

# WHAREPAPA SOUTH SCHOOL

## CHARTER

### 2018



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## Wharepapa South School

*The friendly school:  
Learning together, climbing high*

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## Description of the School and Community

Wharepapa South school

Wharepapa South School is a small country school in South Waikato.

On 16th December 1939 Wharepapa South School officially opened. While it peaked at 102 students in 1962 our roll currently sits between 25 and 35 students.

We pride ourselves on being able to offer excellent teaching and learning opportunities for all children in a caring, relaxed environment.

We have small class sizes, fantastic ICT, excellent resources, large open spaces to play, a school bus service, music lessons and sports teams.

A very supportive Board of Trustees, and our amazing community ensure that our children experience the very best opportunities.

Students, parents, staff and the wider community work together to provide a variety of authentic learning experiences both in and out of the classroom.

We are part of the "Eastern Zone" cluster which involves four other similar sized schools. We get together each term for events such as Cross Country, Swimming, Winter Sports, and Athletics.

Highlights for Wharepapa South School include our annual Agricultural day and Annual Community Pumpkin evening.

## Mission Statement - Kupu Tauāki

We will provide a learning environment where staff, parents, tamariki and the community support the education and high achievement of our learners.

### ***We Empower our...***

#### ***Students:***

To make the most of opportunities available to them and to have the courage to work hard and achieve success.

#### ***Families:***

- to support our High expectations/ Excellence
- Honesty
- Respect
- Enthusiasm for learning
- Participation within school, the community and globally
- Friendship and inclusion
- Responsibility
- community school and take an active part in the education of our students.

#### ***Teachers:***

To create learning environments where students are valued, challenged, motivated and confident.

## School Vision

The Friendly School: Learning together, climbing high

## Core Values

We use the key competencies and values to reinforce positive learning at Wharepapa South School.

The catch phrase "Wharepapa South School Way" simply means that we encourage students to demonstrate:

- High expectations/ Excellence
- Honesty
- Respect
- Enthusiasm for learning
- Participation within school, the community and globally
- Friendship and inclusion
- Responsibility

We have taken this a step further in 2017 and developed an acronym with our students to help learn these values. The acronym the students, staff, and wāhnau have chosen is:

### **TEAM.**

**T: Trustworthy**

**E: Excellence**

**A: Attitude & Aroha**

**M: Managing Self.**

## Māori Dimensions and Cultural Diversity

At Wharepapa South School we acknowledge the Treaty of Waitangi and Ka Hikitia. We celebrate cultural differences, valuing heritage, culture and people. We plan, implement and reflect on cultural diversity through our planning and learning activities. We ensure all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo for students whose parents request it.

### Maori Student Achievement Plan - 2018

<b>Manaakitanga</b>	<b>Nga Whakapiritanga</b>	<b>Whanaungatanga</b>	<b>Wananga and Ako</b>
<i>Valuing Cultural Connectedness</i>	<i>Environment</i>	<i>Relationships</i>	<i>Communication and Classroom Action</i>
<ul style="list-style-type: none"> <li>● Continue the development of Kapa Haka programmes with whanau support</li> <li>● Matariki - take part in activities and explain importance to students</li> <li>● Hāngi - put down a Hāngi at our school with students developing understanding about it's significance</li> <li>● Looking at Māori place names around NZ.</li> <li>● Karakia developed that students can use when sharing Kai</li> <li>● Ability for kapahaka group to perform in assemblies and at school events</li> <li>● Complete the development of uniforms that can be worn</li> </ul>	<ul style="list-style-type: none"> <li>● Maintaining of Kowhai trees during Matariki</li> <li>● Maori art used within school</li> </ul>	<ul style="list-style-type: none"> <li>● Continue strengthening relationships/ communication with Māori families and local iwi</li> <li>● Strengthen relationships with Māori community within our area</li> <li>● Strengthen relationships with Te Awamutu College learning from them</li> <li>● Develop a relationship with local Marae</li> </ul>	<ul style="list-style-type: none"> <li>● Development and presentation of personal Mihi</li> <li>● Continue development of school display 'Our Whakapapa' - showing students/staff and their Mihi attached to a large map.</li> <li>● Children able to use words and phrases in everyday conversation</li> <li>● Exploring how we monitor our priority students and report to parents</li> <li>● Development of Waiata that can be shared and sung by all students and staff - Waiata to be typed up for sharing</li> <li>● Posters to be made of Kai Karakia and displayed school wide</li> <li>● Staff PD in Te Reo and cultural responsiveness</li> </ul>

## Inclusion

At Wharepapa South School we aim to have ALL our tamariki have educational success regardless of their ability. It is important to us that every child who walks into our school feels welcomed, safe and has the sense of belonging.

Special Educational Needs/Abilities can be for those children who have difficulty accessing the curriculum at their chronological age/level, it can also include those students who require extending. At Wharepapa South School we will endeavour to:

- Use external agencies and expertise to provide additional support and/or funding to assist children. This may include (but is not limited to) CYFS, RTLB, RTLit, Speech Therapy, Public Health.
- Timely IEPs (when required) to provide planning and review of students learning.
- Working with parents/caregivers to support their children with their learning.
- Gather, collate and review data, progress and achievement of students.
- Use of Teacher Aides to support and facilitate support or extension programmes, either in class or withdrawal.

