Petone Central School 2955

Charter and Strategic Plan 2017-2019

A vibrant, local place of learning and achievement

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Authorised by: _____ (Principal)   Dated: 01/03/2019

Authorised by: Pāpa Hemi Rau- Commissioner   Dated: 01/03/2019

Petone Central – Our Special School

Type of School:

Our school is a full Primary catering for students from Year 1 to Year 8. We are a small, vibrant community school. All learners are catered for in our traditional setting with 4 classes, a hall, a library, a community/food room, and many breakout spaces. Our grounds have two wonderful adventure playgrounds, a field, courts, quad, vegetable gardens and a small fruit orchard. We are situated at 16 Britannia, just a short walk from Jackson Street, at the heart of the lively town of Petone.

Facts about our School:

- Our school has been around for 135 years (Since 1882).
- Our school provides the opportunity to learn in the English Mainstream in a culturally diverse environment.
- We encourage and support students to be respectful, active, happy, inclusive and welcoming.
- Our senior students take on leadership roles across the school.
- We are building strong relationships with our local preschools and have regular visits from preschool into our school setting as well as visits of our students into the preschool setting.
- We are building connections in our local community, linking curriculum and community.
- Regularly celebrates cultural diversity with strong performance groups.

Our School Vision:

A vibrant, local place of learning and achievement

Interesting Information about our Community:

- Petone is a vibrant, developing town within close proximity of Lower Hutt and Wellington.
- Our busy town caters for a population of approximately 1,000 people, but is also a convenient location for those travelling to surrounding areas for work.
- The school is one of the original buildings and developments within the area.
- Being so central opens up unique learning opportunities including city and town destinations, beaches, rivers, hills and other natural destinations all within close proximity.
- Petone has 3 Primary Schools.

Vision

A vibrant, local place of learning and achievement

How does our Petone Central School Community live out our school vision, values and principles?

Students:
- Come to school prepared to learn, do their best and aim for success
- Will be self-managers of their own learning
- Will respect themselves, others and property

Staff:
- Connect with and build positive relationships with learners, their whanau and the wider community
- Effectively plan engaging and responsive programmes of learning that meet the needs of all learners with a focus on improving student outcomes
- Set challenging learning goals and school-wide targets and monitor progress towards achievement
- Deliver the National Curriculum competently

Staff and Board of Trustees:
- Provide a safe, well maintained and engaging learning environment
- Consult with and listen openly to the concerns of children and parents
- Are committed to personal and professional growth
- Are proactive and future-focused

Parents and Caregivers:
- Support and show an interest in their child's learning
- Ensure their children attend school regularly and arrive prepared for school
- Are their child's first teachers and partners in learning with the school

The Whole School Community:
- Are positive, enthusiastic and model a love for learning
- Display honesty, reliability and trustworthiness and are willing to be challenged and open to change to fit in with 21st Century learning
- Be proud of themselves, others and their school
- Take risks, never give up and take responsibility for their own decisions and actions
- Will continually review, reflect and inquire into their own learning and show an ability to learn throughout life.

We are a 'WARM' School

Our school values are:

