

EKETAHUNA SCHOOL



CHARTER 2018 - 2020

Mission Statement:

We support, challenge and build confident, connected and actively involved life-long learners

Our Vision:

To prepare today's child for tomorrow's world / Whakakaha ngā tamariki mo apopo

Guiding Principles:

Our principles underpin all we do, in the classroom, in the playground, on the sports field, in meetings, and in our local community. They are supported by our school values.

Life Long Learners

- At Eketahuna we are enquiring, curious, self-motivated explorers of knowledge

Future Focused

- At Eketahuna we use skills that can be adapted and developed on our learning journey

Excellence

- At Eketahuna we have high expectations of ourselves and what we can achieve together

Community Connections

- At Eketahuna we build strong, inclusive relationships as we create successful educational experiences for all children

School Values

At Eketahuna School, our values are encouraged, modelled and explored. We believe that although our school community comes from a wide range of backgrounds and diversity of experience, we collectively believe and uphold a range of values that are reflected in the way we think and act. Our Values were determined through community consultation and are integrated across the school curriculum and day.

Our 4 core Values are:

BE RESPECTFUL

BE RESPONSIBLE

BE RESILIENT

BE REFLECTIVE

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 positive, collaborative, inclusive and culturally responsive school environment
- Develop expert teaching and learning of digital literacy

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. 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:

The Board of Trustees and teaching staff will be actively involved in the consultation process, and in so doing, take ownership of the Charter's content. Parents & Caregivers, Home & School, our students and our Maori whanau will also be involved in this process of consultation as required through an invitation to view, reflect on and feedback on its content, specifically as it relates to Maori.

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:

- What are the aspirations and needs of our community?
- What does our curriculum need to prioritise as we reflect the community aspirations?
- Are our students well prepared for the next stage in their learning?

School Description:

FULL NAME:

Eketahuna School (U3)

STUDENT RANGE:

Year 0 – Year 8

ROLL:

Ranges from 115 - 135

STAFFING:

Principal
7 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, school hall, heated swimming pool, storage sheds, large sandpit, adventure playground, cricket nets, obstacle course, netball court, asphalt basketball court, large field area.

COMMUNITY:

Includes towns & 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).

Eketahuna School is at the heart of the community and has a strong tradition of being a family orientated school. We work hard to build strong bonds between home and school. The school and community will continue to work together to ensure that each child learns and grows physically, socially and emotionally. The school values each child's cultural background. We recognise and value the special and unique nature of the local community.

Establishing strong links with our community has seen the Eketahuna Playgroup move onto our school site in 2019. We have up to 30 pre schoolers attending two mornings a week. Having the Playgroup on site and part of our learning community has eased transition into school for those turning five as they have already established strong relationships with their peers and new entrant teachers.

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.

- Raising achievement by exploring and developing our understanding of effective planning, teaching and assessment
- Create a positive, collaborative, inclusive and culturally responsive school environment
- Develop expert teaching and learning of digital literacy

OUR RECOGNITION OF MAORI DIMENSIONS AND CULTURAL DIVERSITY:**Cultural Diversity**

Eketahuna School is proud that our school is a multicultural reflection of our community. We acknowledge our responsibilities under the Treaty of Waitangi to the tangata whenua. As part of our strategic plan we have a clear focus on this and will continue to develop our expertise in this area over the coming years.

If a parent of a maori student wishes instruction for their child in Te Reo, we will offer the following:

- Extension Te Reo classes
- In class support
- Correspondence support
- Online tutorial

