

# Waitakaruru School

## Charter



### Mission Statement

*He taonga o tatou tamariki*

*Where children's hopes and dreams are treasured.*



"Where children's hopes and dreams are treasured"  
"He taonga o tatou tamariki/mokopuna"

## Waitakaruru School

### Introduction

Waitakaruru School was founded in 1902 when the Hauraki Plains were only beginning to be settled by the European. Over the past 113 years the school has developed and grown. Today the school buildings offer large and modern teaching spaces with high ceilings and wide windows which create a sense of space and an airy and bright atmosphere. The classrooms open out to a vast covered deck.

Visitors to our school will recognize the great opportunities presented in our spacious and attractive grounds. Features include cricket nets, netball, basketball and tennis courts, an expansive main field, swimming pool and two playgrounds. We host a Ministry of Education accredited playgroup on Thursdays. This provides a setting for nearby pre-schoolers and parents to learn and play in a structured setting as well as support effective transitioning into school life. The Mangatarata Room (hall) is used throughout the year for our playgroup, assemblies, performing arts, aerobics and also by the community for meetings and social functions. A covered outdoor quad area also provides space for students to exercise and play throughout the winter months.

The school enjoys the extensive support of parents and the surrounding community. Many families have a long association with the school and continue to contribute socially, educationally and financially to the overall health and vitality of Waitakaruru. Our PTA group is a committed group of parents that work hard raising funds and providing hospitality and fellowship throughout the year. They average annual amount varies from \$15,000 to \$20,000 per year. Parents show a keen interest in the progress of their children with positive turnouts for parent information evenings, formal parent interviews and sharing assemblies.

Although the school curriculum is thoroughly modern, traditional rural values are nurtured at Waitakaruru School. Students display a very real respect for others and are encouraged to set and achieve high standards in all areas. The school maintains many elements of a traditional New Zealand rural primary school- calf club, cross country, athletics, swimming sports, book day, senior camp, marae noho, visiting performers, and a graduation dinner. This shows a vibrant school at the heart of an active and supportive community.

So, welcome to Waitakaruru School.

Nau mai, haere mai, piki mai, ki te kura o Waitakaruru

# **Waitakaruru School**

## **CHARTER UNDERTAKING**

**In accordance with Section 64 of the Education Act, the Waitakaruru School Board of Trustees undertakes to take all reasonable steps to achieve the aims, vision and goals in the Charter which have been approved by the Board following consultation with the staff of Waitakaruru School, Maori and the community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all the statutory obligations. The Board has accepted this charter and its undertaking to the Ministry of Education.**

# Waitakaruru School Statement -2021

Waitakaruru School is a Decile 6 school built within large, attractive grounds and with a current roll of 80 children. 66% boys and 34% girls.

It is situated in the Hauraki area, 24kms from Thames and 12 km. from Ngatea.

Ethnically, the major groups are: 45% NZ Maori, 47% NZ European; 1.5 % Pacific, 1.5 % Asian: and 5% Other (Australian, South African, British/Irish)

School facilities include 5 single-cell classrooms, joined by a covered deck, a well-equipped library, an Administration area, a learning support room and sheds and storerooms for the gardening equipment, sports' equipment, and the boiler room. The covered outdoor quad area serves as an eating area. Play areas include two adventure playgrounds, two hard court areas, large grassed playing fields and a swimming pool. There is a playgroup onsite, run on a Thursday in the Mangatarata Room. This prefab classroom also houses music lessons on a Friday and was donated to our school when Mangatarata School closed down.

Currently the staff consists of a Principal, and 4 classroom teachers, 3 of whom are permanent, and 1 fixed term.

We have support staff who work with children with special needs; a groundsman contractor; 1 cleaner; and an administration officer who works 22 hours a week. (Monday-Thursday)

The Charter, Strategic and Annual Plans have all been reviewed by the Board of Trustees and Principal this year with input from staff and the community. It builds on the successes of the past and sets a direction for the next three years.

## **VISION**

Where children's hopes and dreams are treasured  
He taonga o tatou tamariki

## **Values - SHARP**

We actively live by the values of **S**elf-management, **H**onesty, **A**spirations, **R**espect and **P**ersistence.

## **Commitment to Te Āo Māori**

Waitakaruru School displays a commitment to acknowledging and enhancing all aspects of Te Āo Māori. Te Reo and tikanga Māori is celebrated and woven throughout the curriculum. Our pou at the front entrance of our school is in acknowledgement and celebration of not only our Māori dimension but cultural diversity across our school.

