EKETAHUNA SCHOOL

CHARTER 2018

Mission Statement:

To prepare today's child for tomorrow's world

Guiding Principles:

Our principles underpin all we do, in the classroom, on the sports field, in the playground, in meetings, and in our local community:

- Excellence: we have high expectations of ourselves and what we can achieve together

- Innovation: we are enquiring, curious and motivated learners

- Respect: we demonstrate respect for ourselves, others, property, cultures and the environment

- Relationships: we build strong, positive relationships with others

- Honesty: we are honest about ourselves and with others

- Active: we bring a positive attitude to all physical and mental activities

The Future:

Over the next three to five years our focus will be on:
- Raising achievement by exploring and developing our understanding of effective planning, teaching and assessment
- Create a safe, inclusive and positive school environment
- Develop a collaborative teaching team

National Education Goals and National Administration Guidelines

Eketahuna School is committed to fulfilling the intentions of the National Education Goals and the requirements of the National Administration Guidelines. We will achieve this through an up to date policy framework contained in our Operations Manual and a series of processes and systems including orientation, strategic meetings and plans covering communication with stakeholders, risk management and accountability.

Eketahuna School supports the Government's priorities for Maori and learners with special education needs and are committed to improving educational and social outcomes for these.

Procedural Information & Timeframes:

Our review of annual strategic goals, including student achievement benchmarks will be completed and presented to the Board of Trustees meeting in December. The following year's annual goals and plans will be set in Term 4 and confirmed at the first Board meeting in the new year. We will establish annual goals from the broad strategic goals of our charter by using student achievement and review data, and being mindful of national trends and research and government requirements.

The Charter, National Standards data and Analysis of Variance will be lodged with the local MOE Office by 1 March with the Introduction and Strategic Section posted on the web page in April.

The Annual Report is based on the above and is completed and presented at the Board of Trustees' in April/ May and once approved, copies are sent to the Ministry of Education.

Our Process:

The New Zealand Curriculum has a strong vision that aims to develop young people who are confident, connected, actively involved, lifelong learners. To do this our BOT has become increasingly aware that the way learning occurs at Eketahuna needs to change. That is not to say what has been done in the past was wrong but that the world we live in today is changing rapidly and Eketahuna needs to

change along with it, while at the same time, not forgetting what makes this school unique and special. We want to "Prepare today's Child for Tomorrow's World" whilst staying connected to the local community.

For real change to occur it must start with our charter, strategic and annual plans. What follows is the process that we have undertaken to review and develop the current 3-5 year strategic section of our Charter.

Ongoing Consultation:

Ongoing consultation will take many forms but will include:

- Information sharing through weekly newsletters, school website, Facebook and other online avenues
- Informal and formal meetings, discussions, phone contact
- Whole school learning discussions
- Whole school gatherings and performances

We will also be looking to gather community voice around whanau engagement and ascertain:

- Where do our students transition from?
- Where do our students go to continue their learning?
- What are the aspirations and needs of our community?
- What do they want from our school?
- Are our students well prepared for the next stage in their learning?
- What do they think the school does well?
- What do they think it might do differently or better?

School Description:
FULL NAME: Eketahuna School (U3)
SCHOOL STATEMENT: "I can do it!"
SETTING: Semi - rural
STUDENT RANGE: Year 0 – Year 8
ROLL: Ranges from 100 - 125
STAFFING: 7.10 FTTE Principal and Deputy Principal 6 Teaching Staff
OTHER: Board of Trustees with 4 parent members Strong Home & School Association
PHYSICAL FEATURES: The school has 6 teaching spaces, resource room, library, administration area, hall, swimming pool, storage sheds, large sandpit, adventure playground, cricket nets, obstacle course, basketball court, large field area.
COMMUNITY: Includes town & surrounding rural areas: Nireaha, Rongokokako, Newman and Rongomai. The community is made up of the Eketahuna township of approximately 500 people and the surrounding farming district taking the total population up to approximately 1,100. The economy is based primarily on dairy and sheep farming. Approximately two thirds of the children travel to school by bus. Eketahuna is centrally located between Masterton (41km, 30 minutes) Pahiatua (24 km, 20 minutes) and Palmerston North (53 km, 50 minutes).
STUDENT POPULATION: The student population is a diverse group and can be categorised primarily as "country kids" who, outside of school, enjoy the benefits that a rural lifestyle can bring. There is a strong sporting influence with a high percentage playing some manner of sports, particularly during the winter months. There has been a strong, unexpected growth in student numbers in the last 2 years with the roll reaching 126 in November 2016.

