Ministry of Education and our school community.

<ul style="list-style-type: none"> <li>● Professional development is based on the needs of individual teachers to enhance learning. 2020 Incredible Years training.</li> <li>● PLD is reflective of the school culture and the needs of the learners. (Culture Counts - Relationship based Learning).</li> <li>● Teaching as Inquiry is directly linked to a robust appraisal cycle.</li> <li>● Comprehensive support and guidance programme for PRT 1 and 2 teachers. Support and guidance programmes also for teachers in specific areas of need.</li> <li>● Development of pedagogy of NZC.</li> <li>● Celebration of successes and strengths of our staff and utilising the areas of expertise we have within our team.</li> <li>● Encouragement of further study of particular areas of interest.</li> <li>● Support given to teacher aides and administration staff.</li> </ul>			
<p><b>Our Learning Targets</b></p>	<p><b>Reading</b> We will have 80% of our Maori male learners working at their curriculum level in Reading by the end of the year.</p>	<p><b>Writing</b> We will have 80% of our Maori male learners working at their curriculum level in writing by the end of the year.</p>	<p><b>Maths</b> We will have 80% of our Maori male learners working at their curriculum level in maths by the end of the year.</p>

Setting Challenging Goals

2020 Annual Goals

Educationally Powerful Learning	<p>Goal: <b>Accelerating Learner Achievement</b> We will encourage equity and excellence of our learners</p> <p><b>Excellence and Quality Teaching</b> We will equip and encourage excellence in our teachers to enhance teaching and learning.</p> <p>Targets: <b>Reading</b> We will have 80% of our Maori male learners working at their curriculum level in Reading by the end of the year. <b>Writing</b> We will have 80% of our Maori male learners working at their curriculum level in Writing by the end of the year. <b>Maths</b> We will have 80% of our Maori male learners working at their curriculum level in Maths by the end of the year.</p>
Responsive Curriculum	<p>Goal: <b>Responsive Curriculum</b> To provide an educationally responsive localised curriculum that recognises the unique contexts for learning in our community.</p>
Wellbeing Whanau engagement	<p>Goal: <b>Wellbeing</b> To promote the health and wellbeing of all our staff and students through the introduction of robust systems to monitor, support and improve their hauora now and into the future.</p>
Govenance	<p>Goal: To ensure effective school governance is in place.</p>

## Annual plan roll out

Strategic Priority	2020	2021	2022
<u>Educationally Powerful Learning</u> Accelerating Learner achievement Excellence and quality teaching	Assessment review		
	Student Agency Spiral of Inquiry - targeted at our priority learners - classroom interventions and specialised programmes. Appraisal - processes ongoing		
	PRT programme refined		Student & Staff Coaching
<u>Responsive Curriculum</u>	Localised Curriculum developed and established		
	Student centred curriculum		
		Digital Curriculum	
<u>Wellbeing/ Whanau engagement</u>	Overhaul and review of systems and policies		
	PB4L review and implementation Incredible Year training - 3 staff		
<u>Governance</u>	BOT Internal Evaluation ongoing		ERO preparation
	Policies reviewed and ongoing	Policies reviewed	Strategic Plan developed Policies reviewed
	School operations, Governance, Management		

## Improvement Plan - Domain: Educationally Powerful Learning

### Strategic Goal

#### Accelerating Learner Achievement

We will encourage equity and excellence of our learners

#### Excellence and Quality Teaching

We will equip and encourage excellence in our teachers to enhance teaching and learning.

We will encourage equity and excellence of our learners as they progress in the New Zealand Curriculum.

To increase the number of learners achieving at or above their curriculum level in Reading , Writing and Mathematics.

Our teachers will:

Deliver the NZ Curriculum competently and are enthusiastic, fostering a love of learning

Communicate the purpose of learning and engage with whanau as a partnership

Receive appropriate support and support one another

Have a commitment to professional growth

Have high expectations

Be positive and professional

Leadership will support, value and empower the team.

Maintain effective communication between home and school

Ensure quality teaching and learning is occurring.