## **Professional Core Values**

We are committed to "Knowing the children" – their relationships, their academic needs, their aspirations. This is a critical factor in creating a culture of confidence, learning and growth with children.

We are committed to "knowing our own teaching capabilities – building relationships with each other, our academic abilities, our aspirations. This is a critical factor in creating a culture of confidence, learning and growth with staff.

We are committed to "knowing our own leadership and team capabilities" – building collaboration, empowerment and inspiration in our school. This is a critical factor in creating a culture of confidence, ownership of learning and future proofing our school.



# Waitakaruru School: Strategic Plan, 2021-2023

The school gives effect to Te Tiriti o Waitangi by:

	2021	2022	2023
<p>1.1 Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te āo Māori and focus on equitable outcomes for Māori students. <i>These are our stories, these are our people. This is us.</i></p> <p><i>This statement doesn't mean we are looking at Māori achievement data. It is acknowledging māori knowledge, understanding and learning has equal value.</i></p>	<ul style="list-style-type: none"> <li>Engage with whanau to collect their aspirations around the local curriculum (NELP priority 2)</li> <li>Engage with hāpu and iwi to ensure the local histories and stories are authentic and accurate</li> <li>Plan visits or Noho during 2021 at different Ngati Paoa Marae</li> <li>Review curriculum plans to ensure they reflect te āo māori</li> <li>Provide ongoing PLD to raise teachers capability in Te Reo and tikanga</li> <li>Engage in consultation with MOE around the NZ History curriculum that is being implemented in 2022 and reflecting on whether it is authentic and accurate'</li> <li>Induct new students and staff by taking them on our school Haerenga and visit the places of local significance from our school pepaha.</li> </ul>	<ul style="list-style-type: none"> <li>Provide PLD to raise teachers capability in teaching history curriculum that starts in 2022.</li> <li>Complete another Noho at a different Ngati Paoa Marae.</li> <li>Continue to review curriculum plans with whanau, hapu and iwi to ensure they reflect te ao maori.</li> </ul>	<ul style="list-style-type: none"> <li>Plan a staff TOD to visit Waitangi for Professional Development.</li> <li>Review plans, policies and local curriculum and work with whanau and community to implement any changes needed.</li> </ul>
<p>1.2 Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori; (NELP Priority 5)</p>	<ul style="list-style-type: none"> <li>To provide Professional Development to unpack on Te Aho Arotaki Marau and the Hikairo Scheme (culturally responsive practice)</li> <li>To review Tataiako and implications for teaching and learning</li> <li>To provide inclass professional development (Kōrero Mai) for staff to support them to offer instruction in te reo maori</li> <li>To continue to provide Te Kakano for our students and whanau to extend their reo</li> </ul>	<ul style="list-style-type: none"> <li>To collect baseline Te Reo Māori curriculum levels using Te aho Arotaki Marau.</li> <li>To provide professional development for staff to support them to offer instruction in te reo maori</li> <li>To continue to provide Te Kakano for our students and whanau to extend their reo</li> </ul>	<ul style="list-style-type: none"> <li>To review instruction in te reo Māori and tikanga Māori at Waitakaruru School with whanau and community to implement any changes needed.</li> </ul>