## Boards Undertakings

### Consultations:

The BOT consults annually with the community. We combine our Ma ori and Community consultation as the population size does not call for two. The process for the consultation includes; community and school newsletters, Board of Trustees meetings, parent teacher interviews, parent evenings, and at least one hui scheduled in the later part of the year. We also gather community voice through surveys. We provide an annual survey at our agricultural day, which has been highly successful.

### Planning and Reporting Year:

The planning year runs from December to December. The implementation starts in the beginning of the new school year.

### School's Charter:

The School Charter is sent to the Ministry of Education before due date (March 1st) with the analysis of variance attached.

### Annual Report:

The Board sends copies of the annual reports to the Ministry of Education annually before the 31st May.

# Analysis of Variance 2017

<b>School Name:</b>	Wharepapa South School	<b>School Number:</b>	2086
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<b>Strategic Aim:</b>	For all children in our school to make accelerated progress in their learning and achievements across all aspects of the curriculum.
<b>Annual Aim:</b>	Accelerate the progress of all students who are well below or below their curriculum level. Accelerate the progress of students who are achieving at curriculum level and need extending.

## Target:

### Reading:

Year 4/5 Students – these students are achieving above the National Standards and we are looking at how we can keep them here in 2017.

Year 4 boys- these students are currently well below and we would like to see accelerated learning to below or at.

Whole School- students will make expected gains across the year levels, with many being further extended from at to above.

- Flexible learning groups to promote a 'no ceilings' effect
- Continuation of target/priority students and monitoring
- TAI as reflective practice will continue
- Teachers working together as a high trust model

More information sessions with parents/whānau around reading strategies.

### Writing:

Year 3 and 4 students who are above- How do we keep these students at above for 2017?

Year 4 boys – two students are well below. We would like to see accelerated learning from well below to below or at.

- Flexible learning groups to promote a 'no ceilings' effect
- Continuation of target/priority students and monitoring
- TAI as reflective practice will continue
- Teachers working together as a high trust model

More information sessions with parents/whānau around writing.

### Mathematics:

Year 3 students – school wide data shows our year 3 students are not meeting expectations in line with National Standards.

Our Boys- will show accelerated learning moving from well below to below.

Whole School- students will make expected gains across the year levels, with many being further extended from at to above.

- Flexible learning groups to promote a 'no ceilings' effect
- Continuation of target/priority students and monitoring

- TAI as reflective practice will continue
- Teachers working together as a high trust model

More information sessions with parents/whānau around mathematical strategies.

## Baseline Data:

### **Reading:**

Analysis of school wide data showed that 3 Y4/5 students were 'above' in line with the National Standards expectations and 2 Y4/5 were 'well above' in line with the national standards expectations.

Analysis of school wide data showed that our 2 Y4 boys were 'well below' in line with the National Standards expectations.

Our data shows that students are making expected gains across all year levels, however we believe that many of our children could be further extended.

### **Writing:**

Analysis of school wide data showed that 3 Y3/4 students were 'above' in line with the National Standards expectations.

Analysis of school wide data showed that our 2 Y4 boys were 'well below' in line with the National Standards expectations.

### **Mathematics:**

Analysis of school wide data showed that our Y3 students were not meeting National Standards expectations.

Analysis of school wide data showed that 2 boys were 'well below' in line with the National Standards.

Our data shows that students are making expected gains across all year levels, however we believe that many of our children could be further extended.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
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Changed the way we monitored target/priority students. Establishing school wide expectations of 'no ceilings'. Whole school and individual TAI's around mathematics practices and pedagogy. We merged the two classes and worked to the strength of the individual teachers. Eg: If the teacher had strengths in mathematics she took the higher levelled math students to ensure extension was happening.

We worked with the ability to change programmes to suit the students. As we are high transient school we knew that we would need to be flexible on how we put programmes across to our tamariki. This worked really well as the learning programmes became adaptable and better suited to the students in our school at the time. This would change almost termly, sometimes even within a term.

### **Reading:**

Out of the 5 Year 4/5 Target students, 4 remained all year.  
All 4 students made excellent progress.  
2 students currently sit at 'Well above' in line with the National Standards expectations.  
2 students currently sit at 'above' in line with the National Standards expectations.

Our 2 Year 4 target boys both left our school mid year.

In monitoring the whole school (all students who remained for the whole year) 11/11 (100%) made progress over the year.

### **Writing:**

All 3 Year 3/ 4 Target students have made excellent progress.  
1 Student currently sits 'above' in line with the National Standards expectations.

Transient role had an impact on monitoring students' long term.

As teachers we used self-reflection, readings, PD and teacher observations to work through ways to provide excellent learning opportunities within our context.

All teachers were provided regular Professional Development, with a particular focus on writing throughout the year, which had a positive impact on our students.

