



Papatoetoe Central School



**Charter
2018 to 2020**



Papatoetoe Central School Charter 2018 – 2020

<p>Consultation: In developing our Charter / Annual Plan the Board has consulted with our school community by:</p> <ul style="list-style-type: none"> • Holding a Maori whanau / Pasifika aiga forum; • Board and staff collaborating to review and refocus key areas of our school direction • Board reviewing the Charter as part of their self-review cycle. • Discussing at school council meetings 	<p>Education Guidelines: The Papatoetoe Central School Board of Trustees recognises the National Education Goals (NEGS), the National Educational Guidelines and the National Administration Guidelines (NAGS) and will meet all statutory obligations.</p>
<p>Personnel, Finance and Property: Papatoetoe Central School Board of Trustees will:</p> <ul style="list-style-type: none"> • Act as a good employer to all staff; • Prepare a budget to monitor and control school expenditure; • Allocate funds to meet the school’s priorities so that student achievement is enhanced; • Implement the 5 Year / 10 Year property plans to ensure the school’s facilities provide a safe, healthy learning environment. 	<p>Recognising new Zealand’s Cultural Diversity: Papatoetoe Central School recognises the importance of New Zealand’s diversity and the unique position of Maori culture. The Board demonstrates its recognition of New Zealand’s cultural diversity through:</p> <ul style="list-style-type: none"> • Maori whanau forum with a focus on a cultural lens in delivery; • Reflecting the unique place of Maori within our policy documentation and curriculum statements; • The continuing development of culturally responsive practices; • Providing all students with experiences and understandings in cultural traditions, language and local history; • Staff using Te Reo in everyday situations; • Including a Maori dimension in curriculum planning; • Recognising the importance of Maori culture by allocating a management unit to lead this area; • Ensuring that our kapa haka group has opportunity to grow, develop and perform; • Arranging bi-annual marae visits.
<p>Response to Request for Instruction in Te Reo: The Board will respond to any request for instruction in te reo by: Advising parents of the current level of Te Reo and Tikanga Maori available at Papatoetoe Central School. Offering to explore other possibilities for extending the current provision including: Dual enrolment at Correspondence School; Consulting the Resource teacher: Maori; Consulting with another school able to provide a higher level of instruction in Te Reo and Tikanga Maori</p>	

Core Values

Polite - Considerate – Sensible

Awhitanga – Manaakitanga - Whanaungatanga

Values	Aims aligned to our Vision	Enabling our Vision
<p>At Papatoetoe Central School the values that are integrated into our curriculum at the request of our community are:</p> <ul style="list-style-type: none"> • PCS – polite, considerate, sensible – our school mantra. • Honesty • Determination • Responsibility <p>Our values are underpinned by the Maori values of:</p> <ul style="list-style-type: none"> • Awhitanga – we guide and assist • Manaakitanga – we are kind, supportive and generous • Whanaungatanga – we are a caring school family who look after each other. 	<p>At Papatoetoe Central School we aim to:</p> <ul style="list-style-type: none"> • Integrate Te Reo Maori and Tikanga Maori into our daily mahi so that we have a strong bi-cultural presence and perspective. • Ensure success for all students including those with special educational needs and considerations through multiple learning opportunities • Provide professional learning for staff • Foster effective home / school links. • Celebrate our multi-ethnic community. • Provide leadership opportunities for staff and students. • Educate our staff and students about working towards a sustainable future 	<p>We want our students to become inquiring lifelong learners, independent responsible and contributing citizens who:</p> <ul style="list-style-type: none"> • Excel through effort • Are creative • Are flexible • Are working towards a sustainable future • Are able to relate to others • Feel empowered to be the best citizen of Aotearoa New Zealand that they can be. <p>As a result of:</p> <ul style="list-style-type: none"> • Ambitious and explicit teaching.

Our Strategic Goals:

Goals	Aims and Priorities – Self reviewed and revised October 2017
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<p>Our Learners NAG 1 Goal: For all our students to become lifelong, inquiring, and independent learners and responsible and contributing New Zealand citizens. We want all our students to know about what it means to be a New Zealander.</p>	<ol style="list-style-type: none"> 1. To provide multiple learning opportunities that will support and optimise the development of academic, social, cultural, artistic, physical and bi-cultural development of our students in a strong values-based learning environment. 2. To ensure that all students are able to access the New Zealand Curriculum (NZC) and that their achievement is measured regularly against national norms. 3. To aim to increase the number of students achieving at or above the expected curriculum level in reading, writing and mathematics. 4. To ensure that MOE priority groups – Maori, Pasifika and students with special educational needs are supported in their learning so that they can progress in the NZC, feel valued at our school, fully participate in and contribute to the school and their community environment. 5. To ensure the wellbeing of all students at our school. 6. To enhance students’ learning through the development of learner agency, teaching as inquiry, evidence based pedagogy, culturally responsive pedagogies, in depth analysis and moderation of assessment data and the appropriate use of ICT tools.
<p>Our People NAG 3 & 5 Goal: To have effective and skilled personnel to support our learners.</p>	<ol style="list-style-type: none"> 1. To provide professional learning opportunities for staff, aligned with our goals and MOE priorities. In 2018, this will include Te Reo Māori / Tikanga aligned to culturally responsive pedagogies. 2. To develop greater expertise in the use of Te Reo in our day to day practice. 3. To provide a range of opportunities to grow teacher capability at all levels of our school. 4. To encourage collaborative inquiry practices within and across teams. 5. To support teachers in becoming increasingly reflective practitioners.
<p>Our Whanau NAG 2 Goal: To have our school community engaged in and supporting the learning direction of their children and their school.</p>	<ol style="list-style-type: none"> 1. To foster more effective home/school links so that parents and whānau feel comfortable and empowered to ask questions and to support next learning steps. 2. To strengthen our engagement with our diverse multi ethnic community. 3. To use the range of digital technologies that are available to engage our whānau in their child’s learning.
<p>Our Resources NAG 4,5,6 Goal: To provide our learners with stimulating resources in a safe and attractive learning environment.</p>	<ol style="list-style-type: none"> 1. To provide our learners with high quality resources that support learning and teaching. 2. Apple TV’s and increased number of iPads in all rooms. 3. To ensure that the external environment is maintained to a high standard. 4. To identify capital purchase items based on strategic directions. 5. To ensure all health and safety requirements are met. 6. To ensure our 5YA / 10YA is reviewed, actioned and completed.

Strategic Direction 2018 – 2020

Strategic Directions	2018	2019	2020
<p>Our Learners: To provide multiple learning opportunities that will support and optimise the development of academic, social, cultural, artistic, physical and bi-cultural development of our students in a strong values-based learning environment.</p>	<p>Seek opportunities for cross level collaboration in at least one learning area. Develop greater student agency and voice. Develop greater student ownership of learning. Planning is viewed through a cultural perspective.</p>	<p>Year levels to increase cross level collaboration opportunities in a wider range of learning areas. Student agency and voice are evident in the senior area of the school. Self directed learning approaches are in place. Outcomes from collaborative inquiry teams evident in practice.</p>	<p>Cross collaboration is embedded in everyday practice. Student Agency and voice evident across all levels of our school. New ways of learning from collaborative teams embedded.</p>
<p>Our People: To have an ever -improving level of professional, effective reflective teachers.</p>	<p>Consistent approach to appraisal expectations developed and aligned to new standards. Ensure that multiple opportunities to focus on school wide direction are provided. Introduce a collaborative inquiry model based on key focus areas and personal interest. Culturally responsive practices PD in place. School Improvement is driven by teachers</p>	<p>Appraisal is developmental and embedded. Strong evidence is in place to support teacher registration. Inquiry practices are used as a learning tool for teachers. Greater engagement in developing forward thinking approaches to personal growth. Reflective statements have an ever - increasing focus on teacher change in practice CRP evident in teacher practice</p>	<p>→</p> <p>→</p> <p>→</p>
<p>Our Whanau To strengthen our engagement with our multi ethnic community.</p>	<p>Investigate and introduce apps that provide connections to our whanau. Support learners in sharing their learning with their whanau through a digital environment. Continue with Maori whanau and Pasifka aiga forums. Other forums to be maintained. Multiple opportunities provided for</p>	<p>Embed digital connecting / sharing apps into everyday day learning and teaching. Greater opportunities are provided for sharing student learning across all areas of the school.</p> <p>→</p>	<p>→</p> <p>→</p>

	<p>whanau to be partners in their school.</p> <p>Review our written reports so that we meet parental expectations and changes in educational policy and direction.</p>	<p>Written reports are relevant to parents.</p>	<p>→</p>
<p>Our Resources</p> <p>Provision of high quality resources for our learners.</p>	<p>Complete our 5 YA / 10YA property plan.</p> <p>Apple TV's and increased number of iPads in all rooms.</p> <p>Ensure that there is equitable access to a range of digital technologies.</p> <p>Complete groundworks in relation to new building.</p>	<p>Action the key components of our 5YA plan.</p> <p>→</p> <p>To ensure that the external environment is maintained to a high standard.</p> <p>Maintain digital technology tools with increasing access for all learners.</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>