# Waitakaruru School: Strategic Plan, 2021-2023

<b>Student Achievement: Teaching and Learning</b> Every student is able to attain their highest possible standard in educational achievement;			
	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>2.1</b> Data and Assessment:	<p>Through internal professional development, teachers' will review current assessment tools and data, making sure they are the best tool to measure progress.</p> <ul style="list-style-type: none"> <li>• Maths: Enrichment and problem based moderations</li> <li>• Running Records</li> <li>• Writing exemplars and AsTtle</li> </ul> <p>Regularly monitor student achievement. To ensure every learner/ ākonga gains sound foundation skills, (NELP Priority 4)</p> <p>Moderate with other schools in the Kahui Ako to share good practice around assessment.</p>	<p>From 2021 professional development and review of assessment tools, teachers will have professional development on:</p> <ul style="list-style-type: none"> <li>• How to best utilise them to improve student outcomes.</li> <li>• Raising Teacher Capability in the use of the tools.</li> </ul> <p>Moderate with other schools in the Kahui Ako to share good practice around assessment.</p> <p>Regularly monitor student achievement.</p>	<p>Review current good practice in Assessment.</p> <p>Consider any new Ministry assessment initiatives.</p> <p>Continue to monitor student achievement through robust assessment practices.</p>
<b>2.2</b> Māori and Pasifika Achievement:	<p>Create educationally powerful relationships with whanau (NELP Priority 2)</p> <ul style="list-style-type: none"> <li>• Identify and engage key people in focus groups and community groups</li> <li>• Remove barriers to learning and meet with whanau, hapu and iwi to identify what the barriers are. (NELP priority 3)</li> <li>• Unpack Tapasa</li> </ul>	<p>Build on previous years relationships formed and continue to work together to raise student achievement through whanau engagement in learning. (NELP Priority 2)</p> <p>Complete a Maaori and Pasifika Achievement action plan and start to implement.</p>	<p>Review the Maori and Pasifika Action Plans and work with whanau and community to implement any changes needed.</p>
<b>2.3</b> Engagement of boys	<ul style="list-style-type: none"> <li>• Share good practice and research around engaging boys in learning.. (Approx 65% boys in 2021)</li> <li>• Review our pedagogy, timetable and curriculum with a specific focus on increased engagement for boys.</li> <li>• Teachers to complete an inquiry around boys' engagement. Inquiry question: How can we adapt or change our pedagogy to improve engagement leading to positive learning outcomes for boys.</li> <li>• Gather students' voices interests boys and offer opportunities for learning in these contexts.</li> </ul>	<p>Build on previous years learning about improving engagement of boys. Continue to work together to raise boys' achievement through implementation of learning from 2021.</p>	<p>Review engagement of boys at Waitakaruru School. Make any changes necessary.</p>

# Waitakaruru School: Strategic Plan, 2021-2023

The school is a physically and emotionally safe place for all students and staff, and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; (*Hauora: Wellbeing*) (NELP Priority 1)

	2021	2022	2023
3.1: Student Wellbeing	<ul style="list-style-type: none"> <li>Complete the PB4L survey</li> <li>Discuss results with staff, students and Board of Trustees.</li> <li>Formulate an action plan to address any issues that arise from the surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the PB4L survey and compare data on student wellbeing from 2021.</li> <li>Build on the previous years student well being initiatives and continue to work together to promote student well being. .</li> <li>Discuss results with staff, students and Board of Trustees.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the PB4L survey and compare data on student wellbeing from 2022</li> <li>Make any changes necessary.</li> </ul>
3.2 Staff Wellbeing	<ul style="list-style-type: none"> <li>Create a staff survey and analyse results</li> <li>Offer a variety of initiatives to promote staff well being.</li> <li>Discuss results with staff, students and Board of Trustees.</li> <li>Formulate an action plan to address any issues that arise from the surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Build on the previous years well being initiatives and continue to work together to promote staff well being. .</li> <li>Discuss results with staff, students and Board of Trustees.</li> </ul>	<ul style="list-style-type: none"> <li>Survey the staff around the well being initiatives and continue to work together to promote staff and student well being. .</li> <li>Discuss results with staff, students and Board of Trustees.</li> </ul>
<p>3.3 Policies and processes around eliminating racism, stigma, bullying, and other discrimination</p> <p><i>Manaakitanga ngā tangata, ahakoa ko wai, ahakoa nō hea. Respect people regardless of who they are or where they come from.</i></p>	<ul style="list-style-type: none"> <li>To become familiar and teach students the rights of a child (from Unicef)</li> <li>To review our SHARP values and ensure that we clearly demonstrate lack of racism, stigma, bullying and discrimination in our school values.</li> <li>Review our policies on School Docs in regards to discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Build on the previous years work on teaching the rights of a child and continue to work together to eliminate discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure our policies and practices eliminate racism, stigma, bullying, and other discrimination</li> <li>Consider any new Ministry assessment initiatives.</li> </ul>



# Waitakaruru School: Strategic Plan, 2020-2023

The school is inclusive and caters for students with differing needs; *(Inclusion) (NELP Priority 3)*

	2021	2022	2023
4.1 Learner Support	<ul style="list-style-type: none"> <li>Identify children with special educational needs. (Priority learners) <b>(P1: More than 2 years behind in any curriculum area. (well below) P2: Up to 2 years behind in any curriculum level. )</b></li> <li>Create an action plan to meet these children's needs.</li> <li>Work with parents/whanau/caregivers to ensure all are informed of interventions for their child throughout the process.</li> <li>Access the support of appropriate outside agencies.</li> <li>Become familiar with the foundation Literacy and Numeracy expectations in Yr 9/10 so we can ensure we understand how we can support in Yr 7 &amp; 8. (NELP priority 4)</li> <li>Apply for funding and trial SPEC foundation skills course with a group of FASD students.</li> </ul>	<ul style="list-style-type: none"> <li>Keep an up-to-date register to monitor the progress of all children with intervention programmes</li> <li>Keep up to date with new initiatives to support learners.</li> <li>Hold regular meetings of stakeholders in order to review processes around children with special needs</li> <li>Continue to access the support of appropriate outside agencies.</li> <li>Provide foundation skills in Literacy and Numeracy for our learners with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor the progress of all children with intervention programmes.</li> <li>Review the interventions to ensure they are meeting the needs of the students with special educational needs.</li> </ul>

