

PUKEATUA SCHOOL



CHARTER 2018

Mission Statement

Encouraging learning in a safe and caring
Environment.

PUKEATUA SCHOOL STATEMENT 2018

This is a full primary school of 75 (February 5th) children situated 27 km east of Te Awamutu. The School has a Decile rating of 8 and has a grading role of 3.88 teachers at present.

We have two Teacher Aids who work for a period of 30 hours per week. Four teachers are employed at the school. The Board makes up the funding difference. Also employed is a part time secretary, cleaner, librarian and a ground person.

Our School enjoys a close relationship with the community. Parent help for all manner of activities is always forthcoming and the money raised in fundraising activities goes a long way!

The location of our School is in the middle of a well-established farming community based on dairying. This provides a stable support parent body who are willing to help out. We also draw on children from Arapuni Village and the Parawera district. Next to the school is a hall where a play centre is based. Other group using the hall is the Pukeatua Scout group who boast very healthy numbers.

Pukeatua School has an enviable physical environment with views of Maungatautari and Pukeatua Mountain, (where an ecological island has been established and a class room attached to this project positioned on our school grounds) an attractive native bush area, the largest rhododendron tree in the southern hemisphere as part of the school environment, a large 20m x 7m swimming pool and views in most directions. Other local amenities include tennis courts, licensed café and a community church.

Pukeatua School Vision

Pukeatua School, with the support of its community strives to meet the children's needs, so they become connected, confident, actively involved, lifelong learners and responsible citizens of a progressive society.

Our school aims

- To identify and cater for students educational needs which will give opportunities for success in both knowledge and skills as stated in the New Zealand curriculum.
- To establish an empowering link between the home and school enabling the whole development of the child.
- To provide a sound basis for giving effect to ongoing learning.
- To provide child focused programmes of learning in a safe environment that is well maintained and resourced.
- To include and recognise, in all learning areas, the Key Competencies of: thinking, using languages symbols and texts, managing self, relating to others and participating and contributing.

Values and Beliefs

Pukeatua School recognises and encourages the values of

- Respect
- Excellence
- Honesty
- Creativity
- Responsibility
- Equity through tolerance and patience.
- Community and participation

We value

Creativity, risk taking and individual differences.

We want children to reach their potential and to be able to adapt to the changes that are occurring in their lives inside and outside the classroom.

We want children to leave our school at year 8 achieving at their expected levels in mathematics, reading and writing and with skills that will enable them to continue their love of learning with an ability to work and survive in the 21st Century.

Cultural Diversity and Maori Dimension

Students should

- Be accepting of other cultures and differences
- Value each others heritage, culture and people.
- Reflect the nature of biculturalism in classroom activities
- Be involved in Te Reo activities.

The Board will

- ensure all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.

Pukeatua School and Cultural Diversity

- All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds.
- All staff members are expected to develop an awareness of Tikianga Maori (Maori culture and protocol) and Te Reo Maori (Maori language): and incorporate these into classroom programmes.
- Pukeatua School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

What reasonable steps will the school take to incorporate Tikianga Maori (Maori protocol and culture) into the school's curriculum?

Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number.

Each integrated unit will include components as appropriate to the topic and the class level.

Professional development and support of staff, on the understandings they need to develop with their students.

What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents ask for it?

All such requests will be given full and careful consideration by the Board of Trustees with the regard to

- Personnel with the requisite skills and qualifications
- Overall school financial position
- Availability of accommodation within the school

What steps will be taken to discover the views and concerns of the school's Maori community?

Encourage parents of Maori students to become a Board of Trustees member

Maori community consulted in various ways

- Report evenings
- Parent workshops
- Newsletters
- School events involving students
- Informal dealings with families
- Maintaining open door practice encouraging families to approach the school
- Individual interviews conducted by the Principal with the caregivers of Maori students with follow up interviews across the year: These interviews highlighting how can we improve the education of their child

Strategic Plan

Pukeatua School 2018-2022

Improving Student Learning & Achievement

Developing A Quality Learning Environment

School Organisation & Structure

Literacy

- Improve levels of reading comprehension by refining base standards and setting targets for the school (New Zealand Curriculum Levels)
- Raise written language levels in relation to New Zealand Curriculum levels.
- Oral language focus on New Entrants
- Remedial programmes
- Involvement and use of I.T. to improve achievement and engagement of children, e.g. Google Docs, Blogs, webpage

