

Petone Central School 2955

Charter and Strategic Plan 2021-2023

A vibrant, local place of learning and achievement

CONTENTS:

- 1) Petone Central - Our Special School
- 2) Vision, Values and Principles
- 3) Meeting the needs of all learners
- 4) Our Cultural Diversity
- 5) Strategic Plan 2020-2023
- 6) Annual Plan
- 7) Targets 2021



Authorised by:

(Principal)

Dated: updated 19 February, 2021

Authorised by: Pāpa Hemi Rau- Commissioner

Dated: 11 February, 2020

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 Street, 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 138 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:

- Will 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.

Our central beliefs - Petone Central School believes that:

- Students have the right to learn
- We nurture competencies, positive values and attitudes
- Students take responsibility for their own actions and learning
- Students are provided with support, opportunities and guidance required to achieve personal levels of excellence

Our school value is:

RESPECT

Respect Self - Learning commitment, strong work ethic, taking considered risks, goal setting, thinking and questioning, growth mindset, belief in self.

Respect Others - Treating others as though they are close family with kindness, compassion, caring, inclusivity, collaboration, cooperation, confidence, and enthusiasm. Connecting with whānau and the community. Being welcoming, inclusive, ethical, kind, and compassionate.

Respect Environment - Respecting and looking after their own belongings, class belongings, school resources and buildings. Looking after the natural school environment through gardening, reducing, re-using and recycling. Looking after the wider environment through studying the effect of human actions on the environment and developing habits and actions that can contribute to a better environment (e.g., reduction of plastic use, planting trees, making decisions to avoid pollutants).

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:

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 an awareness of Tikanga Māori and Te Reo Māori and to incorporate these into classroom programmes.
- For All staff to provide guidance and support in Te Reo Māori 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 Māori 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.
- Te Ahu ō Te Reo Māori professional development.

Our school is made up of a range of ethnicities:

33.75 Māori, 20% Pacific, 30% European, 8%Asian, 6.25% 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 Te Ao Māori to develop pride and self esteem.
- Meet with our students, listen and respond to them.

Petone Central Strategic Goals 2021-2023

Goal 1	Goal 2	Goal 3	Goal 4	<p>Documents and plans to support and inform this strategic plan include:</p> <p>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</p> <p>NELPS</p>
Curriculum- Te Marautanga	Connections- Mahi tahi	Culture- Whānaungatanga	Environment- Tā Mātou Wāhi	
A student-centered, future-focused, curriculum.	An actively engaged school and community.	An inclusive, supportive, welcoming culture.	An attractive, welcoming, skill-enhancing school environment.	
<p>Aim 1:</p> <p>Continue to refine and implement our localised curriculum and graduate Profile to raise achievement of all students.</p>	<p>Aim 1:</p> <p>Refine methods of communicating with and reporting to our community.</p>	<p>Aim 1:</p> <p>Refine and embed systems and practices based around our School Values and School Houses.</p>	<p>Aim 1:</p> <p>Continue to improve and modernise the physical buildings and learning spaces.</p>	
<p>Aim 2:</p> <p>Continue to refine and implement the new Digital Technologies Curriculum and include in our localised curriculum.</p>	<p>Aim 2:</p> <p>Develop a PTA to support fundraising and planning for an improved school and culture.</p>	<p>Aim 2:</p> <p>Develop systems that help our students to learn from the past and develop beneficial future focused practices.</p>	<p>Aim 2:</p> <p>Plan and implement improvements of our outdoor learning spaces.</p>	
<p>Aim 3:</p> <p>Continue to refine and embed our strategic plans to further focus on student centered learning and collaboration.</p>	<p>Aim 3:</p> <p>Refine our systems of identifying and supporting students with learning and social needs, making connections for support.</p>	<p>Aim 3:</p> <p>Celebrate our multicultural community in all areas of the school.</p>	<p>Aim 3:</p> <p>Continue to refine and embed our systems to enhance sustainable and environmental learning opportunities in our school and community.</p>	