We had changes to staff throughout the year. This caused disruptions and the need to resettle the students

In 2018 we plan, as teachers, to teach to our strengths. Therefore we will not have our own students but our students will have two teachers, they could get either teacher for each curriculum area, depending on the level the student requires. We are confident this continued collaborative teaching will have a positive impact on learning. (Working within a MLE)

We will continue to participate in PD in 2018 that can continue to support and challenge our thinking and teaching practice.

We have identified that Mathematics will be a focus for staff PD as a result of the student outcomes. This will strengthen this area and allow for strong programmes to be put into our classes.

Continue to work towards updating our technology within our school to enable more up to date apps and programmes to be used within the school.

2 Students sit 'well above' in line with the National Standards expectations.

Our 2 Year 4 target boys both left our school mid year.

In monitoring the whole school (all students who remained for the whole year) 11/11 (100%) made progress over the year.

**Mathematics:**

Out of the 4 Year 3 students, 2 remained all year.

1 student is currently 'at' in line with the National Standard expectations.

1 student remains 'below' in line with National Standards expectations. This student is one of our ELL students.

Our 2 target boys who were 'well below' both left our school mid year.

In monitoring the whole school (all students who remained for the whole year) 9/11 (82%) made progress over the year.

## Planning for next year:

### **Reading:**

- Ensure all students from 2017 target continue to make progress and remain at 'At' or 'Above' their curriculum level required for their year.

### **New Targets:**

Our 1 Year 3 boy will make accelerated progress from 'level 1' of the NZ Curriculum to 'Early level 2/At Level 2' of the NZ Curriculum, as required for their year.

Our 1 Year 4 girl will make accelerated progress from 'Early level 2' of the NZ Curriculum to 'Early level 3' of the NZ Curriculum, as required for their year.

Whole school- Students will make accelerated learning in reading achieving potential. This includes students who are 'at' or 'above' their required NZ Curriculum level but could be higher.

### **Writing:**

- Ensure all students from 2017 target continue to make progress and remain at 'At' or 'Above' the NZ Curriculum level required for their year.

### **New Targets:**

Our Year 6 boys will make accelerated progress from 'Towards level 2/Towards level 3' to 'Towards level 4' of the NZ Curriculum level required for their year.

Whole school- Students will make accelerated learning in writing achieving potential. This includes students who are at or above but could be higher than the NZ Curriculum level required for their year

### **Mathematics:**

-Of the 2 Year 4 students that remain, both families have informed us that they will not be returning for 2018.

### **New Targets:**

Our Year 3 and 4 students will make accelerated progress from 'At level 1/Early level 2' to 'At level 2/Early level 3' of the NZ Curriculum level required for their year.

Whole school- Students will make accelerated learning in mathematics achieving potential. This includes students who are at or above but could be higher than the NZ Curriculum level required for their year.

### **Other Actions (Included in 2018 Charter and School Curriculum):**

- PD focus and staff development in Mathematics
- Upgrading new chromebooks, ipads and apps/programmes to keep up with the latest technology and allow students to have opportunities in these areas.
- PLD in writing (40 hours from Term 4 2017-Term 4 2018)

# Strategic Plan Overview 2017-2020

Blue: Student Learning

Red: Teachers & Programmes

Purple: Systems

Green: Community Involvement & Priority

<p>OUR STUDENTS <i>Improving Student Learning and Achievement</i></p>	<p>OUR TEACHERS and PROGRAMMES <i>Quality Learning Environments &amp; Programmes (Domain:2, 4,5 &amp; 6)</i></p>	<p>OUR SYSTEMS <i>Effective School Organisation and Structure (Domain: 1 Effective Stewardship)</i></p>	<p>OUR COMMUNITY <i>Community involvement and priorities (Domain 3)</i></p>
<p>Literacy:</p> <ul style="list-style-type: none"> <li>• High expectations of written work across all genres</li> <li>• Use of learning progressions to ensure students are exposed to next learning steps and being extended</li> <li>• Learning to read and reading to learn</li> <li>• In-depth PLD with a particular focus on Writing</li> <li>• PLD around phonemic and phonological sounds within reading</li> </ul>	<p>PLD opportunities</p> <ul style="list-style-type: none"> <li>• Continuing to develop teacher knowledge about best practice within Literacy and Numeracy.</li> <li>• Refine and re-develop programmes catering for the needs of students.</li> <li>• Rural and Roses LCN group</li> <li>• PRT programmes</li> <li>• Writing development Te Awamutu Cluster</li> <li>• Consistent, Coherent Deliberate Acts of teaching.</li> <li>• Further development of TAI practice</li> <li>• TAI used a part of evidence</li> </ul>	<p>Property:</p> <ul style="list-style-type: none"> <li>• 5 and 10 year property plan</li> <li>• Provide an environment that is safe for students, staff and the community</li> <li>• Garden development</li> <li>• Maintain gardens</li> <li>• Paint roof of utility shed</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the support of the community in the running of the school.</li> <li>• Involving young families by having a play group.</li> <li>• Encouraging community feedback and consultation providing future direction.</li> <li>• Re-establish links with local Māori community.</li> <li>• Parent information sessions</li> <li>• Sharing learning with parents and wider community</li> <li>• Refresh school website and how we share information</li> <li>• Use facebook page to share learning with wider community and whanau</li> <li>• Use of community Vegetable garden.</li> </ul>
<p>Mathematics:</p> <ul style="list-style-type: none"> <li>• High level of basic facts skills that are applied when solving mathematical problems</li> <li>• Exploration of teaching around big ideas and concepts within mathematics</li> <li>• High levels of problem solving with students understanding word based problems</li> <li>• Fast and accurate recall of basic facts</li> </ul>		<p>People:</p> <ul style="list-style-type: none"> <li>• Continue to develop a digital WSS appraisal system reflecting RTC's and Self inquiry</li> <li>• Develop programmes around teacher strengths, student needs and community consultation</li> <li>• Collaborative teaching further developed</li> <li>• Collaborative planning</li> </ul>	
<p>Māori Achievement</p> <ul style="list-style-type: none"> <li>• Acknowledgment of Ka - Hikitia</li> <li>• Use the Maori language within our school and classrooms in authentic contexts.</li> <li>• Consolidation of Kapa Haka</li> </ul>	<p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Continuation of seesaw blogging</li> <li>• Development of Student Blogs and school website</li> <li>• Refine and implement WSS curriculum.</li> <li>• Refine and implement of WSS personal pursuit</li> <li>• To develop and refine our reporting to parents and assessment .</li> </ul>		
<p>e-Learning</p> <ul style="list-style-type: none"> <li>• Students use ICT as a tool to help with learning</li> <li>• Students confidently use a range of ICTS</li> <li>• Using ICT's to share learning with others</li> <li>• Using google to share their learning with teacher</li> <li>• Using eLearning to communicate with others</li> <li>• Use of school website and blogs to share learning</li> </ul>	<p>Finance:</p> <ul style="list-style-type: none"> <li>• Continually review budgets.</li> <li>• Fund bus run to ensure roll stability for the school year</li> </ul>		