Monitor progress towards the schools goals and vision

### Baseline data and Annual Target

*1a) That we maintain and improve the the standard of 80% of all learners will be at or above their curriculum levels in Reading, Writing and Mathematics.*

*1b) Maori males will make at least one years accelerated progress by the end of the year in Reading, Writing and Maths. Our goal is to have 80% achieving at or above their curriculum level by the end of the year in all areas .*

### School wide data - overall picture (end of year) All learners.

Source	2018	2019	2020	2021
<b>Reading OTJ</b>	82% At or Above	80% At or Above		
<b>Writing OTJ</b>	74% At or Above	73% At or Above		
<b>Maths OTJ</b>	79% At or Above	75% At or Above		

Reading (end of 2019 data)

	<1B	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y1</b>	8% (2)	77% (20)	8% (2)	4% (1)	4% (1)											0%	8% (2)	<b>88%</b> (23)	4% (1)	14% (26)
<b>Y2</b>	3% (1)	19% (6)	6% (2)	13% (4)	44% (14)	9% (3)	6% (2)									0%	22% (7)	<b>63%</b> (20)	16% (5)	17% (32)
<b>Y3</b>				12% (2)	29% (5)	29% (5)	29% (5)									0%	12% (2)	<b>59%</b> (10)	29% (5)	9% (17)
<b>Y4</b>			3% (1)	11% (4)	16% (6)	21% (8)	24% (9)	16% (6)	5% (2)		3% (1)	3% (1)				3% (1)	26% (10)	<b>45%</b> (17)	26% (10)	20% (38)
<b>Y5</b>					7% (2)	7% (2)		33% (9)	22% (6)	7% (2)		15% (4)	7% (2)			0%	15% (4)	<b>33%</b> (9)	52% (14)	15% (27)
<b>Y6</b>							4% (1)	29% (7)		29% (7)	33% (8)		4% (1)			0%	33% (8)	<b>29%</b> (7)	38% (9)	13% (24)
<b>Y7</b>							14% (3)		5% (1)		62% (13)		19% (4)		14% (3)	5% (1)	<b>62%</b> (13)	19% (4)	11% (21)	
<b>Y8</b>													100% (1)			0%	0%	<b>100%</b> (1)	0%	1% (1)
<b>Total pupils</b>	2 % (3)	14 % (26)	3 % (5)	6 % (11)	15 % (28)	10 % (18)	11 % (20)	12 % (22)	5 % (9)	5 % (9)	12 % (22)	3 % (5)	4 % (8)			2% (4)	18% (34)	54% (100)	26% (48)	(186)

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	3.2%	27	29.0%	45	48.4%	18	19.4%	<u>93</u>
	Female	1	1.1%	7	7.5%	55	59.1%	30	32.3%	<u>93</u>
	Total	4	2.2%	34	18.3%	100	53.8%	48	25.8%	<u>186</u>
Maori	Male	2	4.7%	18	41.9%	19	44.2%	4	9.3%	<u>43</u>
	Female	0	0%	6	15.4%	26	66.7%	7	17.9%	<u>39</u>
	Total	2	2.4%	24	29.3%	45	54.9%	11	13.4%	<u>82</u>

## Writing - (end of 2019 data)

	<1B	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y1</b>	15% (4)	44% (12)	41% (11)													0%	15% (4)	<b>85%</b> (23)	0%	14% (27)
<b>Y2</b>	3% (1)	23% (7)	13% (4)	42% (13)	10% (3)	10% (3)										0%	26% (8)	<b>55%</b> (17)	19% (6)	16% (31)
<b>Y3</b>				12% (2)	29% (5)	53% (9)	6% (1)									0%	0%	<b>41%</b> (7)	59% (10)	9% (17)
<b>Y4</b>				8% (3)	29% (11)	26% (10)	24% (9)	11% (4)			3% (1)					0%	37% (14)	<b>50%</b> (19)	13% (5)	20% (38)
<b>Y5</b>					11% (3)	26% (7)	22% (6)	22% (6)		11% (3)	7% (2)					0%	37% (10)	<b>44%</b> (12)	19% (5)	14% (27)
<b>Y6</b>							4% (1)	37% (10)		44% (12)	11% (3)		4% (1)			0%	41% (11)	<b>44%</b> (12)	15% (4)	14% (27)
<b>Y7</b>							5% (1)	5% (1)	5% (1)	14% (3)	67% (14)		5% (1)			5% (1)	10% (2)	<b>81%</b> (17)	5% (1)	11% (21)
<b>Y8</b>													100% (1)			0%	0%	<b>100%</b> (1)	0%	1% (1)
<b>Total pupils</b>	3 % (5)	10 % (19)	8 % (15)	10 % (18)	12 % (22)	15 % (29)	10 % (18)	11 % (21)	1 % (1)	10 % (18)	11 % (20)		2 % (3)			1% (1)	26% (49)	57% (108)	16% (31)	(189)