Annual Plan 2021

Curriculum	Goal 1: A student-centered, future-focused, curriculum			
Aim 1	Continue to refine and implement our localised curriculum and graduate Profile to raise achievement of all students.			
Focus	Action	Led By	Monitoring	Review
Data Tracking	Continue to identify target groups of students across the school in writing, identifying students to accelerate in learning.	Principal and Jeannie (Data tracking and reporting).	Terms 1-4	
Localised Curriculum	Continue to refine our Localised curriculum, including adding sections for our Year 7&8 programme, digital technologies and NZ History.	Principal, with whole-team input.	Terms 1-2	
Literacy and Numeracy Progressions	Continue to develop the coherent pathways and progressions in all curriculum areas, with a focus first on Literacy and Numeracy.	Jeannie and Katie	Terms 1-4	
Professional Development	Provide professional development to staff on enhancing engagement for students in the writing programme.	Principal and Linda	Term 1 and Term 3	

Annual Plan 2021

Curriculum	Goal 1: A student-centered, future-focused, curriculum			
Aim 2	Continue to refine and implement the new Digital Technologies Curriculum and include in our localised curriculum.			
Focus	Action	Led By	Monitoring	Review
Implementing and reviewing	Continue to implement the Digital Technologies Curriculum within classes. Review and explore as a staff improvements that could be made across the school.	Principal, with whole-team input.	Terms 2-4	
Localised Curriculum	Develop a section of our Localised Curriculum to show how we as a school implement and support the learning of Digital Technology.	Principal, with whole-team input.	Terms 1-2	
Progressions	Refine and Embed our Digital Technology Progressions within the school.	Jeannie and Katie	Terms 1-4	
Professional Development	Continue to provide professional development to staff on Digital Technologies. Staff to continue to learn through online Pikau learning tools.	Principal and Daz (PLD Provider, Kia Āta Mai)	Term 1-4	

Annual Plan 2021

Curriculum	Goal 1: A student-centered, future-focused, curriculum			
Aim 3	Continue to refine and embed our strategic plans to further focus on student centered learning and collaboration.			
Focus	Action	Led By	Monitoring	Review
Inquiry/Topic	Develop and refine a cyclical learning of 'Topic' subjects, that is student-centered and gives students the opportunity to have choice and to lead their own learning.	Principal, with whole-team input.	Terms 1-4	
Localised Curriculum	Ensure our Localised curriculum is well-rounded and includes the new learning areas of Digital Technologies, NZ History and our Year 7&8 programme.	Principal, with whole-team input.	Terms 1-2	
Year 7&8 Programme	Continue to develop and refine a specialised Year 7&8 programme.	Principal and Laisa	Terms 1-4	

Annual Plan 2021

Connections	Goal 2: An actively engaged school and community.			
Aim 1	Refine methods of communicating with and reporting to our community.			
Focus	Action	Led By	Monitoring	Review
Reporting on Student Achievement	Continue to refine our student report template, ensuring it covers achievement, values and learning assets. Continue to encourage and use the online real-time reporting tool Seesaw to report regularly to Parents/whanau and facebook for whole school success and updates.	Principal, with whole-team input.	Terms 1-4	
School-Wide reporting on achievement	Continue to refine what and how we report to the Board/Commissioner on student achievement in Reading, Writing and Maths.	Principal and Jeannie	Terms 1-4	Targets set for 2021 using data to inform. Charter updated.

Annual Plan 2021

Connections	Goal 2: An actively engaged school and community.			
Aim 2	Develop a PTA to support fundraising and planning for an improved school and culture.			
Focus	Action	Led By	Monitoring	Review
Plan for the implementation of a PTA.	Plan out the focus and direction we would like for a PTA group. Plan out possible steps to take to ensure the PTA is useful to the school and gives parents the opportunity to connect and drive projects that will support the goals of the school Charter 2020-2023. Set up basic rules and expectations of the group.	Principal, with whole-team input.	Terms 1-4	defer to 2021

Annual Plan 2021

Connections	Goal 2: An actively engaged school and community.			
Aim 3	Refine our systems of identifying and supporting students with learning and social needs, making connections for support.			
Focus	Action	Led By	Monitoring	Review
Learning Support Monitoring	Identify students and maintain a student register for support and progress. Senco and Principal to connect with agencies/people/community that can support in school.	Principal and SENCO, with whole-team support.	Terms 1-4	