<p>Ownership of learning:</p> <ul style="list-style-type: none"> <li>• Develop and strengthen students self evaluating learning and setting new goals</li> <li>• Develop student agency</li> </ul>		<ul style="list-style-type: none"> <li>• Development of Review of policies and procedures- held in office</li> </ul>	
<p>Physical Education &amp; Health</p> <ul style="list-style-type: none"> <li>• Expectations of high participation in all set tasks.</li> <li>• Increased fitness and overall activity.</li> <li>• Students will have a range of opportunities to learn skills around nutritional knowledge and well being.</li> <li>• Sports opportunities will be provided where possible and integrated in other curriculum areas.</li> </ul>			

## Our Students 2018

Strategic Aim:	For all children in our school to make accelerated progress in their learning and achievements across all aspects of the curriculum.
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Annual Goals	Actions to achieve Goals	Personnel	Budget	Timeframe
<p>Ownership of Learning</p> <p>Students will be able to articulate their learning and next steps.</p>	<ul style="list-style-type: none"> <li>• Students will set small goals based on skills sheets.</li> <li>• Students will be able to articulate what they are working towards</li> <li>• Students will be able to share learning with peers, teachers and parents</li> <li>• Parents will be encouraged to share and take part in learning journey</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Students</li> <li>• Parents</li> <li>• BOT</li> </ul>		2018
<p>Mathematics</p> <p>Raise the achievement of all students below and well below the NZ Curriculum levels required for their year. Raise the speed and recall of basic facts.</p>	<ul style="list-style-type: none"> <li>• Target students who are below expected level of achievement.</li> <li>• Identify specific areas of need and plan programmes accordingly.</li> <li>• Show accelerated learning for these students based on evidence of learning and OTJ's.</li> <li>• Students use evidence of learning to show progress in basic facts.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Jenn to lead</li> </ul>	\$200	2018
<p>e-Learning</p> <p>Students use ICT as a tool to help with learning. Students confidently use a range of ICT's Using ICT's to share learning</p>	<ul style="list-style-type: none"> <li>• Current ICT's used within classrooms and accessed by all students.</li> <li>• Students encouraged to use ICT's to help with learning.</li> <li>• Redevelopment of the use of Seesaw</li> <li>• Redevelopment/update of School Website</li> <li>• BYOD continued</li> <li>• Parent Information sessions</li> <li>• Community teaching sessions offered</li> <li>• Regular Blogs on seesaw by teachers</li> <li>• Continued use of Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Community</li> <li>• Students</li> <li>• Lead by Katie and Alana</li> </ul>	\$200	<ul style="list-style-type: none"> <li>• School Blog and school website- redesigned/updated term 1</li> <li>• 2018</li> </ul>