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	1.1%	32	34.0%	52	55.3%	9	9.6%	<u>94</u>
	Female	0	0%	17	17.9%	56	58.9%	22	23.2%	<u>95</u>
	Total	1	0.5%	49	25.9%	108	57.1%	31	16.4%	<u>189</u>
Maori	Male	0	0%	20	45.5%	23	52.3%	1	2.3%	<u>44</u>
	Female	0	0%	10	25.0%	25	62.5%	5	12.5%	<u>40</u>
	Total	0	0%	30	35.7%	48	57.1%	6	7.1%	<u>84</u>

Maths - (end of 2019 data)

	<1B	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y1</b>	8% (2)	4% (1)	81% (21)	8% (2)												0%	8% (2)	<b>85%</b> (22)	8% (2)	14% (26)
<b>Y2</b>		9% (3)	34% (11)	22% (7)	25% (8)	6% (2)	3% (1)									0%	44% (14)	<b>47%</b> (15)	9% (3)	17% (32)
<b>Y3</b>			24% (4)	6% (1)	29% (5)	18% (3)	6% (1)	18% (3)								0%	29% (5)	<b>29%</b> (5)	41% (7)	9% (17)
<b>Y4</b>				10% (4)	33% (13)	21% (8)	15% (6)	13% (5)	5% (2)		3% (1)					0%	44% (17)	<b>36%</b> (14)	21% (8)	21% (39)
<b>Y5</b>					7% (2)	7% (2)	4% (1)	56% (15)	11% (3)	11% (3)			4% (1)			0%	15% (4)	<b>59%</b> (16)	26% (7)	14% (27)
<b>Y6</b>								19% (5)		67% (18)	15% (4)					0%	0%	<b>19%</b> (5)	81% (22)	14% (27)
<b>Y7</b>								5% (1)	14% (3)	19% (4)	57% (12)		5% (1)			0%	19% (4)	<b>76%</b> (16)	5% (1)	11% (21)
<b>Y8</b>													100% (1)			0%	0%	<b>100%</b> (1)	0%	1% (1)
<b>Total pupils</b>	1 % (2)	2 % (4)	19 % (36)	7 % (14)	15 % (28)	8 % (15)	5 % (9)	15 % (29)	4 % (8)	13 % (25)	9 % (17)		2 % (3)			0%	24% (46)	49% (94)	26% (50)	(190)

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	26	27.4%	45	47.4%	24	25.3%	95
	Female	0	0%	20	21.1%	49	51.6%	26	27.4%	95
	Total	0	0%	46	24.2%	94	49.5%	50	26.3%	190
Maori	Male	0	0%	19	43.2%	18	40.9%	7	15.9%	44
	Female	0	0%	15	37.5%	17	42.5%	8	20.0%	40
	Total	0	0%	34	40.5%	35	41.7%	15	17.9%	84

Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
When	<i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	All actions are the responsibility of the principal and teachers. Principal has primary focus on whole school analysis and teachers are responsible for the collection and data analysis for their class. The lead teachers of curriculum areas are responsible for the ongoing professional conversations/ staff meetings.	
Term 1	Monitor the implementation of the localised curriculum plan Curriculum plans - with core curriculum of Reading, Writing and Maths as the focus ensuring that priority learners are at the forefront.		
February	All teachers will complete an analysis of needs at the beginning of the year to identify priority learners for acceleration programmes.		
Term 1	Teachers will implement a Spiral of Inquiry approach to cater for the needs of their learners. Start intervention groupings to guide teaching of priority learners.		
Jan/Feb	<b>Reading</b> 2019 Achievement data review Reading Recovery learners decided.	<b>Who</b> All Principal Bridget	<b>Indicators of Success</b> All staff 'own' the data. Teachers about to make informed decisions about their target students. Leadership team involved in developing key checkpoints. AOV and other EOY NS data. NAG2a(b) and AOV accepted by MOE.
March	Achievement target and target students set for priority learners.		
Term 2	Staff consulted on achievement in Reading. Reading be the context for Spiral of Inquiry or not. (Teacher decides depending on the needs of their learners).	Lead teacher of Literacy - Rose	Teachers see their role in raising student achievement and personalise it for their classroom. Ongoing high quality dialogue occurs about student achievement at team meetings particularly through the use of data walls and TAI/Spiral of Inquiry.