Numeracy

- Raising levels of all students in relation to the Numeracy Stages and NZ Curriculum Levels
- Raising basic facts levels
- Grouping for remedial and extension
- Involvement in "Mathletics" online programme 2018-19

Assessment

- Children involved in self assessment and goal setting
- Teachers providing effective feedback
- Self review to monitor effectiveness of programmes
- Effective formative assessment. Where to next? Feedback to feed forward
- "Rural and Roses" cluster 2018 and beyond
- Parents, Whanau involvement in learning process. 'Ka Hikitia' Next Steps

Learning Programmes and Delivery

- Major focus on Maths and English
- Integration of the curriculum. Making children more involved in their learning and directions
- ALL PD for 2018 and sustainability beyond
- Review Curriculum Statements. Maths/ English 2018 internal evaluation
- Children are informed learners
- Inquiry learning. Integration of learning areas
- Enviro School 2018 onwards
- Quality work. Promote value of Excellence
- Te Reo Tupu, Te Reo Ora integration
- Focus on student wellbeing
- Review of programmes re targeted children
- Parent run STEPS programme for one term.

Personal and Professional Development

- Eastern Zone Cluster. 2018 Sustainability beyond!
- PLD Rural and Roses PLD for 2018.
- Curriculum integration
- Teaching as an Inquiry. Rural and Roses PLD
- "Rural and Roses" Te Awamutu Cluster. BOT included.
- Professional Development as per appraisal notes
- "Google Docs" implementation.

Community

- Consultation re direction Strategic Plan from 2018
- Health Curriculum consultation. 2018, 2020
- Engagement of families/whanau, in children's learning.

Supporting Documentation

Property

- New Cycle 10 Year Property Plan
- Five Year Plan New 2018—2022
- Enviro Schools,

Human Resources

- Performance Management Documents
- Community consultation
- Involvement in community initiatives

Curriculum

- School wide planning
- Self review programmes of work

Finance

- Budget set for resources, professional development

Ed Services

Health and Safety

- Playground & classroom safety
- Regular checks
- Monitor Alarm systems

Annual Plan: Pukeatua School 2018

Teaching and Learning Programme Development

- Continue development in reading with focus on comprehension and NZ Curriculum Levels
- Focus on written language. Target set in relation to NZ Curriculum Levels. ALL PD for 2018
- TA cluster moderation of writing. (Pirongia School once a term)
- Home reading programme for all children
- Introduce "Reading Together" Programme and Early Words in the Junior Room
- Maths programmes: Numeracy strategies incorporated in all learning areas and math strands. Targets set in relation to NZ Curriculum Levels.
- Athletics online learning 2108-19
- Building children's knowledge base in relation to number
- Focus on children at risk. IEP for those identified
- Raise levels of Maori students at risk
- Spelling: Chunk Check, Cheer, Jolly Phonics. STEPS, and
- Develop teachers' questioning skills and children's thinking skills
- Children are aware of learning intentions and next learning steps
- 'Rural and Roses' 2018
- Enviro-School continuation
- Encourage oral language development
- Gifted and Talented (GATE) identified and catered for in classroom programmes
- Maori children focus. Ka Hikitia . (Cultural awareness)
- Promotion of healthy living, healthy school
- ICT. continue upgrade to i-pad and note books. Google docs to help improve writing standards

Finance

- Prepare for audit
- Monthly accounts
- Prepare budget Nov / Dec
- Education Services

Property

- New 10yp MOE
- Regular maintenance /safety checks
- Development of garden area
- School house; regular maintenance.

Human Resources Staffing, Professional Development, Performance Management.