<p>Māori Achievement</p> <p>Raise the achievement of all students below and well below the NZ Curriculum levels required for their year.</p>	<ul style="list-style-type: none"> <li>• Identification of students at Risk</li> <li>• Identify specific areas of need and plan accordingly</li> <li>• Develop programmes that reflect students culture and ensure progress is celebrated</li> <li>• School Kapa Haka Group- attend the Local Kapa Haka Festival</li> <li>• Staff to complete He papa tikanga course T1</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Students</li> <li>• Parents</li> <li>• BOT</li> <li>• local iwi</li> </ul>	\$200	2018
<p>Literacy</p> <p>Raise the achievement of all students below and well below the NZ Curriculum levels required for their year.</p> <p>Raise the knowledge of phonological and phonemic awareness</p>	<ul style="list-style-type: none"> <li>• Target students who are below expected level of achievement.</li> <li>• Identify specific areas of need and plan programmes accordingly.</li> <li>• Show accelerated learning for these students based on evidence of learning and OTJ's.</li> <li>• Students use evidence of learning to show progress in spelling.</li> <li>• Up skill teacher knowledge with in-depth Literacy support, with a particular focus on writing</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Students</li> <li>• Lead by Jenn</li> </ul>	\$1200	2018
<p>Physical Education &amp; Health</p> <p>Raise the fitness and participation of all students in all areas of Physical Education and Health.</p>	<ul style="list-style-type: none"> <li>• Target students who are below expected level of achievement.</li> <li>• Identify specific areas of need and plan programmes accordingly.</li> <li>• Integrate in all other areas of the Curriculum where possible to increase physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Students</li> <li>• Lead by Katie</li> </ul>	\$200	2018

## Our Teachers and Programmes 2018

Strategic Aim:	Ensuring high quality learning environments and programmes that reflect the values and culture of our school and community.
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Annual Goals	Actions to achieve Goals	Personnel	Budget	Timeframe
<p style="text-align: center; color: red;">PLD</p> <p style="color: red;">Teachers will have access to PLD and opportunities to develop new skills and teaching styles</p> <p style="color: red;">The development of lead teachers within curriculum areas</p>	<ul style="list-style-type: none"> <li>• In school moderation PD- reading, writing, maths</li> <li>• Teacher as inquirer model</li> <li>• Staff meetings</li> <li>• In school support for Seesaw Blog development</li> <li>• Outside PLD provided when necessary and to meet needs</li> <li>• Working with RTLit to further develop knowledge around phonemic and phonological awareness</li> <li>• He Papa Tikanga Certificate in Tikanga Māori Level 3</li> <li>• <a href="#">Rural and Roses Cluster PD</a></li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	\$3000	2018

<p>School Curriculum</p> <p>Continued implementation of Personal Pursuit Programme</p> <p>Continued implementation of Senior Leadership Programme</p> <p>Refinement and implementation of Enviro School Curriculum linked to School Curriculum.</p>	<ul style="list-style-type: none"> <li>• Rationale for project, aims for students and guiding principles</li> <li>• Links to local and global communities</li> <li>• Links to Values and Key competencies</li> <li>• Development of programme to challenge students across all year levels</li> <li>• Use of monitoring and blog set up to record new learning and experiences</li> <li>• Links to School Curric</li> <li>• Use of jars and pebbles to share learning with others</li> <li>• Ensuring school programmes are challenging and extending P.P</li> <li>• Networking with other schools involved in Senior Leadership Programme</li> <li>• Senior Leader roles/responsibilities</li> <li>• Design and set up/use vegetable gardens, fruit trees, worm farm area and link to school curriculum.</li> <li>• Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Katie and Alana to lead personal pursuit</li> <li>• Jenn to support</li> <li>• All teachers</li> <li>• Parents</li> <li>• Students</li> <li>• Community</li> <li>• Jenn to lead Senior Leadership</li> </ul>	<p>\$500</p>	<ul style="list-style-type: none"> <li>• Revisit programme and make changes for 2018 T1</li> <li>• Relaunch with students and community T1</li> <li>• Implementation of programme ongoing</li> <li>• Review Term 4</li> </ul>
<p>Teacher as Inquirer</p> <p>Using TAI to challenge thinking around classroom programmes. Explore new ways of extending knowledge and how we can ensure accelerated learning</p>	<ul style="list-style-type: none"> <li>• TAI sites continued from last year</li> <li>• Regular meetings and monitoring</li> <li>• Common understanding of what TAI is and what it will look like - further development through PLD</li> <li>• Links to RTC's and PRT programme</li> <li>• Links to School Curriculum</li> <li>• Links to targets and assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Jenn to lead</li> <li>• All teachers</li> <li>• BOT</li> <li>• Rural and Roses cluster PLD</li> </ul>	<p>\$200</p>	<ul style="list-style-type: none"> <li>• Google site set up Term 1</li> <li>• Implementation ongoing</li> <li>• Support ongoing</li> </ul>

## Our Systems 2018

<p>Strategic Aim:</p>	<p>Providing an effective, well managed, safe and stimulating teaching and learning environment</p>
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Annual Goals	Actions to achieve Goals	Personnel	Budget	Timeframe
<p>Property</p> <p>Provide an environment that is safe for students, staff and the community</p>	<ul style="list-style-type: none"> <li>• Year 6 of 10YA plan</li> <li>• Monthly property checks</li> <li>• School pool maintained</li> <li>• Chicken coop and vegetable gardens redeveloped</li> <li>• Gardens maintained by working bees</li> <li>• Lawns outsourced to Geoff Symes</li> <li>• School cleaned and monitored</li> <li>• Planting of more fruit trees</li> <li>• Roof of Utility shed painted</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Parents</li> <li>• BOT</li> <li>• Students</li> <li>• Community</li> </ul>	<p>\$refer to individual budgets</p>	<p>2018</p>