STRATEGIC PLAN

Goals	ONE: We will raise achievement in literacy and numeracy We will explore and develop our understanding of effective planning, teaching and assessment. We will be a place where explicit teaching and learning happens	TWO: We will have a safe, positive and inclusive school culture We will create an environment that is safe, positive, celebrates diversity and encourages all who are here to achieve beyond their own expectations. We will be a place that everyone wants to be at	THREE: We will establish a collaborative teaching team We will explore collaboration and develop our understanding of what key factors make it successful. We will be a place where we we work together as an effective teaching team
Success	● Students feel more positive about reading, writing and maths ● More students are achieving at or above their expected curriculum level ● Teachers teach and assess focused skill based lessons set on meeting educational needs ● Teacher moderation is more accurate	● Students and staff feel safe, respected and valued by all ● Every culture is valued, teachers embrace and celebrate cultural diversity through deliberate teaching; in partnership with the wider school community. ● Students and staff bring a positive mindset to all they do - "I can do it"	Sir Tim Brighouse says success is more likely when: ● Teachers honestly talk about their teaching ● When teachers observe each others practise ● When teachers plan, organise, teach and evaluate their teaching together ● When teachers teach each other
Measure	● Student data (differentiated) both academic and key competencies ● Student voice ● Appraisal/TAI process ● Observations	● Behaviour records ● Student voice survey ● Community consultation ● Self assessment ● Staff survey	● Student voice ● Appraisal/TAI process ● Observations ● Staff reflections ● Community consultation
Initiative 2018	● Develop our understanding and expertise with the relationship between effective teaching, planning, teaching and assessment.	● To explore and develop frameworks which enhance the hauora of the the school	● To explore collaboration and develop some key factors that make collaboration successful
Initiative 2019	● Strengthening our planning, teaching and assessment practices.	● Strengthen and embed established frameworks	● To develop our model of collaboration and embed
Initiative 2020	● Consolidate our planning, teaching and assessment practices.	● Review frameworks and ensure consistency	● Review progress and ensure consistency

Annual Plan Year 2018

Strategic Goal 1:
We will raise achievement in literacy and numeracy

Background to this goal:
Over the last few years many programmes and ipad apps have been trialled to raise student achievement in reading, writing and maths. There has been some improvement but not enough. Further, there has been no review of the teaching process itself. We realise that what a teacher does in a classroom is crucial in raising student achievement and feel it is vital to develop a school wide understanding of what 'explicit teaching practice' looks like. 'Teacher as Inquirer' was introduced last year but the cycle was not completed.

Further, currently there is no school wide planning or assessment system. The majority of assessment is summative with very little formative guiding where students are at or their next learning steps.

Annual Goal:
Focus 1:
To increase the number of students who are at the curriculum level for their chronological age in reading, writing and maths.

Focus 2:
Ensure accelerated progress for targeted children.

Actions: Planning & Implementation	Led By	Timeframe	AOV
Introduce 'Teacher Capability Matrix' to teachers	TBC	Tm1 - Tm4	
Teachers will self assess against the Teacher Capability Matrix and set personal goals for TAI	TBC	Tm1 - Tm4	
Observations and teacher self reflections based on individual teachers goals - linked to Appraisal	TBC / Melinda	Tm1 - Tm3	
'Teacher as Inquirer' developed and used to record the ongoing process with specific focus on Target students, including Maori and Special Needs.	Melinda	Tm1 - Tm3	

Introduce 'Pre-Observation Conversation' to teachers to support development of teachers ability to reflect on explicit practise	Melinda	Tm1 - Term3	
Develop extensive systems for ongoing monitoring of achievement which will enable: ● Ongoing tracking of all children's progress ● Teachers to be specific with planning for children's needs	Melinda & Staff	Tm1 - Tm4	
Introduce reading, writing and math matrices to support teacher understanding of learning progressions	Melinda	Tm1 - Tm4	
Establish robust new literacy programme to support class teaching and help those learners who are below expected level for age make accelerated progress	Melinda	Ongoing	
Develop a school wide understanding of what 'accelerated progress' is?	Kathryn	Tm1 - Tm2	
Develop a school wide understanding of what 'below', 'at' and 'above' each curriculum level looks like for students in reading, writing and math	Kathryn	Tm1 - Tm2	
Actions: Monitoring & Assessment	**Led By**	**Timeframe**	**AOV**
Introduce monitoring system of individual students and classes - whole school monitoring (Data Walls)	Melinda	Ongoing	
Training given in getting the most out of PAT assessments	Melinda	Tm 1	
Trial writing matrix as an assessment tool rather than e-asttle	Melinda	Ongoing	
Actions: Consolidation & Reflection	**Led By**	**Timeframe**	**AOV**
Self review with staff	SMT	Tm 2 & 4	
Complete end of year review and present to BoT	SMT	Tm 4	

Strategic Goal 2:
We will have a safe, positive and inclusive school culture

Background to this goal:

We have several focus areas within this goal but all will work together to create the Eketahuna School 'eco-system' - the way we are!