Ongoing	<p>Discussions held frequently to monitor well below and below students and their progress through professional partnerships and Learning Support Teams.</p> <p>Assessment - continue to use relevant assessments - assessment fit for purpose. Data shared with learners for the first time. Learners to set own goals from this and other assessments. Forward planning to next steps in learning. Running Records (formal) once per term to track progress. Entry of data onto etap.</p>	Classroom teachers LST leads	<p>Close monitoring of below and well below learners in Reading - Monitoring of progress in junior school (RR teacher).</p> <p>Report to BOT at mid and end of year. Liaison with Principal, classroom teachers and Literacy lead.</p>
Term 2	<p>Teacher workshops offered by literacy leader, team members and external providers which support strategic aims and global strategies. (If required) Review assessment data with staff and determine the particular learning needs of learners.</p> <p>Analyse data at identified times of the year to monitor progress.</p> <p>Monitoring progress and achievement/ reporting to the BOT.</p>	Principal  Team leaders	<p>Reading assessment well workshopped and analysed by teachers. Assessment 'results' shared with students so they can set their own goals.</p> <p>Teachers are not doing 'the usual' but are innovating on their practice.</p>
Term 2	<p>Literacy leader to report to BOT on target students, actions and progress.</p>	Principal  Teachers	<p>The range of PLD undertaken is organic and responsive to student and teacher need. (If required). Link in with the Kahui Ako.</p> <p>Increasingly teachers are offering to share their practice or offer workshops for their peers.</p>
Mid year and EOY	<p>Achievement reports submitted to BOT which show progress towards targets.</p>	Rose  Principal	<p>Continue to utilise best practice and sharing at staff meetings.</p>

Jan/Feb	<b>Writing</b> 2019 Achievement data reviewed and analysed - priority learners to be the focus for goals.	Principal	All staff 'own' the data. Teachers think about making informed decisions about their target students. Leadership team involved with clear analysis and goals set around priority learners.
March	Achievement target and target students Staff consulted on achievement in Writing. Writing may be the context for TAI or not. Discussions held frequently to monitor well below and below students and their progress. Professional partnerships and Learning Support Teams established	Lead teacher of Literacy - Rose	AOV and other EOY NS data. NAG2a(b) and AOV accepted by MOE.
March	Assessment - continue to use relevant writing and matrices to support assessment. Data shared with learners for the first time Students to set own goals from this and other assessments. Learning frameworks to be included in this.	LST Leaders Classroom teachers	Teachers see their role in raising student achievement and personalise it for their classroom. Ongoing high quality dialogue occurs about student achievement at team meetings particularly through the use of data walls and TAI.  Close monitoring of below and well below learners in Writing with the focus on priority learners.
Term 2	Teacher workshops offered by literacy leader, team members and external providers which support strategic aims and global strategies.	Rose	Report to BOT at mid and end of year. Liaison with Principal, classroom teachers and Maths lead.
Term 2	Review assessment data with staff and determine the particular learning needs of learners.	All	Writing assessments well workshopped in teams and analysed by teachers and then moderated.. Assessment 'results' shared with students so they can set their own goals.
Ongoing	Analyse data at identified times of the year to monitor progress.  Monitoring progress and achievement/ reporting to the BOT.	Principal	Teachers are not doing 'the usual' but are innovating on their practice. Increasingly teachers are offering to share their practice or offer workshops for their peers. Continue to utilise best practice and sharing at staff meetings.