Whanaungatanga

Ako

Respect

Manaakitanga

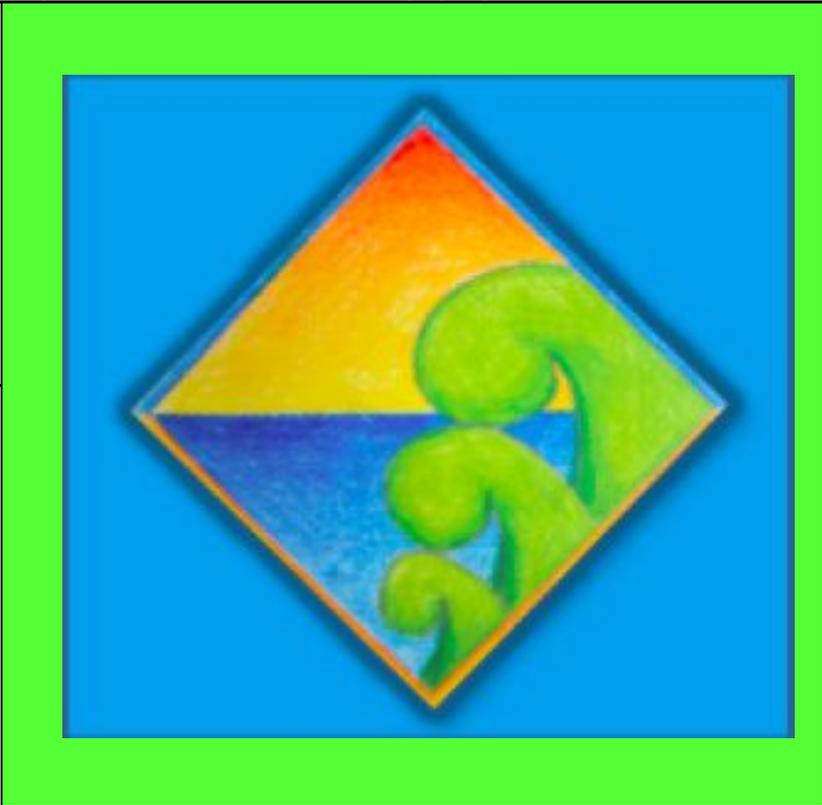# How do we meet the needs of all learners at Petone Central School?

Our Priorities:
Petone Central welcomes all learners. We are committed to engaging and involving learners in a range of school activities and have high expectations for their success. We aim to improve progress and achievement through the delivery of effective teaching and learning, with an outcome of confident, curious and creative learners who are willing to take risks. It is our responsibility to be inclusive and work in partnership with parents and community to make learning accessible, local and engaging.

What does success look like for all learners?

- All learners are happy, engaged, participating and achieving.
- Staff work proactively with family/whānau, caregivers, community and specialists to identify the most effective practices to meet the needs of learners

What we have in place:

- A process for identifying and monitoring learners with special education needs
- Specialist support for teachers and learners with adapted teaching and learning programmes
- School wide systems for planning, monitoring and reporting on presence, participation, engagement and achievement

Catering for individual differences – Lower Achieving learners

- We recognise and aim to provide for the needs of our Lower Achieving learners through:
- Our SENCO coordinates the register of learners and Teacher Aides are allocated according to funding and needs.
- The classroom teacher has responsibility for differentiating the teaching and learning programmes
- ESOL students have extra language support
- Professional advice and resources are welcomed and used (e.g., RTLB, RTLit, SES)
- Individual Education Plans are prepared for those most at risk of not achieving, have high health or behaviour needs, or for other complex concerns
- ORRS funding is applied for and used to support learning needs when appropriate.

Catering for individual differences – Higher achieving learners

We recognise and aim to provide for the needs of our Gifted and Talented learners through:

- Differentiating our teaching and learning programmes to incorporate opportunities for extension, inquiry and student ownership of learning.
- Providing leadership opportunities for those wanting to take on leadership roles
- Maintaining a register that identifies the students and the range of enrichment and extension opportunities offered

Cultural Diversity at Petone Central School

How our school reflect the unique position of Māori Culture:

National Education Goals

We will be guided by the following priorities:

- Increased participation and success by Māori through the advancement of Māori education initiative, consistent with the principles of the Treaty of Waitangi and Ka Hikitia – Accelerating Success 2013-2017
- Respect the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific and as a member of an international community of nations.

Our Petone Central Curriculum aims:

- To acknowledge the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand
- For all learners to have the opportunity to acquire and sustain Te Reo mē ōna Tikanga.
- For all staff members to continue to develop and awareness of Tikanga Māori and Te Reo Māori and to incorporate these into classroom programmes.
- For our Māori staff to provide guidance and support in Te Reo Maori and Māori Tikanga.

Reasonable steps our school can take to incorporate Te Reo Māori and Tikanga Māori into our school curriculum:

- Daily programmes will have Te Reo Maori and/or Māori Tikanga where possible, including karakia and waiata.
- Specific Te Reo Māori teaching once a week.
- Professional development led by our Principal to help develop teacher knowledge and capability.

Our school is made up of a range of ethnicities.

37% Maori, 28% Pacific, 16% European, 10% Asian, 9% Other

Petone Central School aims:

- To reflect New Zealand's cultural diversity and values and the histories and traditions of all its people
- To be non-sexist, non-racist and non-discriminatory
- To ensure that every learners identity, language, abilities and talents are recognised and that their learning needs are addressed
- To engage and connect with families/whānau and communities

What our school will do to ensure success for our Māori learners:

- Encourage parents of Māori learners to become Board of Trustees, parent group members and to come to parent/whānau meetings.
- Consult and engage through a variety of ways.