STRATEGIC PLAN

Goals	<p style="text-align: center;">ONE:</p> <p style="text-align: center;">We will raise achievement in literacy and numeracy</p> <p style="text-align: center;">We will explore and develop our understanding of effective planning, teaching and assessment.</p> <p style="text-align: center;">We will be a place where explicit teaching and learning happens</p>	<p style="text-align: center;">TWO:</p> <p style="text-align: center;">We will have a positive, collaborative, inclusive & culturally responsive school culture</p> <p style="text-align: center;">We will create an environment that is collaborative, positive, and celebrates diversity whilst supporting & encouraging all to achieve beyond their own expectations.</p> <p style="text-align: center;">We will be a place that everyone wants to be at</p>	<p style="text-align: center;">THREE:</p> <p style="text-align: center;">We will create experts in digital literacy</p> <p style="text-align: center;">We will explore digital literacy and develop our understanding of what key factors make it successful.</p> <p style="text-align: center;">We will be digitally literate and confident using digital content and tools in learning</p>
Success	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Students and staff are positive, 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 • Teachers honestly talk about their teaching, observe each others practise, plan, organise, teach and evaluate their teaching together • Students are resilient, risk takers 	<ul style="list-style-type: none"> • Teachers use technology to stimulate interest, provide relevance, support creativity, and create collaborative learning experiences for all students. • Students can access learning in ways that work more effectively for them • Teachers & students use technology to provide multiple ways to create, learn, teach and demonstrate understanding
Measure	<ul style="list-style-type: none"> • Student data (differentiated) both academic and key competencies • Student voice • Observations & Teacher Inquiry 	<ul style="list-style-type: none"> • Behaviour records • Student voice survey • Community consultation • Self assessment • Staff survey 	<ul style="list-style-type: none"> • Student voice • Observations • Staff survey • Staff & Community consultation • Curriculum assessment
Initiative 2020	<ul style="list-style-type: none"> • Strengthening our planning, teaching and assessment practices. 	<ul style="list-style-type: none"> • Strengthen and embed established frameworks 	<ul style="list-style-type: none"> • Develop our use of ipads as a tool to enhance teaching and learning.
Initiative 2021	<ul style="list-style-type: none"> • Consolidate our planning, teaching and assessment practices. 	<ul style="list-style-type: none"> • Review frameworks and ensure consistency • Develop and embed a localised curriculum focused on our bi-cultural history. 	<ul style="list-style-type: none"> • To increase the use of planned and implemented lessons using ipads and technology.

ANNUAL PLAN FOR 2020

End of Year 2019 Data

READING:

- Total students At to Above the curriculum level for their chronological age = **72%**
- Broken into the following year levels:

READING 2019	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
At & Above	61%	52%	92%	66%	63%	68%	81%	78%

WRITING:

- Total students At to Above the curriculum level for their chronological age = **68%**
- Broken into the following year levels:

WRITING 2019	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
At & Above	53%	52%	92%	91%	45%	68%	75%	78%

MATHS:

- Total students At to Above the curriculum level for their chronological age = **72%**
- Broken into the following year levels:

MATHS 2019	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
At & Above	92%	61%	71%	66%	68%	76%	81%	71%

2020 Strategic Goals:

- 1: To increase the number of students who are at the curriculum level for their chronological age in **Reading, Writing** and **Maths**.
- 2: Ensure accelerated progress for targeted children.

2020 Targets:

READING	WRITING	MATHS
1. To improve reading progress for specific boys working 'below' the expected curriculum level for their age.	1. To improve writing progress for specific boys working 'below' the expected curriculum level for their age. 2. To improve writing progress for specific Maori students working 'below' the expected curriculum level for their age.	1. To improve maths progress for those working 'below' the expected curriculum level for their age.

Strategic Goal 1:

To provide quality teaching and learning opportunities that meet the needs of all students in line with the needs of the 'National Education Guidelines - ultimately raising achievement in Literacy

Objectives of this goal:

- That students will achieve their full potential across all curriculum areas and key competencies.
- Teachers are supported to improve teaching and learning pedagogy - embedding effective teaching practise
- Staff will all have access to ongoing professional development and will be part of regular curriculum review and development.

Annual Goal:

Focus 1:

To increase the number of students who are at the curriculum level for their chronological age in reading and writing

Focus 2:

Ensure accelerated progress for targeted children.

Actions: Planning & Implementation

Eketahuna School Curriculum

- Delivery statements & guidelines
- Review Science, Technology (Engineering) Arts and Maths in our curriculum with the aim to update, make relevant and integrate into other learning areas
- Develop understanding around STEAM (A link to engaging learners)
- Create 'Big Ideas' across the school in which STEM is covered

Develop School Graduate Profile (include student/community voice)

Develop Effective Teacher Profile (include student/community voice)

Create visual resource of reading, writing and maths achievement expectations across Year levels examples for staff, students & community

Consolidate understanding and use of the Reading & Writing **Indicators** through:

- Creating a child friendly indicators that is accessed by students/whanau
- Selecting writing/reading samples that are displayed and used alongside the child friendly indicators
- Ensuring a whole school moderation process is established.