<p>School Curriculum</p> <p>Review of policies and procedures</p>	<ul style="list-style-type: none"> <li>• Annual and Bi-Annual plans</li> <li>• Job descriptions updated</li> <li>• VCA- new process in place to vett all parents attending school camps.</li> <li>• Health and Safety Legislation</li> <li>• Regular review and update/redevelop policies with BOT</li> <li>• Review School Curriculum to align with new staff, students and Whānau</li> </ul>	<ul style="list-style-type: none"> <li>• BOT</li> </ul>		<ul style="list-style-type: none"> <li>• 2018</li> </ul>
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## Targets

## WHAREPAPA SOUTH SCHOOL CHARTER MATHEMATICS TARGET 2017

### STRATEGIC AIM:

Mathematics targets links to all domains of our Strategic plan. Success relies on all domains being interdependent.

### ANNUAL AIM:

All Annual Aims. Success relies on all domains being interdependent.

### 2018 TARGET:

All students who were identified as well below/below the National Standards in Mathematics at the end of 2017 will make more than one year's progress in relation to the New Zealand Curriculum.

### BASELINE DATA:

1. 32 students from Year 1-8 were reviewed in Mathematics in November 2017
2. Teachers used OTJ (Overall Teacher Judgement), in determining 'best fit'.
3. Achieving Below expectations: 9 students (28 %); 4 boys and 5 girls; 1 Māori student.
4. Achieving Within expectations: 19 students ( 59 %); 6 boys and 13 girls; 4 Māori students.
5. Achieving Above expectations: 4(12.5%)3 boys;1 girl ;0 Māori students.
6. The data is end of year data (November 2017)

### TARGETED AREA:

-Of the 2 Year 4 students that remain, both families have informed us that they will not be returning for 2018.

#### New Targets:

- Our Year 3 and 4 students will make accelerated progress from well below/below to at.
- Whole school- Students will make accelerated learning in mathematics achieving potential. This includes students who are at or above but could be higher.

Well Below	Below	At	Above	Total number of learners	%age well below or below	%age at or above
4	5	19	4	32	28%	72%

### DATA ANALYSIS:

End of year data (November 2017) collected showed 9 students (28%) were well below/below the National Standards in Mathematics. 23 students (72%) were at/above the National Standards in Mathematics.

### **AREAS OF EFFECTIVE SCHOOL-WIDE PRACTICE:**

- Positive relationships between teachers and students.
- Teachers created a variety of instructional groups to address specific learning needs.
- Teachers and students had pride and were passionate about the learning that was happening in their classrooms.
- Teachers were collaborative and shared resources and effective approaches with other staff.

### **AREAS IDENTIFIED FOR FURTHER DEVELOPMENT:**

- Use of a variety of assessment methods, both formal and informal, to identify the needs of students.
- Teachers encourage students to regulate their own learning, making their own learning decisions, and be self-critical.
- Students have a strong sense of involvement in the process of setting learning goals.
- Create opportunities for the children to critically talk about what they are learning and how they are learning.
- Develop a shared understanding about an 'Effective Maths teacher'.
- Develop teacher's curriculum knowledge as well as knowledge of accelerated learning.
- Organised classroom environments that maximise students learning time.

## WHAREPAPA SOUTH SCHOOL CHARTER READING TARGET 2017

### STRATEGIC AIM:

Reading target links to all domains of our Strategic plan. Success relies on all domains being interdependent.

### ANNUAL AIM:

All Annual Aims. Success relies on all domains being interdependent.

### 2018 TARGET:

All students who were identified as well below/below the National Standards in Reading at the end of 2017 will make more than one year's progress in relation to the New Zealand Curriculum.

### BASELINE DATA:

1. 32 students from Year 1-8 were reviewed in Reading in November 2017
2. Teachers used OTJ (Overall Teacher Judgement), in determining 'best fit'.
3. Achieving Below expectations: 8 students (25%); 6 boys and 2 girls; 0 Māori students.
4. Achieving Within expectations: 12 students (37.5%); 3 boys and 9 girls; 3 Māori students.
5. Achieving Above expectations: 12 students (37.5%); 4 boys and 8 girls; 2 Māori students.
6. The data is end of year data (November 2017)

### TARGETED AREA:

- Ensure all students from 2017 target continue to make progress and remain at 'At' or 'Above'.
- New Targets:
- Our 1 Year 3 boy will make accelerated progress from 'Below' to 'At' or 'Above'.
  - Our 1 Year 4 girl will make accelerated progress from 'Below' to 'At' or 'Above'.
  - Whole school- Students will make accelerated learning in reading achieving potential. This includes students who are at or above but could be higher.

Well Below	Below	At	Above	Total number of learners	%age Well below or below	%age at or above
5	3	12	12	32	25%	75%

### DATA ANALYSIS:

End of year data (November 2017) collected showed 8 students (25%) were well below/below the National Standards in Reading. 24 students (75%) were at/above the National Standards in Reading.