# Waitakaruru School: Annual Plan 2021

## BOARD RESPONSIBILITY 2: Curriculum Targets 2021

### National Education Goals:

- High standards of student achievement

### NAG 1 CURRICULUM

1. Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students.

With a focus on: Breadth and depth of learning related to the needs, abilities and interests of students, the nature and scope of the New Zealand Curriculum and, in particular, improvement in Maori student achievement.

Curriculum Target	Baseline data and assessment used	Professional Learning	Teaching and Learning	Reporting and Resources	Outcomes
<p><u>Reading achievement target for 2021:</u></p> <p>To raise student achievement and have 80% of students achieving at or above National Curriculum expectations in Reading.</p> <p><u>Specific targets in Reading:</u></p> <p>To move the 15 students who achieved below expectation in Reading to achieve at expectation. (3 students were leavers at end of 2020)</p>	<p><b>Reading Analysis</b></p> <p>At the end of 2020 there was 67% (53 students achieving ) at the expected reading curriculum levels.</p> <p>Years 6 has a larger number of students working below and well below expectations. (9 students)</p> <p>Most children that appear in the group that is achieving Well Below expectation, had been identified as having additional needs. We will be applying for extra support for these students in 2021 in order for them to reach their full potential. (8 students)</p> <p>There are 18 students achieving below national expectations. These students will be monitored and tracked. Teachers will give extra support to these students.</p>	<ul style="list-style-type: none"> <li>● Analysing reading tools (PROBE and PM Running Records) so that we have a common understanding of the tools.</li> <li>● Teachers gain confidence analysing running records and identifying reading behaviours.</li> <li>● Unpack the Reading Book by Sheena Cameron and Louise Dempsey with all staff so that we get a common understanding of good practice in Reading.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will be using etap graphing to identify target groups in their class: teaching to needs and identifying gaps.</li> <li>● Staff are going to examine ways to improve engagement of boys in Reading. We are going to purchase some more non fiction books to motivate boys and purchase some online reading resources.</li> </ul>	<ul style="list-style-type: none"> <li>● There are 19 students achieving below national expectations. These students will be monitored and tracked. Teachers will give extra support to these students.</li> <li>● Apply for RT-Lit support for students achieving Well Below in reading (P1 students)</li> </ul>	<p>Teachers will be able to identify their priority students in their class using the etap graphing show the progress of these students.</p>

Curriculum Target	Baseline data and assessment used	Professional Learning	Teaching and Learning	Reporting and Resources	Outcomes
<p><u>Writing achievement target for 2021:</u></p> <p>To raise student achievement and have 65% of students achieving at or above National Curriculum expectations in Writing.</p> <p><u>Specific targets in Writing:</u></p> <p>To move the 18 students who achieved below expectation in Writing to at expectation. (4 students were leavers at end of 2020)</p> <p>To raise achievement of boys in writing (there was 53% of boys at or above expectation in 2020)</p>	<p><u>Writing Analysis:</u></p> <p>At the end of 2020 there was 59% (47 students) at the expected writing curriculum levels.</p> <p>Most children that appear in the group that is achieving Well Below expectation, have been identified as having additional needs or their attendance is less than 70%. We will be tracking these students and making sure all of these students have access to additional support in order for them to reach their full potential. (10 students)</p> <p>There were 22 students achieving below national expectations in writing. These students will be monitored and tracked. Teachers will give extra support to these students.</p> <p>Boys are achieving lower than Girls. (there was 53% of boys at or above expectation in 2020)</p>	<p><u>Writing Actions for 2021:</u></p> <ul style="list-style-type: none"> <li>● Moderation of writing across the school and Kahui Ako so that there is consistency in writing leveling</li> <li>● Unpack AsTtle rubrics with staff and students so everyone has a clear understanding of expectations.</li> <li>● Unpack the Writing Book by Sheena Cameron so that we get a common understanding of good practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will be using etap graphing to identify target groups in their class: teaching to needs and identifying gaps. (P2 students)</li> <li>● Staff are going to examine ways to improve engagement of boys in writing. Nationally boys have lower engagement in writing. We need to explore research from schools that are making a difference in boys engagement in writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Create an overview of text types to be taught across the school so that by Year 8, students have had experience with all types and can choose the best genre for the task.</li> <li>● Revise writing expectations document covering layout, marking, feedback and feed forward expectations)</li> <li>● Apply for additional support for students achieving Well Below in writing (P1 students)</li> </ul>	<p>Teachers will be able to identify their priority students in their class using the etap graphing show the progress of these students.</p>