2018 Annual Plan

	Aim	Present Position	Actions for Success	Measurable Outcomes	Budget
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Annual Plan 2018 to meet strategic Goal One: Our Learners	To ensure that MOE priority groups – Maori, Pasifika and students with special educational needs are supported in their learning so that they can progress in the NZC, feel valued at our school, fully participate in and contribute to the school and their community environment.	Each class identifies a target group from the priority areas. Progress reports are reported on twice a year.	Employ a kaiarahi to lead our support programmes. Learning assistants employed to support in class learning, high health needs and ORS. Continue with Pasifika and Maori focus groups. Liaison with our kaiawhina Increase year level option for our kapa haka, seek opportunities for our kapa haka to perform outside of school. All students to learn the school pepeha as part of the first inquiry unit of the year. Target groups established in writing and reading with a focus on priority learners.	Report to the board on actions and support in place for students with special consideration Two kapa haka in place. Participation in cluster kapa haka festival. At least two kapa haka performances internally.	
	To ensure the wellbeing of all students at our school.	School council is in place. Peer mediators are visible in the playground	Student council and kaiawhina rangatahi to have increased visibility across the school with in class visits. Both groups of students to have closer links and work together on joint projects.	Appoint the DP to oversee both groups. Both groups to act as ambassadors when we have visitors. Active role in our open to learning activities. Presentations at school assemblies.	
	To enhance students' learning through the development of culturally responsive practices.	Initial professional learning has been provided through the University of Auckland.	Apply for external PLD. Link into Te Reo / Tikanga unit holder responsibilities. All teachers to include CRP in their day to day teaching. CRP to be an appraisal goal	Teachers are involved in all aspects of this PD Six leaders identified. CRP noted in appraisal documents and reflections.	\$15,000.00

Annual Plan 2018 to meet strategic Goal Two: Our People	Consistent approach to appraisal expectations developed.	Appraisal documentation is collated in an e-journal. Reflective statements written against each goal.	Invite two teachers to work with the principal, to develop evidence expectations. Align evidence to new Teacher Council standards and professional standards. Ensure evidence is provided for all standards. Reflective statements shift to teacher practice.	A list of evidence is provided to all teachers to be used when meeting with their appraiser. A shift in teacher's reflective statements noted.	
	Ensure that multiple opportunities to focus on school wide direction is provided.		Identify mid year and end of year review schedule	Review meetings have been scheduled and minutes taken.	
	Introduce a collaborative inquiry model based on key focus areas and personal interest. (Donohoo & Velasco) To provide a range of opportunities to grow teacher capability at all levels of the school.	Development and curriculum teams established with a review and development focus, Regular meetings and shared practice. UPG initiated to focus on strengths and passion. Learning partners in place	Establish collaborative inquiry teams. Establish an appraisal goal for this. Provide leadership opportunities through fixed term unit allocations to lead inquiry teams and school areas eg council. Provide leadership PD for learning leaders. Develop UPG into a shared practice and establish an appraisal goal for this. Offer units for leadership in key focus areas to build capability and to drive improvement and change.	Each team to maintain a collaborative journal in Google Docs. Each team to present their learning at an end of year "Learning fair". Teachers are able to identify practices they have implemented into their programmes. A clear future direction is noted. Learning partner observations completed in e – journals.	

			Learning partners to continue in support of UPG. Observations and feedback evident.		
Annual Plan 2018 to meet strategic Goal Three: Our Whanau	To strengthen our engagement with our multi ethnic community.	Successful whanau korero, Pasifika aiga Indian, Chinese discussion groups held. 3 - way conferences well attended. Well attended ANZAC Day ceremony.	Maintain discussion groups lead by DP. School council role expended to arrange opportunities to bring our whanau into school eg at Greats and Grans days, open mornings, Make and Take.	Teachers able to identify parents who connect. Greats and Grans invited and attend school one morning. Each team invites whanau to their classroom one morning.	
	To use a range of digital technologies that are available to engage our whanau in their child's learning.		Introduce app Seesaw / Padlet for sharing student learning in real time.		
Annual Plan 2018 to meet strategic Goal Four: Our Resources	To provide our learners with high quality resources that support learning and teaching. Apple TV's available and iPads upgraded to ensure access to new software eg Robotics.		Replace iPads from capital budget. Furnish the kaiawhina space in the new block. Review and update new 5YA /10 YA property plan. Ensure current funds available are spent from 5YA on classroom and ground improvements. Tiger Turf installed. Start process for considering hall extension.	New iPads in place Years 1 – 3 Kaiawhina space furnished. 5YA approved and actions to take place.	\$40,000 \$10,000 \$50,000

Other Successful Learning Support Actions.