Ongoing	Literacy leader to report to BOT on target students, actions and progress.	Principal/ Rose	BOT kept well informed of the impact of strategies and allocated resourcing.
Mid year and EOY	Achievement reports submitted to BOT which show progress towards targets and future planning.		
Dec 2019	<b>Mathematics</b> 2019 Achievement data review	Principal/DP Lead teacher of Maths - Bridget	All staff 'own' the data. Teachers make informed decisions about their target students. Leadership team to develop key checkpoints.
February	Maths Specialist Teacher Position established. MST Support team formed. MST to target years 4-7 below and well below. Achievement target and target students Staff consulted on achievement in Mathematics. Mathematics be the context for TAI or not. Discussions held frequently to monitor well below and below students and their progress.	Bridget and Team Leaders Classroom teachers	AOV and other EOY NS data. NAG2a(b) and AOV accepted by MOE.  Teachers see their role in raising student achievement and personalise it for their classroom. Ongoing high quality dialogue occurs about student achievement at team meetings particularly through the use of data walls and TAI.
Ongoing	Assessment - continue to use relevant maths assessment. Data shared with learners for the first time. Students to set their own goals from this and other assessments.  Teacher workshops offered by numeracy leader, team members and external providers which support strategic aims and global strategies.	Principal and MST teacher  Bridget  Bridget and PLD provider	Close monitoring of below and well below learners in Maths (Years 4-7.)  Report to BOT at mid and end of year. Liaison with Principal, classroom teachers and Maths lead.  Maths assessment reviewed and analysed by teachers. Assessment 'results' shared with students so they can set their own goals. Teachers are not doing 'the usual' but are innovating on their practice. The range of PLD undertaken is organic and responsive to student and teacher need.

Term 2	Review assessment data with staff and determine the particular learning needs of learners.	All	Increasingly teachers are offering to share their practice or offer workshops for their peers. Continue to utilise best practice and sharing at staff meetings.  BOT kept well informed of the impact of strategies and allocated resourcing.
	Analyse data at identified times of the year to monitor progress.	All	
Ongoing	Monitoring progress and achievement/ reporting to the BOT Maths leader to report to BOT on target students, actions and progress.	Principal and Bridget	
Mid year and EOY	Achievement reports submitted to BOT which show progress towards targets.	Principal	

### Monitoring

Monitoring of learners will be regular team LST meetings and during collaborative professional partnership conversations. This will happen in fortnightly team meetings and with partner. Check outcomes every term to monitor progress and support if needed. If intervention is not successful, continue to seek best practice.

### Resourcing

*Lead teacher of Math - Bridget will also support and run workshops as required.*

*Money required for the year is taken care of in the budget \$2000 plus the allocation for IXL Maths \$1200 if needed.*

*Reading - budget allocation \$2000*

*Reading Recovery teacher provided .4*

*Step web programme with teacher aide (4 days per week) and budget \$2300 to cater for needs of learners) funded by the BOT*

*Writing - budget \$2000 which covers visiting authors to run workshops*

*Library well resourced*

*Accessit Library - new installation for 2020 to support resources.*

## Excellence and Quality Teaching - Professional Learning and Development

**Strategic goal:** We will equip and encourage excellence in our teachers to enhance teaching and learning.

When	What	Who	Indicators of Success
<p>Teacher Only Days January 2020</p>	<p>Vision Time taken to unpack with teachers and support staff:</p> <ul style="list-style-type: none"> <li>● Teachers to attend the well being conference at the start of 2020.</li> <li>● Review of the ERO recommendations from the final report.</li> <li>● Key directions/ global strategies and background for new staff.</li> <li>● Achievement data 2019.</li> <li>● Cultural competence and responsiveness</li> <li>● Review of Relationship based Learning and PB4L.</li> <li>● Localised Curriculum - continued work in this area throughout the year with the overarching theme being Turangawaewae.</li> </ul>	<p>Principal DP</p>	<p>All staff understand the direction of the school in 2020 and can talk to this with whanau and parents.</p>
<p>March and ongoing</p>	<p>Appraisal</p> <p>All Teacher appraisal goals established. School wide goal linked to: · School achievement targets.</p> <p>Appraisal is linked to Spiral of Inquiry and acceleration programmes within classes.</p>	<p>Principal Teacher Support staff</p>	<p>BOT report on appraisal implementation.</p> <p>Principal/ DP to report to BOT on priority learners progress.</p> <p>Achievement targets to identify the number of students who require additional support.</p> <p>All teachers experience a professional and meaningful appraisal.</p>