### **AREAS IDENTIFIED FOR FURTHER DEVELOPMENT:**

- Co-construct learning intentions and success criteria so students know what they are learning and why.
- Appropriate feedback and feedforward (next learning steps) identified with the students.
- Teachers continue to be reflective and follow an inquiry cycle of teaching and learning by using assessment data to review the impact of their teaching, and changing strategies where necessary.
- Students have access to child-friendly exemplars or achievement indicators to assist them to measure their learning and progress.
- Regularly monitor and track all students, especially priority students.

### **AREAS OF EFFECTIVE SCHOOL-WIDE PRACTICE:**

- Positive relationships with parents and whanau.
- Teachers had good knowledge of their students strengths/
- Daily guided sessions planned and implemented.
- A range of reading material/text was available in the class.
- Reading books were sent home daily.
- Students were grouped according to their needs.
- At risk students were identified and became targeted students.
- Teachers used reading as their TAI (Teacher as inquiry) to further develop best practice.
- Teachers used a range of teaching strategies- Deliberate Acts of Teaching (modelling, questioning, prompting etc)
- Teachers used modelling books to support explicit teaching/learning.

## WHAREPAPA SOUTH SCHOOL CHARTER WRITING TARGET 2017

### STRATEGIC AIM:

Writing target links to all domains of our Strategic plan. Success relies on all domains being interdependent.

### ANNUAL AIM:

All Annual Aims. Success relies on all domains being interdependent.

### 2018 TARGET:

All students who were identified as well below/below the National Standards in Writing at the end of 2017 will make more than one year's progress in relation to the New Zealand Curriculum.

### BASELINE DATA:

1. 32 students from Year 1-8 were reviewed in Writing in November 2017
2. Teachers used OTJ (Overall Teacher Judgement), in determining 'best fit'.
3. Achieving Below expectations: 8 students (25%); 5 boys and 3 girls; 1 Māori student.
4. Achieving Within expectations: 17 students (53%); 6 boys and 11 girls; 4 Māori students.
5. Achieving Above expectations: 7 students (22%); 2 boy and 5 girls; 0 Māori student.
6. The data is end of year data (November 2017)

### TARGETED AREA:

- Ensure all students from 2017 target continue to make progress and remain at 'At' or 'Above'.  
New Targets:
- Our Year 6 boys will make accelerated progress from well below/below to 'At' or 'Above'.
- Whole school- Students will make accelerated learning in writing achieving potential. This includes students who are at or above but could be higher.

Well below	Below	At	Above	Total number of learners	%age well below or below	%age at or above
4	4	17	7	32	25%	75%

### DATA ANALYSIS:

End of year data (November 2017) collected showed 8 students (25%) were well below/below the National Standards in Writing. 24 students (75%) were at/above the National Standards in Writing.

### **AREAS OF EFFECTIVE SCHOOL-WIDE PRACTICE:**

- Positive relationships with parents and whanau.
- Teachers had good knowledge of their students strengths.
- Daily writing sessions were planned and carried out.
- Writing prompts and support resources were available in class.
- At risk students were identified and became targeted students.
- Teachers used a range of teaching strategies- Deliberate Acts of Teaching (modelling, questioning, prompting etc).
- Teachers used modelling books to make learning explicit.
- Teachers were reflective of their own teaching practices.

### **AREAS IDENTIFIED FOR FURTHER DEVELOPMENT:**

- Data/regular assessments to be used to inform the teaching and learning of writing.
- Develop new skills sheets based on NZ Curriculum and literacy progressions- in both teacher/child speak. (support assessment/planning).
- Literacy progressions used to plan and assess the children.
- Co-construct learning intentions and success criteria so students know what they are learning and why.
- Appropriate feedback and feedforward (next learning steps) identified with students.
- Regularly monitor and track all students, especially priority students.
- Teachers strengthen their knowledge and understanding of Effective Literacy Practices.
- Students have access to child friendly exemplars or achievement indicators that assist them to measure their learning progress.
- Students are able to reflect on, explain and share their own learning.

**Staff Professional Development Plan 2018**

	Stewardship (Self-Review)	Leadership	Parent Involvement	Curriculum	Priority Groups	Writing Focus	Mathematics Focus	Cultural Responsiveness consolidation	Inquiry/PTC
<b>Term 1</b>	School Charter.	Target setting, identifying priority students.  Appraisal/education goals developed.	Engaging with the community-whanau meeting (BBQ) one evening.	Use PAT and assessment to set goals.  Learning Profiles-Individual student tracking sheets.	Identify priority students.	PD with Alison Crooks  Termly Writing Assessment-eAsttle.	Unpacking Mathematics in NZ Curriculum - Whole staff  Updating Skills sheets - Teacher and tamariki 'speak'.	Review Maori Achievement Plan.  Building relationships with tamariki/whanau/community.  Establish school mihi/history.  Establish/develop kapa haka group.	Review of appraisal 2018 for goal setting/inquiry Question.  PTC/RTC blog review.
<b>Term 2</b>	Regular Policy reviews at BOT meetings.	Policy and Procedure review system developed.	Reporting to parents-  Student/parent/teacher conference.  Reporting to parents-Written Reports.  Engaging the community. (Gathering at local hall - disco planned) by senior leaders.	NZ Curriculum-English review.  Career Pathway for seniors: Careers Expo	Review target student progress.  Effective Gathering student voice.  Review Ka Hikitia and tataiako	End of term Moderation and OTJ's  Effective Literacy Practice- Review writing section.  PD with Alison Davis - Rural and Roses Cluster.  Termly Writing Assessment- eAsttle	Professional Development for all Teachers: (Look into courses, throughout the year)  Katie: Y4-8 Alana: Y1-3	Review Ka Hikitia and tataiako  Local knowledge explored through speakers.	Inquiry Review.
<b>Term 3</b>	Regular Policy reviews at BOT meetings.	Review school targets and progress.  Charter Review.  Assessment			Review target student progress.	PD with Alison Davis - Rural and Roses Cluster.  Termly Writing Assessment- eAsttle		Develop a Wharepapa School 'welcome'.	PTC/RTC review.  Inquiry Review.