Report and goal setting meetings, parent workshops and forums, newsletters, website and school facebook page, school events and activities, hui meetings).

- Closely monitor progress and target learning needs in relation to school wide achievement goals.
- Personally invite parents and other community members to help in the classroom and attend events and activities.
- Ensure a culturally welcoming and responsive environment with evidence of artwork, artefacts, and language throughout the school.
- Ensure learners participate in Kapa Haka to develop pride and self esteem.
- Meet with our students, listen and respond to them.

Petone Central School Strategic Plan 2017 - 2019

Our plan links to the National Education Goals (NEG's) and National Administration Guidelines (NAG's) for all New Zealand Schools.	**Teaching and learning with a focus on student learning**
	Goal 1: To ensure confident, curious and creative learners who are willing to take risks. a) Improve progress and achievement in learning for all children, particularly in Reading, Writing and Maths assessed against curriculum expectations. b) Students participate and learn in supportive, caring and safe environments that have opportunity for stretch and challenge. c) Continue to develop a relevant curriculum that will reflect student culture and experience.
	Whānau Connection
	Goal 2: Families and whanau strength, energy and talent are harnessed through regular invitation, encouragement and interaction in the ongoing life of our school. a) Parents, families and whānau are well informed, skilled in using the information, confident and engaged in their children's education in ways that maximise the learners potential.
	Community Connection
	Goal 3: Develop community connections for strong and enriching relationships a) Develop opportunities for Petone Central learners to become confident in their identity, language and culture through connections with local community/places. b) Develop strong and positive connections with local sponsors, education providers, and businesses to best support student learning.
	Self Review
	Goal 4: Continue to Improve our Self-Review processes a) Improve self-review processes for greater accuracy and transparency.

Documents and plans to support and inform this strategic plan include:

National Education Guidelines (NEG's), National Administration Guidelines (NAG's), Ministry of Education Priorities www.minedu.govt.nz, New Zealand Curriculum www.nzcurriculum.tki.org.nz, e-learning framework www.elearning.tki.org.nz , National Standards www.nzcurriculum.tki.org.nz

Annual Plan 2019

Goal 1: To ensure confident, curious and creative learners who are willing to take risks.

Goals	2019 Aims	Expected Outcomes	Actions: What we will do and when will it happen?	Progress and Monitoring
1a	Improve progress and achievement in learning for all children, particularly in Reading, Writing and Maths and targeting learners below curriculum expectations.	- Learners are actively engaged in their learning. - Students are assisted to understand more about their learning. - Students are able to talk about their own learning and next learning steps. They know what they are learning. - Teachers provide effective opportunities for all students to engage in purposeful learning. - Accelerated progress of students not achieving national expectations.	- Focused PLD (professional learning development) Digital Technologies and Te Reo Māori. - Carry out classroom observations and follow up conferences to identify effective practice and support staff to identify next steps (as per appraisal schedule). - Ensure our practices are focused on student engagement. - Focused tracking of target students levels and of teaching strategies used to accelerate achievement (target monitoring at staff meetings at least twice a term)	- Set targets - Set up a google docs tracking of assessment for our target student - Fortnightly PLD in Te Reo Māori - Next step: Set up document tracking what we as teachers are doing to accelerate progress of target students.
1b	Students participate and learn in supportive, caring and safe environments that have opportunity for stretch and challenge.	- Planning shows clear grouping and learning is relevant and provides stretch and challenge. - Students are engaged/on task.	- School Value/Respect/House system continued to encourage and teach the values of the school. - Habits of the Mind to be continued. A 12 month plan to be developed for	House systems continue - are a way of encouraging behaviour for learning. 3 habits per term (12 total)

			teaching and coverage of the Habits. ● Student groupings based on assessment data to scaffold, but include stretch and challenge for new learning.	
1c	Continue to develop a relevant curriculum that will reflect student culture and experience.	● Develop links to local community, families, and resources. ● Planning to show links to culture/experience of students in the class/school. ● Events, performances and celebrations reflecting student culture.	● Continue to plan and grow community links during 2019. ● Delegate the building of identified community links (Staff, Whānau, Other school supporters). ● Implement Petone Central Curriculum ● Include digital technologies and Year 7 and 8 programme into our school curriculum.	PCS curriculum created last year, this year we have specifically added a year 7-8 programme and we will set up our digital technologies programme during 2019. Undertaking PLD in digital technologies throughout 2019.