<p>Feb and ongoing</p>	<p>Teacher appraisal system implemented and monitored by DP and Principal.</p> <p>Comprehensive support and guidance programme for PRT 1 and 2 teachers. Support and guidance programmes also for teachers in specific areas of need.</p> <p>Incredible Years training available for staff in junior school. Three teachers involved in 2020.</p>	<p>Principal Mentor teachers</p>	<p>Teacher appraisal system implemented and monitored by DP and Principal.</p> <p>Appraisal cycle is linked clearly with the strategic vision and collaborative discussion that occurs.</p> <p>BOT is assured of compliance.</p> <p>Network check ins with PRTs. Support and guidance programme reviewed before each term.</p>
<p>Term 1-3 Fortnightly</p>	<p>All teachers have regular te Reo and Tikanga sessions.</p> <p>Links and connections have been made with the local marae.</p>	<p>All</p>	<p>Improved and increased use of Te Reo. All Student names are pronounced correctly. Growing understanding and use of Tikanga with class and school settings.</p>
<p>Feb and ongoing</p>	<p>Professional development is based on the needs of individual teachers to enhance learning.</p> <p>PLD is reflective of the school culture and the needs of the learners. (Culture Counts).</p>	<p>All  CC Lead Teacher - Rose</p>	<p>All staff participate in the PLD provided and evidence in provided in classroom practice/interactions.</p> <p>Principal/DP to monitor needs.</p>
<p>March (Twice termly)</p>	<p>Monitoring our impact</p> <p>All teachers identify target students. Staff to establish teaching as inquiry (TAI) foci in areas of need for priority learners.</p> <p>Each team to establish ways to track and monitor progress and achievement of individual students.</p>	<p>Principal/DP Team Leaders Teachers LST</p>	<p>Leaders of learning report at leadership meetings on progress towards targets.</p> <p>Teacher inquiry outlines reviewed and target student discussions held regularly Principal/DP to monitor, collect target student data for termly monitoring meetings and with Learning Support teams.</p>

Mid Term 3	<p>All teachers have their appraisal meeting with Principal. Annual reports linked to goals around priority learners.</p> <p>Focus on evidencing teacher impact on relevant targets achievement and illustrating impact of 2020 PLD on teacher practice.</p>	Principal	Teachers have good quality evidence (achievement, student voice and practice) to show change, improvement and impact. Principal appraisal implementation report to BOT.
Term 3	All teachers have their EOY appraisal meeting with Principal.	Principal Teachers	Teachers have good quality evidence (achievement, student voice and practice) to show change, improvement and impact.
Jan/Feb	<p><b>MONITORING, EVALUATING AND REPORTING</b></p> <p>Achievement targets/ 2019 data unpacked with Teachers, Leadership and BOT.</p>	Principal DP	<p>Sound achievement targets set, that relate directly to the work of each teacher in the school.</p> <p>Teachers own the data and have ownership of the targets/ target students etc.</p> <p>Targets chosen by team after analysis. This focuses their ownership and efforts.</p> <p>MOE endorse targets and accept charter etc.</p>

## Improvement Plan - Domain: Responsive Curriculum

<p><b>Strategic Goal</b></p> <p>To provide an educationally responsive localised curriculum that recognises the the unique contexts for learning in our community.</p>	<p><b>Vision</b></p> <p>Curriculum will be delivered in a balanced, interesting manner that will ignite the passions of our learners.</p> <p>Emphasis on Literacy and Numeracy balanced with Inquiry topic that is relevant.</p> <p>All children’s needs will be met including priority learners and extension learners.</p> <p>Prepare our children for tomorrow.</p> <p>Work with our local experts and iwi.</p>
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**Baseline data and Annual Target** *Where do we want to be at the end of 2020? The focus is on student outcomes.*

By the end of 2020 there will be evidence of a localised curriculum plan that will meet the needs of our learners. It will reflect whanau and local community aspirations for our children. Learners will understand their place and contribution to the community and have an understanding of Turangawaewae (2019) and Manaakitanga (2020).