- Peer appraisal process/ reflective journals
- "Teaching as an Inquiry" model
- Rural and Roses networking. 2018 PLD delivered see to group. Attachment.
- Rural and Roses BOT workshops for 2018
- Professional Development budget to cover personal goals
- EEO obligations will be met
- Self review cycle will reflect school practices
- Review Maths and English Curriculum Statements
- Team Energize involvement health and PE
- Two hours a week employed library assistant
- Parental involvement. Agricultural day, fund raising, camps, trips, coaching teams
- Outside support Te Reo Maori Kapa Haka
- Te Awamutu Cluster Moderation of writing

Priority areas for student achievement

- Raising all students levels in Maths, Reading and Writing so all are achieving according to the New Zealand Curriculum levels.
- Focus on 'quality work.' Increase students involvement in the learning process. (Rural and Roses)
- Students are engaged, active learners

Health and safety

- Update safety and hazard records
- Safe playground practices
- Safe classroom practices
- Water testing monthly
- Regular emergency drills
- Emotional and physical wellbeing of all children

Review

- Charter and school goals
- Teaching programmes, re-targeted children
- Curriculum
- Report to community on pupil progress
- Reports completed twice yearly

Partnership with the community

Collaboration

Parents included in any decisions regarding their child
 Parent interviews
 Communication between home and school so that Maori students are supported by home and school in their learning.

Consultation

Questionnaire to community. Self review of curriculum and Strategic Plan from 2018
 Health curriculum 2018
 Parent interviews April and September

Communication

Regular newsletters
 Parent Interviews
 Reporting against Curriculum Levels.
 Open door Policy

Pukeatua School

Mathematics Target 2018

Strategic Aim: All students to access the NZC as evidenced in achievement in relation to the National Standards

Annual Objective: To increase the number of children achieving at or above the New Zealand Curriculum levels for Mathematics for their age group.

Base line data:

February 2018. Target Group
15 children years 2 to 8 in Target group. 10 boys 5 girls
4 Maori students

Specific Target: Move all children in this group up at least one strategy level in accordance with the numeracy levels

When	What	Who	Indicator of progress
Begins Term 1	Teachers identify the students who need priority support. Targeted instruction to accelerate progress	Principal and class teachers	Priority list is developed.
Ongoing throughout the year	Three meetings per term to discuss progress of target students	Teachers / Principal	Meetings ongoing with appropriate gains in achievement levels.
Term 1	Plan revised programme (in school) Targeted Children (Well below) Small group instruction John 30 minutes daily two groups.	John	Grouped with children at their level and making the connections and progress with the others.
Term 1	Work with families, Whanau around ways to support students learning.	Principal and Teachers	Student voice is evident in teaching programme and children have support and buy in from home.
Ongoing throughout the year	"Teacher inquiry" Rural and Roses PD for year. Maths development	All teachers	Improved teacher practice is having a positive impact on student outcomes.
Ongoing throughout the year	All children on "mathletics" programme. Monitored to make sure tasks are being completed.	Teachers	Children involved and engaged in "mathletics" programme and re completing tasks regularly.
Ongoing throughout the year	Group children according to math levels	All teachers	Children working in class according to their ability. Extra class working.

Each term	Analyse year-end data to inform progress and planning for next year	Principal and all staff	End of year results inform next steps.
End year	Monthly reporting to board re progress and teachers meeting three times a term to discuss the progress of targeted children.		
Monitoring	Regular reporting to Board re progress. Teachers meeting three times a term to discuss the progress of targeted children.		
Resourcing	Money in budget for the implementation of this goal. \$1000		

Pukeatua School Reading Target 2018

Strategic Aim: All students to access the NZC as evidenced in achievement in relation to the National Standards

Annual Objective: To increase the number of children achieving at or above the New Zealand Curriculum levels reading for their age group..

Base line data

February 2018.

Target Group 12 Students. 8 boys, 4 girls
2 Maori Students

Specific Target: To accelerate the reading level (reading age) of all children in this target group by more than one year

When	What	Who	Indicator of progress
Begins Term 1	Teachers identify the students who need priority support. Targeted instruction to accelerate progress	Principal and class teachers	Priority list is developed.
Ongoing throughout the year	Three meetings per term to discuss progress of target students IEP for some children	Teachers / Principal	Meetings ongoing with appropriate gains in achievement levels.
Term 1	Plan revised programme (in school) Set out plan for reading for the year.	All Staff	Groups. Topics integrated with other subjects identified and plan to work towards them.
Term 1	Work with families, Whanau around ways to support students learning. Information evening	Principal and Teachers	Student voice is evident in teaching programme and children have support and buy in from home.
Ongoing throughout the year	School wide professional development Rural and Roses. Teacher Inquiry and Student Agency.	All teachers	Improved teacher practice is having a positive impact on student outcomes.
Ongoing throughout the year	Close monitoring and regular home reading. These children heard to read every day.	Teacher and teacher aid	Children indicated are reading appropriate material regularly. Choosing to read in own time.