Goal 2: Families and whānau strength, energy and talent are harnessed through regular invitation, encouragement and interaction in the ongoing life of our school.

Goals	2019 Aims	Expected Outcomes	Actions: What we will do, who will help and when will it happen?	Progress and Monitoring
2a	Parents, families and whānau knowledge and perspectives are well respected, highly valued and fully integrated in ways that benefit learners education.	● Greater parent engagement/involvement ● Whānau/family voice gathered and used to inform ● Clear plan on whānau engagement	● Termly full whānau/family meetings or survey (including gathering whānau voice, reporting to parents on data/achievement) ● Invites to participate in class and school events.	Term 1 - surveyed students and sharing findings with whānau. Sharing 2019 targets with whānau and surveying whānau about what they want to include in our digital technologies section of our curriculum.

			Staff to develop, use and review whānau engagement 12 month plans. • Staff to trial methods suggested by whanau on how to get greater engagement (e-mails, survey monkey etc). • Twice yearly written reports. • Reporting to whānau on achievement data.	
	Parents are well informed and engaged in their children's learning.			

Goal 3: Develop community connections for strong and enriching relationships

Goals	2019 Aims	Expected Outcomes	Actions: What we will do, who will help and when will it happen?	Progress and Monitoring
3a	Develop opportunities for Petone Central learners to become confident in their identity, language and culture through connections with local community/places.	• Implement our Petone Central curriculum.	• 12 month plan of events and activities. • 12 month community engagement plan to reflect some groups that develop culture and identity or connect to the local community culture and local identity of Petone.	Term 1: Students learning their pepēhā
3b	Develop strong and positive connections with local sponsors, education providers, and businesses to best support student learning.	• Funds and expertise used to support learning programmes • Local business used for career development. • Student acknowledgement	• 12 month community engagement plan completed by the start of the year to develop strong relationships with local groups and sponsors.	Caii-Michelle working with Bunnings and Weltec to connect with us and support our school environment

| | | and connection where possible.
● Inviting sponsors, business and education providers to school events | ● Staff to review community engagement each term. | |

Goal 4: Continue to Improve our Self-Review processes

Goals	2019 Aims	Expected Outcomes	Actions: What we will do, who will help and when will it happen?	Progress and Monitoring
4a	Improve self-review processes, for greater accuracy and transparency.	● Regular planned processes and procedures put in place.	● Review and refine 12 month appraisal plan by start of the year including termly reviews. ● Review and refine 12 month plan for assessments, data review and moderation by the start of the year (to be run during staff meetings). ● School wide data analysis end of every term. ● Review and refine Whānau engagement 12 month plan. ● Review and refine Community engagement 12 month plan. ● Refine self-review cycle	Regular termly reviews with next steps/actions to go forward. Next step: try and stick closer to the given timelines.

			taking into account strategic direction of the school. ▫ ● Set up regular review cycle of Policies, Procedures and Curriculum and share with the Board as reviews are completed for Board to finalise.	
	● Implement our Petone Central School curriculum.		● Ask whānau to feed in their focus and direction for the school. ● Visit the changes to the New Zealand Digital Technologies curriculum and include in the Petone Central Curriculum how we as a school will teach this. ● ● Add curriculum into review cycle so that the curriculum stays relevant to the current community.	
	● Implement the graduate profile.		● Add into review cycle so that the graduate profile stays relevant to the current community.	