		t tracking of all students.								
<b>Term 4</b>	Regular Policy reviews at BOT meetings.	Presentatio n of Inquiry.	Reporting to parents- Written reports.	Review of school curriculum.	Review of Target student's progress.	Moderation and OTJ's PD with Alison Davis - Rural and Roses Cluster.  Termly Writing Assessment- eAsttle	Reflection/adaptations on Classroom programmes- Whole Staff	Whanau meeting.(family BBQ	Appraisals .  Presentati on of Inquiry.	

### Planning and Review Cycle 2018

		Feb	March	April	May	June	July	August	Sept	Oct	Nov	Dec
<b>S T R A T E G I C</b>	Requirements	Appoint board chair Delegation of Principal responsibilities	Accounts to Accountant								AOV drafted Review progress on targets	
	Charter	Finish Charter Check target match current students	Charter sent to MOE Shared with community when ratified				Review targets based on June 1st changeover					Charter for 2019 drafted
	Review of charter through Principal reports - Principal Appraisal related to Annual aims											
	Strategic Aims	Tracking Charts Re established -Non National Standards	Reading targets	Writing targets	Maths Targets	Mid year data shared		Reading targets	Maths targets	Writing targets	Development of 2019 aims	
Principal Reports against Strategic aims each month												
<b>R E G U L A R</b>	Student Progress	Information afternoon with parents/community	Parent/ student/ teacher sharing			OTJ's made in relation to NZ curriculum	Parent information evenings			Community consultation		EOY reports
	Budgets/ Property	Fire Drill Review of Property		Fire Drill	Review of property	Mid year review of finance	Fire Drill		Fire Drill		Draft budget	Budgets approved for 2019
	Monthly monitoring of property, hazards, finance, health and safety											
	Staffing	Attestation Police Vetting Principal Appraisal report	Teacher appraisal process				Mid year progress Principal appraisal				Teacher appraisal process	

	Curriculum											
E M E R G I N G	Procedure	BOT job descriptions	Staff code of conduct Legal Responsibilities Policy.	Personnel Management Policy.	Principals Performance Management policy.	Professional Development Policy	Financial Planning Policy					
	Other											

**Policy Review Triennially:**

2018	2019	2020
Personnel Management Policy.	Financial/Theft/Fraud Policy.	Appointments Policy.
Principals Performance Management Policy.	Protected Disclosures Policy.	Child Protection Policy.
Professional Development Policy.	Finance/Sensitive Expenditure Policy.	
Financial Planning Policy.		
Legal Responsibilities Policy.		

- Regular Staff Meetings will include reviewing Wharepapa South school procedures.

# School Operations, Governance & Management

## Curriculum:

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

- School Curriculum Framework
- Wharepapa South School Strategic Plan
- Wharepapa South School Annual Plan
- Associated Policies

## Human Resources:

Key school documents that inform the Wharepapa South School Charter relating to human resources include:

- Job Descriptions
- Staff Appraisals
- School Parent Information Booklet
- Staff Handbook
- Staff Professional Development Plan
- Personnel and Curriculum Policies
- Accidents and Medical Register
- Wharepapa South School Strategic Plan
- Wharepapa South School Annual Plan

## Property:

Key school documents that inform the Wharepapa South School Charter relating to property include:

- 10 Year Property Plan- *to be developed*
- 5 Year Property Plan- *to be developed*
- Hazards Register
- Evacuation Procedures
- Insurance
- Associated Policies
- Wharepapa South School Strategic Plan
- Wharepapa South School Annual Plan

## Finances:

Key school documents that inform the Wharepapa South School Charter relating to finances include:

- Annual Budget
- 10 Year Property Plan - *to be developed*
- SUE reports
- Assets Register
- Auditors Reports
- Associated Policies and Procedures
- Wharepapa South School Strategic Plan
- Wharepapa South School Annual Plan

## Health & Safety:

Key school documents that inform the Wharepapa South School Charter relating to health and safety include:

- Hazards Register
- Evacuation Procedures
- Associated Policies
- Maintenance Schedule- *to be developed*
- Wharepapa South School Strategic Plan
- Wharepapa South School Annual Plan