Investigate 'Boys as Writers' / 'Maori as writers'

- Gather student voice on writing to get a picture of attitude, past feedback, level of engagement, and personal beliefs around writing and individual ability
- Boys/Maori focus group
- Develop strategic plan through targeting 'priority learners'

Oral Language

- Explore skills, strategies and components necessary for robust oral language programme
- Develop Oral Language progressions Yr 0 - 8
- <http://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Sounds-and-words/Phonological-awareness>

Gifted & Talented

- Explore ways to support and extend identified students

Parent upskilling to support their children at school with information evenings, workshops, and website links to learning

Teachers & leaders to work with Rita Palmer embedding effective teaching strategies for reading and writing

Actions: Consolidation & Reflection

Self review with staff

Complete end of year review and present to BoT

Strategic Goal 2:

We will have a positive, collaborative, inclusive and culturally responsive school culture that develops active learners

Objectives of this goal:

- To provide an environment and activities to develop confidence, positivity and enthusiasm for learning
- To ensure the health and safety of all students where all personnel, property and financial resources support improved student learning and wellbeing.
- Ensure we have a safe, happy AND ENGAGED school community.

Annual Goal:

To successfully embed frameworks which enhance the hauora of our staff, students and community

Actions: Planning & Implementation

Cultural Responsiveness:

- Explore 'Taitaiako: Cultural Competencies for Teachers of Maori Learners' to class teachers

Create Maori consultation group

- To demonstrate strong Maori leadership within our community
- Extend the "concept" of mahi tahi, kai tahi through regular community events which engage our community, in particular Maori whanau
- Design and implement an action plan for 2017

Maori Success as Maori

- Our school will be immersed in a range of activities which engage all students, in particular students of Maori heritage
- Embedding local stories, Waiata and Haka
- Students learn about 'Our Place'

Create Te Hauora : Maara Kai to promote:

- self-sufficiency (rangatiratanga)
- wellbeing, good nutrition and healthy activity (oranga)
- the sharing of gardening knowledge, including customary techniques (kaitiakitanga and mātauranga); and,
- involve community cooperation (whanaungatanga)

Curriculum

- Design curriculum document that supports the use of the resource “He Kakahu Reo” as a teaching and learning tool
- Implement “He Kakahu Reo’ into class routines.
- INtegrate use of te reo and tikanga Maori

Principles & Values

- Create a school wide language and understanding around our Principles and Values (English & Te Reo) with supporting school wide visuals

Celebrate Diversity

- Create school visuals, art, installations that reflect our learners

Positive Behaviour for Learning

- All staff to work with the MoE resource that supports engagement, participation and learning
- Collaboratively develop behaviour expectations with students & community

Celebrating creativity through challenge, curiosity and risk taking

- Provide activities to develop confidence, positivity and enthusiasm for learning
- Offer a wide range of opportunities to engage learners in academic, sporting, cultural, and social activities
 - Provide specialist teaching in Science and/or the Arts across the school
 - Inquiry learning focussed on 'rich concepts'.
 - Invite external performers/programmes as appropriate to enrich/provide experiences for learners
 - Offer a wide range of opportunities for participation and support in team sports/ school and inter school sporting occasions (PE/Sport unit holders and Staff)
 - EOTC experiences for all learners in 2020, including trialling an EOTC 'week'
 - Book Week, Math competition, science fair opportunities, speeches, Art Splash, School choirKids Lit quiz participation, dance expo and other enrichment opportunities
 - Leadership opportunities across the school

Health & Wellbeing Survey

- Wellbeing at School Survey tools to explore the extent to which different layers of school life contribute to creating a safe and caring climate that deters bullying.

Actions: Consolidation & Reflection

Self review with staff

Complete end of year review and present to BoT

Strategic Goal 3:

Develop experts in digital literacy

Objectives of this goal:

- To prepare today's child for tomorrow's world
- To ensure that all learners have the opportunity to become digitally capable individuals - staff & students
- Provide a greater focus on students building their skills so they can be innovative creators of **digital** solutions, moving beyond solely being users and consumers of **digital** technologies.

Annual Goal:

To develop the use of digital technology in our school

Actions: Planning & Implementation

Implement our Digital Curriculum and evaluate impact regularly

Students assessed on digital technology progressions that link to Google Drive and feature in our Digital Curriculum

Provide professional development on specific tools/apps for in class teaching and independent learning
Online Google Suite PD with staff

Clear actions that specifically use digital technologies trialed as part of meeting targets for priority learners.

Develop an 'Innovative Learning Team' to lead the above and trial new approaches to teaching and learning.

Actions: Consolidation & Reflection

Self review with staff

Complete end of year review and present to BoT