### Key Improvement Strategies

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
	<ul style="list-style-type: none"> <li>● Develop a localised curriculum to support the needs of our learners.</li> <li>● Use the unique location of our school to develop sustainable programmes.</li> <li>● Use a central inquiry theme to support NZC</li> <li>● Develop learning aligned with key competencies.</li> <li>● Curriculum opportunities support the learners dispositions and link to the school values.</li> <li>● PLD will reflect Culture Counts (Relationship based Learning).</li> </ul>	Principal Lead teachers Staff	<p>Teachers will develop long term and daily plans that reflect the needs of our learners.</p> <p>Develop a matrix to support all curriculum areas - this will be a two year plan starting with core learning areas of Reading, Writing and Maths.</p> <p>Curriculum programmes will be delivered in a balanced and interesting manner with emphasis on Literacy and Numeracy.</p>

**Monitoring**

*Check student outcomes every term and identify any gaps.*

*What needs to change if this is not working? Review this each term.*

**Resourcing:** *Apply to the Ministry for support around curriculum development.*

## Improvement Plan - Domain:Wellbeing

<p><b>Strategic Goal</b></p> <p><b>Wellbeing</b> To promote the health and wellbeing of all our students through the introduction of robust systems to monitor, support and improve their hauora now and into the future.</p> <p><b>Whanau engagement and developing school culture:</b> Our whanau are actively encouraged to support our learners success through effective engagement and communication.</p>	<p><b>Vision</b></p> <p>Our children will feel safe and nurtured They will take increasing responsibility for their actions and learning. Are respectful and display integrity. Feel encouraged to risk take, set goals, be challenged and know their next learning steps Our parents will feel welcome and included They will be well informed Encourage their children in their learning journey Respect the professional judgement of our staff and work in partnership with them Are supportive of the staff, BOT and school</p>
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### Baseline data

At present we are reviewing our values and how they link with our current PLD plan of Culture Counts.

### Key Improvement Strategies

When	What	Who	Indicators of Progress
2020	<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>Create a culture of wellbeing for learners and staff with an improvement focus.</li> <li>Make school values explicit and visible.</li> <li>Use restorative practices and ensure staff are trained.</li> <li>Have a deliberate focus on improvement.</li> <li>Asking for help is 'normalised.'</li> <li>Develop student voice, agency and leadership.</li> <li>Develop strong pastoral care programme to support that promotes student wellbeing and learning.</li> </ul>	Whole staff	<p>Tier 1 universal training for whole staff - PB4L.</p> <p>Begin to introduce Tier 2 PB4L - Lead teacher and PB4L team.</p> <p>Introduce staff to more guidance and restorative practices.</p> <p>Review health and safety policy practices.</p> <p>Cool Schools fully implemented schoolwide.</p>

**Whanau engagement and developing school culture:**

Develop School Culture based on research and evidenced based strategies.

Hold workshops – both in and out of school and in collaboration with the marae.

Investigate schools that are doing well and research good practice.

Regular newsletters and assemblies to celebrate success in all areas of the curriculum.

Show we value skills, knowledge and expertise and invite parents, whanau and community to share their expertise.

Establish Ako days where skills are shared

Continue to share PLD around Culture Counts with whanau and feedback is given.

**PB4L:**

1-2 staff meetings per term, dedicated to PB4L per term.

	<p>More visibility of PRIDE values evident across the school.</p> <p>Tier one training completed and systems developed based on tier 1 training into classrooms.</p> <p>Classroom modules built in as part of Teacher Appraisal.</p>		
<p><b>Monitoring</b> <i>Review at the end of each term with the PB4L team.</i></p>			
<p><b>Resourcing</b> <i>BOT will fund the travel component to allow us to complete the refresher training and the implementation of Tier 2. Additional staffing component to support the PB4L lead teacher.</i></p>			

## Improvement Plan - Domain: Management and Governance

<p><b>Strategic Goal</b> To ensure effective school governance is in place.</p>	<p><b>Vision</b> Our BOT will: Consult effectively with the community Meet the requirements of the NAGS Be a good employer Stay well informed by the principal Work alongside staff Ensure that resources are effectively managed Plan for the future of the school</p>
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<p><b>Baseline data and Annual Target</b></p> <p><b><i>School Management - Goals for personnel, processes and systems</i></b></p> <ul style="list-style-type: none"> <li>- To ensure the school is fully staffed to achieve the identified goals of the Charter.</li> <li>- To continue to up skill all staff through ongoing whole school and individual professional learning, with accountability and professional dialogue.</li> <li>- To continue to build Middle and Senior Leaders leadership capacity.</li> <li>- To implement and develop the ‘Spiral of Inquiry Model’ as a tool for individual staff development.</li> <li>- To continue to update and redevelop the Staff Appraisal system to enhance our learning community.</li> <li>- To build more culturally responsive pedagogy in our current school practices.</li> </ul> <p><b>BOT - Governance</b></p> <p>To ensure effective governance systems are in place.</p>
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### Key Improvement Strategies