Annual Plan 2021

Culture	Goal 3: An inclusive, supportive, welcoming culture.			
Aim 1	Refine and embed systems and practices based around our School Values and School Houses.			
Focus	Action	Led By	Monitoring	Review
House System	Refine, document and embed our School House System including activities that Houses participate in, points (how they are earned and how many), dress for events (how this is driven, advertised and tracked), leaders (how they are chosen, what their role is) etc.	Principal, with whole-team input.	Terms 1-4	
Values	Refine, document and embed our School Values of RESPECT. Respect for self, other, environment. Plan for how this is taught, linked into curriculum areas, monitored/tracked and rewarded.	Principal, with whole-team input.	Terms 1-4	
Share Success	Use our school facebook page and newsletter to share successes including house points updates, certificates, values and what they look like at school/home.	Principal, with whole-team input.	Terms 1-4	

Annual Plan 2021

Culture	Goal 3: An inclusive, supportive, welcoming culture.			
Aim 2	Develop systems that help our students to learn from the past and develop beneficial future focused practices.			
Focus	Action	Led By	Monitoring	Review
Professional Development	Staff to research ways to implement NZ History into our School Curriculum with guidance from MOE.	Principal, with whole-team input.	Terms 1-4	
Planning for NZ History implementation	Include NZ History focus in our Localised Curriculum, Strategic and Long-term plans. Draft Aotearoa NZ Histories to be trialled.	Principal, with whole-team input.	Terms 1-4	
Soft Skills Implementation	Identify and develop ways to implement 'soft-skills' into our curriculum.	Principal, with whole-team input.	Terms 1-4	
Digital Technologies	Continue to refine and embed Digital Technologies into our Curriculum.	Principal, with whole-team input.		

Culture	Goal 3: An inclusive, supportive, welcoming culture.			
Aim 3	Celebrate our multicultural community in all areas of the school.			
Focus	Action	Led By	Monitoring	Review
Cultural Celebrations	Plan out cultural activities, days, weeks that can be celebrated throughout the year and how that will be achieved in a respectful, inclusive manner.	Principal, with whole-team input.	Terms 1-4	
Consultation	Explore opportunities to make connections of the various groups within our diverse cultural community.	Principal, with whole-team input.	Terms 1-4	

Annual Plan 2021

Environment	Goal 4: An attractive, welcoming, skill-enhancing school environment.			
Aim 1	Continue to improve and modernise the physical buildings and learning spaces.			
Focus	Action	Led By	Monitoring	Review
Building Projects	Main toilet block complete. Continue to plan ahead to our next 10YPP project with MOE Property Team	Principal and Finance Officer/BOT Chairs	Terms 1-4	Toilet block upgrade completed March 2020.
Outdoor environment (Student and Teacher Projects)	Painting lines on courts- completed Painting coding grids (Sorting grid, 5x5 grid) to support digital technologies Murals	Katie Jeannie Jeannie	Terms 1-4	
Indoor environment (Student and Teacher projects)	Painting staff room	Trina and Katie		

Annual Plan 2021

Environment	Goal 4: An attractive, welcoming, skill-enhancing school environment.			
Aim 2	Plan and implement improvements of our outdoor learning spaces.			
Focus	Action	Led By	Monitoring	Review
Main Playground	Develop a plan to ensure the safety and usability of our main playground including modifying to make it usable to the whole school- bark added Jan 2021.	Principal, with support from the whole team.	Terms 1-4	
Junior Playground	Develop a plan to remove parts of the junior playground as they become old/unsafe. Upgrade where financial viability is allowed.	Principal, with support from the whole team.		
Paint	Develop a plan for painting/improving the courts.	Katie	Lines on courts completed.	
Signage	Develop a plan for adding signage to the front of the school and to show the way to the school office.	Principal and Jeannie		

Annual Plan 2021

Environment	Goal 4: An attractive, welcoming, skill-enhancing school environment.			
Aim 3	Continue to refine and embed our systems to enhance sustainable and environmental learning opportunities in our school and community.			
Focus	Action	Led By	Monitoring	Review
Gardens	Continue to communicate and plan with our parent volunteers to develop and maintain the school vegetable and fruit gardens. Organise student groups to be a part of the process.	Jeannie	Terms 1-4	
Recycling and Composting	Continue to develop our recycling systems and checks to ensure that classes are recycling and composting well.	Katie	Every Term	
Special Days/Weeks	Organise and plan special days and weeks that support the learning about the environment (Keep NZ Beautiful, Sea Week etc.).	Jeannie/Katie	Every Term	
Develop Further Sustainable Focus	Research and plan other ways we could support the learning about sustainable practices (water warriors, light legends, solar power etc.).	Whole Team	Twice a Year	