Curriculum Target	Baseline data and assessment used	Professional Learning	Teaching and Learning	Reporting and Resources	Outcomes
<p><u>Mathematics achievement target for 2021:</u></p> <p>To raise student achievement and have 70% of students achieving at or above National Curriculum expectations in Mathematics and Statistics.</p> <p><u>Specific targets in Mathematics:</u></p> <p>To move the 18 students who achieved below expectation in Mathematics to at expectation. (4 students were leavers at end of 2020)</p> <p>To raise achievement of boys in Mathematics (there was 59 % of boys at or above expectation in 2020)</p>	<p>At the end of 2020 there was 62% (49 students) at the expected mathematics curriculum levels.</p> <p>Most children that appear in the group that is achieving Well Below expectation, (9 students) have been identified as having additional needs or their attendance is less than 70%. We will be tracking these students and making sure all of these students have access to additional support in order for them to reach their full potential. (P1 students)</p> <p>There are 22 students achieving below national expectations in Mathematics. These students will be monitored and tracked.</p> <p>Boys are achieving lower than Girls in mathematics. (there was 59 % of boys at or above expectation in 2020)</p>	<ul style="list-style-type: none"> <li>• To examine different models of problem based mathematics. (Wilkie Way, DMIC,</li> <li>• To create a problem based Mathematics curriculum to ensure students are confident applying their Mathematical skills.</li> <li>• To examine the changes to NCEA and the numeracy foundation skills so we can ensure we are preparing students with those skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be using etap graphing to identify target groups in their class: teaching to needs and identifying gaps.</li> <li>• Teachers will be implementing a basic facts programme to improve basic facts and knowledge to be able to apply to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply for additional support for students achieving Well Below in Mathematics ( 9-P1 students)</li> </ul>	<p>Teachers will be able to identify their priority students in their class using the etap graphing show the progress of these students.</p>

## SELF REVIEW CYCLE

Term	Year 1 - 2021	Year 2 - 2022	Year 3 - 2023
<b>One</b>	<p><b>School Charter</b> Lodge Charter Achievement targets Implement &amp; monitor annual targets. Examine the NELPs and link to Charter.</p> <p><b>Professional Growth Cycle: Staff Appraisal Process</b> (Principal included)</p> <p><b>NAG 1 Curriculum</b> Digital Technology Numeracy (Number &amp; Algebra) Inquiry Learning</p>	<p><b>School Charter</b> Lodge Charter and Achievement targets Implement &amp; monitor annual targets.</p> <p><b>NAG 1 Curriculum</b> Health &amp; PE Special Education/</p> <p><b>NAG 3 Personnel</b></p> <p><b>Staff Appraisal Process</b> (Principal included)</p>	<p><b>School Charter</b> Lodge Charter and Achievement targets. Implement &amp; monitor annual targets.</p> <p><b>NAG 1 Curriculum</b> Literacy / Numeracy</p> <p><b>Staff Appraisal Process</b> (Principal included)</p>
<b>Two</b>	<b>NAG 4 Finance / Property</b>	<p><b>NAG 5 Health &amp; Safety</b> ** Biennial Parent Survey**</p> <p><b>NAG 4 Property</b></p>	<p><b>NAG 1 Curriculum</b> The Arts Science</p>
<b>Three</b>	<b>NAG 6 Legislative Requirements</b>	<b>NAG 6 Legislative Requirements</b>	<b>NAG 2 Self Review</b>
<b>Four</b>	<ul style="list-style-type: none"> <li>● Financial Planning; budget, property plan, asset &amp; maintenance reserves. (Approved for the following year)</li> <li>● Performance management; job descriptions, contracts, staff appraisal, staff professional development, etc.</li> <li>● Annual planning all areas; focus on student achievement.</li> <li>● Achievement Information; collect, evaluate and report</li> <li>● Principal Performance Appraisal Completed</li> </ul>		