When	What	Who	Indicators of Progress
2020	Annual report and Audit completed.	Principal	<b>Finance:</b>
October	Budgets prepared and presented at BOT meetings.	BOT chair and BOT	<ul style="list-style-type: none"> <li>- Board of Trustees will ensure robust financial systems are in place.</li> </ul>
Ongoing	BOT will commit and pledge to attend relevant professional development and BOT training as part of professional learning.	BOT	<p><b>Community:</b></p> <ul style="list-style-type: none"> <li>- Board of Trustees will ensure an effective relationship is established within the school and community.</li> </ul>

Ongoing	The asset register will continue to be updated by office staff and an asset management/ replacement plan in place.	Principal	<p><b>Asset Management:</b></p> <ul style="list-style-type: none"> <li>- Board of Trustees will ensure all assets and school properties are maintained in good order and kept up to date.</li> </ul> <p><b>Quality Assurance:</b></p> <ul style="list-style-type: none"> <li>- Boards of Trustees will ensure a safe and healthy environment which meets the requirements of the Ministry of Education and our school community.</li> </ul>
Ongoing	School properties will be followed up with a maintenance plan.	Principal	
Termly	BOT will regularly review policies and procedures via Schooldocs and update as required.	BOT Staff Whanau	
	BOT will create a succession plan and set systems and structures to support new BOT members (Induction).	BOT	
<b>Monitoring</b> As per governance plan			
<b>Resourcing</b> N/A			

## School Operations, Governance & Management

### Nag 1 Student Achievement

Key school documents that inform the School Charter relating to curriculum include:

- New Zealand Curriculum Framework
- Teaching as Inquiry
- School Curriculum; intentions to meet requirements of the NEG's, NAG's, National Education Priorities, & National Standards. Curriculum Achievement Action Plans
- Student Assessment schedule
- Student Individual learning journals
- Associated Policies
- Ohakune Primary School Annual Plans

### Nag 2 Self Evaluation

Key school documents that inform the School Charter relating to self evaluation include:

- Strategic goals based on strategic, regular and emergent self reviews
- Job Descriptions: Performance Agreements, Staff appraisals & attestation
- Standards of the Teaching Profession
- Professional dialogue sessions
- Teaching as Inquiry
- Accidents & Medical register
- Ohakune Primary School Annual Plans

### Nag 3 Personnel

Key school documents that inform the School Charter relating to personnel include:

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Education Council Practicing Teacher Criteria
- Staff Handbook, School Prospectus development
- Staff Professional development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Ohakune Primary School Annual Plans

<p>Nag 4 Finance/Property</p>	<p>Key school documents that inform the School Charter relating to finances include:</p> <ul style="list-style-type: none"> <li>● Annual Budget</li> <li>● 10 Year Property Plan</li> <li>● 5 Year Property Schedule</li> <li>● SUE Reports</li> <li>● Assets Register</li> <li>● Auditors Reports</li> <li>● Maintenance Schedule</li> <li>● Hazard's Register</li> <li>● Health and Safety Procedures</li> <li>● School Lockdown &amp; Evacuation Procedures</li> <li>● Plant &amp; Machinery Practices &amp; Procedures</li> <li>● Insurance</li> <li>● Associated Policies &amp; Procedures</li> <li>● Ohakune Primary School Annual Plans</li> </ul>
<p>Nag 5 Health &amp; Safety</p>	<p>Key school documents that inform the School Charter relating to health and safety include:</p> <p>Strategic Plan</p> <p>Operational Plan</p> <p>Hazard's Register</p> <p>Maintenance Schedule</p> <p>Emergency Plan / Pandemic Plan / Evacuations Procedures/ School Lockdown Procedures</p> <p>Student Support Programmes and Procedures</p> <p>School Health &amp; Safety Management System</p> <p>Vulnerable Children's Act</p> <p>Associated Policies</p> <p>Ohakune Primary School Annual Plans</p>