<p>Nag 1 & Nag 2a - CURRICULUM</p> <p>To implement teaching and learning programmes that will challenge and inspire students to achieve success using the NZC.</p> <p>Year 7 and 8's to have a specialised programme as identified in the School Curriculum.</p> <p>Target group Action plans to monitor and support students who require additional support in learning.</p> <p>Ongoing tracking of students, Mid and End of year reporting.</p> <p>Leadership programme for Year 7-8.</p> <p>Learning Conversations to improve and sustain engagement with Whānau.</p> <p>Prizegiving/ Year 8 Graduation.</p>	<p>NAG 2 - REVIEW</p> <p>Self Review 12 month plans. Reporting to Parents twice a year in plain language in relation to NZC, (written) and during Learning Conversations (oral).</p> <p>Reporting to the BOT.</p> <p>Ongoing Staff development in use of assessment tools.</p> <p>Policies/ Governance Folders. Recommendations considered from ERO and action plan in consultation with the Board of Trustees</p>	<p>NAG 3 - PERSONNEL</p> <p>Job descriptions. Professional development for all Staff. Target Action Plans. Principal Appraisal (annual) Staff Appraisal (annual) Responsibilities and Code of Ethics for working in a school environment. Board of Trustees established (September 2020)</p>
<p>COMMUNITY /PUBLIC RELATIONS</p> <p>Regular newsletters to Whānau. Regular updates using the Seesaw platform to report progress in 'real time'. Involvement of Kaumātua/ Local Iwi/ Wider community.</p>	 <p>Petone Central School OPERATIONAL PLAN 2020-2023</p>	<p>NAG 4 - PROPERTY</p> <p>Ongoing maintenance of school grounds and buildings in line with 5YPP/ 10YPP.</p>
<p>NAG 4 - FINANCE</p> <p>Adopt 2021 Budget and annual audit. Budget to reflect Charter requirements. Staff professional development and resources to aide student progress.</p>	<p>NAG 6 - LEGISLATION</p> <p>Planning and reporting- NZC. Roll returns- March/July. Annual Audit. MOE requirements as required (NAG 7 & 8). Health and Safety Compliances as required.</p>	<p>NAG 5 - HEALTH & SAFETY</p> <p>Emergency Evacuation Drills each Term. Ongoing Argest Folder compliance checks. Reviewing medical and emergency contact details.</p>

Targets 2021

Strategic Plan Goal 1:

Curriculum

A student-centered, future-focused, curriculum.

Annual Plan Aim:

Continue to refine and implement our localised curriculum and graduate Profile to raise achievement of all students.

2021 Targets:

Target 1

We currently have 27 Māori students at Petone Central.

In Reading, Of those 27 Māori students, 41% (11 out of 27) are At or Above the expected Curriculum level.

Our target is to have: 18 out of 27 (66.8%) Māori students achieving At or Above the expected curriculum level in Reading by the end of 2021.

Target 2

27 Māori students across our school

In Writing, Of those 27 Māori Students, 41% (11 out of 27 students) are At or Above the expected Curriculum level.

Our target is to have: 18 out of 27 (66.8%) Māori students achieving At or Above the expected curriculum level in Writing by the end of 2021.

Target 3

27 Māori students across our school

In Maths, Of those 27 Māori Students, 41% (11 out of 27) are At or Above the expected Curriculum level.

Our target is to have: 18 out of 27 (66.8%) Māori students achieving At or Above the expected curriculum level in Maths by the end of 2021.

How we plan to achieve our 2021 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 - 1-2 times a term (planned into staff meetings). Target Monitoring - 2 times a term (planned into staff meetings).
Targeted 2 staff meetings a term to focus on data analysis, review, planning and reporting and tracking/monitoring of target students.	Senior Staff	In school Professional development in Writing.
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	Professional development- Te Ahu o Te Reo Māori Tracking and monitoring Attendance
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). 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. All Teaching Staff to undertake Te Ahu o Te Reo Māori Professional development Māori student attendance plan will be implemented in 2021	All Staff	PLD in Digital Technologies and Writing. Teacher reflections on engaging, motivating and sharing effective practices. Gathering Student Voice on what engages and motivates (At least once a term).