Nag 1 & Nag 2a – CURRICULUM To implement teaching and learning programmes that will challenge and inspire students to achieve success using the NZC. Involvement of Kaumātua/ Local Iwi and Wider community to share knowledge with and strengthen relationships. Consultation with Whānau on plans and targets to accelerate students' learning. Year 7 and 8's to have a specialised programme as identified in the School Curriculum. Target group Action plans and Teacher as Inquiry plans to monitor and support students who require additional support in learning. Ongoing tracking of students, Mid and End of year reporting.	**NAG 2 – REVIEW** Self Review 12 month plans. Reporting to Parents twice a year in plain language in relation to NZC, (written) and during 3-way conversations (oral). Reporting to the BOT. Ongoing Staff development in use of assessment tools. Policies/ Governance Folders. Recommendations from ERO and action plan with the Commissioner.	**NAG 3 – PERSONNEL** Job descriptions. 2019 Staff development/PLD. Professional development for all Staff. Target Action Plans and Teacher as Inquiry- Appraisal targets. Principal Appraisal (annual) Staff Appraisal (annual). Responsibilities and Code of Ethics for working in a school environment. Commissioner still working with school in 2019.
COMMUNITY /PUBLIC RELATIONS Regular newsletters to Whānau. Involvement of Kaumātua/ Local Iwi/ Wider community. Leadership programme for Year 7-8. 3 way conferences to improve and sustain engagement with Whānau. Prizegiving/ Year 8 Graduation. Community and Whanau engagement plans.	**Petone Central School OPERATIONAL PLAN 2017/2019**	**NAG 4 - PROPERTY** Ongoing maintenance of school grounds and buildings in line with 5YPP/ 10YPP.
NAG 4 – FINANCE Adopt 2019 Budget and annual audit. Budget to reflect charter requirements, staff professional development and resources to aide student development.	**NAG 6 – LEGISLATION** Planning and reporting- NZC. Roll returns- March/July. Annual Audit. MOE requirements as required (NAG 7 & 8). Health and Safety Compliances as required.	**NAG 5 – HEALTH & SAFETY** Emergency Evacuation Drills each Term. Ongoing Argest Folder compliance checks. Reviewing medical and emergency contact details.

Targets 2019

Strategic Plan Goal 1: To ensure confident, curious and creative learners who are willing to take risks.
    a) Improve progress and achievement in learning for all children, particularly in Reading, Writing and Maths assessed against curriculum expectations.
    b) Students participate and learn in supportive, caring and safe environments that have opportunity for stretch and challenge.
    c) Continue to develop a relevant curriculum that will reflect student culture and experience.

Annual Plan Aim:
Improve progress and achievement in learning for all children, particularly in Reading, Writing and Maths assessed against curriculum expectations.

2019 Targets:

Main area of Staff Professional Development: Digital Technologies and Te Reo Māori

7 ESOL students have had more than 6 months at school. These students are the only ones who are currently being supported with ESOL funding.

5 of the 7 (70%) students tracking at or above by the end of 2019 in all areas (Reading, Writing, Maths)

Māori

25 Māori students have had more than 6 months at school.

15 of the 25 (60%) Māori students tracking At or Above by the end of 2019 in all areas (Reading, Writing, Maths)

How we plan to achieve our 2019 targets

Actions to achieve targets	Lead By	Timeframe
All teachers to collect and analyse data to identify targeted learners, to inform teaching practices and raise achievement.	Senior Staff	Data Analysis Class level – 2 times a term (planned into staff meetings)
Targeted 2 staff meetings a term to focus on data analysis, review, planning and reporting.	Senior Staff	Target Monitoring – 2 times a term (planned into staff meetings) School-wide – End of each term
Continue to develop effective teaching practice and strategies to support and accelerate progress for learners including upskilling teachers in supporting students with special learning needs (dyslexia, global delay, ESOL etc.).	Senior Staff	PLD – 100 hours during 2019 to develop digital technology teacher capability. In school Professional development in Te Reo Māori.
Develop confidence with assessment tools and progressions to aid planning and next steps.	Senior Staff	Written expectations in administering assessments given out to staff each term. Staff moderation using progressions (planned into staff meetings. PLD focus. Data Analysis of assessments to identify next steps and focus areas (planned into staff meetings 2 times a term)
Focus on strategies to engage and motivate learners.	Senior Staff	PLD in Digital Technologies and Te Reo Māori. Teacher reflections on engaging, motivating and sharing effective practices. Gathering Student Voice on

		what engages and motivates (At least once a term).
Focus PLD on Te Reo Māori	Principal	Fortnightly PLD in Staff meetings to develop teacher confidence and capability in using and implementing Te Reo Māori in the classrooms. This has been identified to help raise Māori student achievement across the school.