Currently there is no school wide behaviour system or pastoral recording of incidents - no data to analyse. Individual teachers have class behaviour systems which run independently from each other. We need to bring consistency and clear expectations to the school and its students.

Just over 40% of our students are Maori. Our teachers are keen to increase the use of Te Reo in their classrooms but lack the resources or expertise to do so. Our aim is to provide the support they need in 2018 and to make sure that much of what we do is culturally located to our local Iwi-Rangitane and Ngati Kahungunu.

With so much that is new at the school with three new teachers and a new principal, it is vital we model a positive attitude to change. We will look to establish a growth mindset at the school - we can do it - which links to the school statement.

Annual Goal:

To successfully embed frameworks which enhance the hauora of the the school

Actions: Planning & Implementation	Led By	Timeframe	AOV
Introduce 'Taitaiako: Cultural Competencies for Teachers of Maori Learners' to class teachers	TBC	Term 1 - 4	
Lead teachers working with staff weekly to demonstrate te reo and tikangaresources that will be used in class	Roseanne & Laura	Term 1 - 4	
Consolidate an 'in school' programme facilitated by local experts to lead Kapa Haka and model/support teachers in te reo and tikanga	Warren & Evelyn Chase	Term 1 - 4	
Promotion of Te Reo through planned activities at Maori Language Week	All	Term 3	
Create a school wide behaviour system to bring about consistent understanding and expectations in/out of the classroom	Kathryn	Term 1	

	Led By	Timeframe	AOV
Develop an online system for recording pastoral and behavioural information	SMT	Term 2 onwards	
Introduce to teachers and students the concept of the ' Learning Pit' as a way to promote and enhance challenge and inquiry	Melinda TBC	Term 1 - 2	
Introduce and implement the practise of 'Growth Mindset' to teachers to discourage current deficit thinking	Melinda TBC	Term 1 - 2	
Actions: Monitoring & Assessment	**Led By**	**Timeframe**	**AOV**
Classroom observations of teacher practice of competent teaching of Te Reo	SMT	Term 2 & 4	
Classroom audit re visible signs of Te Reo	SMT	Term 1-4	
School wide expectations - 4R's (TBC) visible around school and the community	All	Term 1 - 2	
Behaviour data collated and analysed at the end of each term	SMT	Term 2 onwards	
Online staff reflective survey to gauge shift in mindset - Term 1 compared with Term 4.	Melinda	Term 1 & 4	
Actions: Consolidation & Reflection	**Led By**	**Timeframe**	**AOV**
Self review with staff	SMT	Tm 2 & 4	
Complete end of year review and present to BoT	SMT	Tm 4	

Strategic Goal 3:
We will create a collaborative teaching team

Background to this goal:
We are a new team at Eketahuna School and are seeing advantages in working together, with the aim to support the teachers be the best they can be - explicit and highly effective. As a staff we are more and more convinced that there are real benefits to students and staff seeing teaching as a team sport, as a collaborative activity. Working together to solve problems with students not making enough progress.

Annual Goal:
Explore collaboration and develop some key factors that make collaboration successful.

Actions: Planning & Implementation	Led By	Timeframe	AOV
Gain clarity about current practice in teacher planning, assessment and moderation through: ● A strategic initial review to ascertain what is happening now for our students	Melinda	Term 1	
Develop our understanding and practice in teachers planning, assessing and moderating together through: ● Planning, teaching and assessing units together ● Moderating together using matrices ● Monitoring data walls together ● Cross grouping for learning	Melinda & all staff	Term 1 - 4	
Collating and analysing school wide data together in order to identify specific targets and set actions which will are regularly reviewed	SMT	Term 1 - 4	
Provide professional development around the practise of collaborative planning, assessing and teaching	Melinda TBC	Term 1 - 2	
Actions: Monitoring & Assessment	**Led By**	**Timeframe**	**AOV**
Create an Eketahuna School planning and assessment template	All	Term 1 - 4	
Teacher appraisal includes reflections on Professional Development and links to improved practise	Melinda	Term 1 - 4	

Staff forum/reflections timetabled into weekly staff meetings	All	Term 1 - 4	
Actions: Consolidation & Reflection	**Led By**	**Timeframe**	**AOV**
Self review with staff	SMT	Tm 2 & 4	
Complete end of year review and present to BoT	SMT	Tm 4	