Ongoing throughout the year	Wide range of different reading genres are introduced through topic approach and linked to other English strands.	Principal and teachers	Writing and reading is linked in classroom practice.
Term 2	Run "Rainbow Reading" programme for children. Parental involvement	Sandra and other teachers	Programme up and running and children making progress in accordance to the indicators.
End year	Analyse year-end data to inform progress and planning for next year	Principal and all staff	End of year results inform next steps.
Monitoring	Monthly reporting to board re progress and teachers meeting three times a term to discuss the progress of targeted children.		
Resourcing	Money in budget for the implementation of this goal. \$1000		

Pukeatua School

Writing Target 2018

Strategic Aim: All students to access the NZC as evidenced in achievement in relation to the National Standards

Annual Objective: To increase the number of boys achieving at or above the New Zealand Curriculum levels for writing for their age group.

Base line data:

February 2018

Target Group. 21 Students 16 Boys 5 girls. 14 children Yrs. 4, 5
5 Maori Students

Specific Target: By the end of 2018: Accelerate the writing levels of all target children. To move all targeted children from beginning to end a level or through to the next writing level.

When	What	Who	Indicator of progress
Begins Term 1	Teachers identify the students who need priority support. Targeted instruction to accelerate progress Targeted children have recorded current writing levels as at Feb 2017	Principal and class teachers	Priority list is developed.
Ongoing throughout the year	Three meetings per term to discuss progress of target students Use of E-Astle Matrix	Teachers / Principal Sandra ALL	Meetings ongoing with appropriate gains in achievement levels.
Term 1	Plan revised programme (in school) Set out plan for writing for the year.	All Staff	Groups. Topics integrated with other subjects identified and plan to work towards them. Another class operating with John involved
Term 1	Work with families, Whanau around ways to support students learning. Information evening	Principal and Teachers	Student voice is evident in teaching programme and children have support and buy in from home.
Ongoing throughout the year	School wide professional development Rural and Roses PD for all 2017 Teacher Inquiry and student Agency Writing in Particular boys writing.	All teachers	Improved teacher practice is having a positive impact on student outcomes.
Ongoing	Develop a genuine "audience	Teachers	Children "keen' to write and

throughout the year	for children to write to Use of "Google Docs" and network with other schools. Five rural schools working together and a chance to talk internationally with Canadian School! School website		are able to produce more. Work increased in quality according to progressions and writing exemplars.
Ongoing throughout the year	Wide range of different writing genre through other topic areas. Eg Social studies and Science.	Principal and teachers	Good coverage of all writing forms.
Each term	Involvement in TA cluster "Writing Moderation" Pirongia Meetings	One or two staff members	Attendance and feedback to staff re trends etc.
End year	Analyse year-end data to inform progress and planning for next year	Principal and all staff	End of year results inform next steps.
Monitoring	Regular reporting to Board re progress. Teachers meeting three times a term to discuss the progress of targeted children.		
Resourcing	Money in budget for the implementation of this goal. \$1000		

Analysis of variance 2017 TARGET 1

Student Level: Years 3 - 8. Curriculum area: English: Writing

Specific Target: By the end of 2017: Accelerate the writing levels of all target children. To move all targeted children from beginning to end a level or through to the next writing level.

Current State of Learning	Expected state of learning	Actual state of learning	Review. Analysis and recommendations
<p>February 2017 Year's 3 to 8 Target group. Eleven children identified. February 2017: 11 children below the Standard for writing (11 /38) 8 are boys! 6/11 are well below.. Two Maori students</p>	<p>Year ending 2017 All of this group make accelerated progress. (more than a year) Get some of this group to the level expected for their year group.</p>	<p>November 2017. Target group now nine children. Six boys as Two boys left our school Using E-Astle testing and rubrics, all but one children's progress has shown acceleration Two of the nine are at the standard expected for their year group. We have 14 children identified next year with 5 of this group year 4 children. 65 % of all children at or above the National Standard for writing.</p>	<p>Enrolled in ALL (Accelerated Learning Literacy) 2017 . Targeted a group of six boys. Four of this original targeted group. Close monitoring showed this entire group made progress with three of the six move to the standard. This intense teaching is to be introduced in classrooms 2018. School enrolled 2018 in ALL PD again.</p> <ul style="list-style-type: none"> • ALL contract from 2017 to continue in new from 2018. \$400 allocated. • Rural and Roses (PD for 2018) has specific targets for region regarding writing. Most schools see this as a target area. Group approach with support. More whole cluster work. • Develop the "Google classroom" for older children and Google docs for sharing work. IT for "writing purpose." • Principal to support writing programmes 2018. • Continue to target surface features and deeper features at all levels • Planning to group children according to "we are learning to" • Continue the usage of exemplars as guides to writing levels and next steps. • Professional development writing and next learning steps. Attend Moderation workshops run at Pirongia School in 2018. • Target children of concern early in their schooling. Extra help and guidance • Blogs, Web site involvement! • Teachers goals to include writing

Analysis of Variance 2017 TARGET 2

Student Level: Years 3 - 8. Curriculum area: English: Reading

To accelerate the reading level (reading age) for the 7 targeted children in the group, by more than one year.

Current State of Learning	Expected state of learning	Actual state of learning	Review. Analysis and recommendations
<p><u>Basic Data (Historical)</u> February 17 Years 3 to 8 Target group. Seven children identified. February 2017: Seven (7) children below the Standard for reading (7/38)</p> <p>Two of the seven are well below. Two Maori students</p>	<p>Children making progress and closing the gap between chronological and reading age.</p>	<p>November 2017 Original group now 6 children. Five out of six children accelerated their learning by more than one year. (included both Maori Students)</p> <p>76% of all children at or above the standard for reading. <i>Three new children arrived mid year in this data below standard.</i> 72.8% of Maori Children at or above the Standard 11 children identified 2018</p>	<p>Two of the group reached the “standard” by the end of the year. One child made relative progress but not over one year’s progress. One of the groups has severe learning difficulties so maybe unfair to be in targeted group? “Steps” programme and “Rainbow Reading” programme was used with all these children. Two of the children attending outside facilitator, ‘Learning matters.’</p> <p>Recommendations</p> <ul style="list-style-type: none"> • Keep targeting children below a 4 stanine in PAT and STAR reading tests • Look at younger children years 1, 2, 3 and target at risk children in these classes. Reading recovery. • Run Rainbow reading programme early in Term 2 2018 • Get parents “buy in” for children needing extra help. What they can do to help. Starting at year 1! • Extra Teacher Aid hours • Set reading home reading targets for whole school • “Rural and Roses” group targeting teacher PD for 2018 • PDL 2018. “Rural and Roses” based

Analysis of variance 2017.

Student Level: Years 3 - 8. Curriculum area: Maths

Maths Target

Move all children in Target group up at least one strategy level in accordance with the numeracy levels

Current State of Learning	Expected state of learning	Actual state of learning	Review. Analysis and recommendations
<p><u>Basic Data (Historical)</u> <u>February 17</u> Years 3 to 8 group. Target group 11 children identified.</p> <p>11 / 38 children (Yrs 3 to 8) below the Standard for Maths Of the 11, six are well below. Three Maori students</p>	<p>All children move at least one numeracy level. Three of the eight children to move to the level expected for their class level.</p>	<p>November 2017</p> <p>Group now 8 children.</p> <p>All students moved to the next numeracy level.</p> <p>Two of three students (remaining) moved from “well below” to “below” the standard. One still “well below”</p> <p>69.4% of all students at or above the Standard.</p> <p>We have new students to add to the target group for maths 2018</p>	<p>Children in beginning of year group moved to next levels quickly. Need consolidation to further progress. Children targeted were in smaller groups for all the year.</p> <p>Recommendations</p> <ul style="list-style-type: none"> • Cross group maths with 3 teachers. Smaller classes with less of a range in each class. • Restructure daily time table to ensure and “hour a day” maths teaching! • A “maths blast” group with children well below Term one and term two. Two groups 14 students • Big emphasis on basic facts and number knowledge • NUMPA testing for this group to further identifies weaknesses. • PD for teachers. Attend catch up days for teachers • Children to all are all enrolled for 2018 in Mathletics programme. • Self review maths programmes in the school. How are our programmes “impacting on learning!” i.e Mathletics