Reading Recovery	2 teachers o deliver reading recovery, 1 training to support 16 students.
Reading support .6	Board funded position to focus on Year 2 – 3 students, working closely with our ELL teacher.
Maths Enhancement	.6 teacher employed to deliver an extension maths programme for our year 4 – 6 students. Train for Mathex competition.
ELL	Full time teacher employed to support our ELL students, with the greatest need being in our Year 2 and 3.
PMP programme	Motor perception programme in place to support our students with special considerations. LA employed to deliver the programme for our ORS students.
Being NZ'er curriculum	Our local curriculum designed and developed to build our students understanding about what it means to be New Zealander. Units taken every term. A focus at team meetings.
Tironui Trust Orchestra Year 4 – 6	To provide our students with the opportunity to learn a stringed instrument and to understand what it means to be a member of a musical group. This links well into our Belonging inquiry unit
Science and technology Specialist teacher	A fulltime specialist teacher employed to deliver weekly lessons to all our learners with focus on building the science capabilities.
Hauora student council	A fixed term unit allocated for a teacher to lead the school council and to give this group the opportunity to lead initiatives around the school and to act as our ambassadors. A close liaison with our Kaiawhina Rangatahi group to be developed.
Environment&Sustainability	A fixed term unit allocated to a teacher to lead a group of students in planting vegetables, keeping our school environment looking great, build student awareness of being sustainable and a focus on recycling. Promote healthy eating.
Library	A fixed term unit for a teacher to develop the library into a learning hub and to promote the benefits of reading.
Sports Development	Two teachers receive 1.5 fixed term unit each to design and develop our schools sports programme and to put in place systems for the coaching of school sports teams. To encourage participation in a range of sporting codes.
Performing Arts	A fixed term unit for a teacher to lead the performing arts across the school so that our students have the opportunity to rehearse and perform in front of an audience.

Kapa haka	A fixed term unit provided to build our kapa haka so that we have a senior performing group and another group of learners The emphasis is on our Maori students to be part of these groups as determined through community consultation.
Kaiawhina Rangatahi	To build leadership capability in our senior students and for them to be active in school events and to be our ambassadors. This group to work closely with the student council. Lead by DP.

Student Achievement Targets - 2018

Focus Area	Baseline Data	Target by end of term 3	Actions for Success	Outcomes – separate sheet.
Reading Year One	A total of 35 identified students. 3-Maori boys; 3 Maori girls; 3- Pasifika Boys; 4 – Pasifika girls, 12 boys and 9 girls 33 of this target group are currently reading levels 1 – 3.	1 to reach Level 11 8 to reach Level 12 8 to reach Level 13 16 to reach Level 14 1 to reach Level 15	Learning assistant across classes. Deliberate acts of teaching planned for. Effective Literacy Practice Years 1 – 3 as well as Literacy Progressions for planning. Target progress sharing at team meetings –	

	1 student is reading Level 4 – 6.	1 to reach Level 16	collective responsibility. Teacher reflective comments on change to practice. Culturally Responsive Pedagogies professional learning. Effective teaching groups using multi -level approach based on needs. Target group taught every day. Mid- year report to the Board.
Writing Year Two	A total of 31 identified students. 9 – Maori boys, 3 Maori girls, 6 – Pasifika boys, 2 – Pasifika girls, 11 - Other boys 30 students currently writing at Level 1B 1 student currently at Level 1P.	All students to reach Level 1A.	Learning assistant across classes. Deliberate acts of teaching planned for. Effective Literacy Practice Years 1 – 3 and Years 4 – 6 as well as Literacy Progressions for planning. Target progress sharing at team meetings – collective responsibility.
Writing Year Three	A total of 31 identified students, 6 – Maori boys 2 – Maori girls 2 – Pasifika girls 12- Other boys 9 – Other girls 26 students at Level 1P 5 students at Level 1A	All students to reach Level 2B – 2P	Teacher reflective comments on change to practice. Culturally Responsive Pedagogies professional learning. Effective group teaching using multi - level approach based on needs. Target group taught every day. Learning Intentions and Sign of Success evident. Boy focused approaches used.
Writing Year Four	A total of 27 students identified. 7 – Maori boys, 3 Maori girls, 3 – Pasifika boys, 8 – Other boys, 6 – Other girls 1 student at Level 1B; 3 students at Level 1P; 20 students at Level 1A 3 students at Level 2B	All students to reach Level 2P – 2A	Mid - year report to the Board.
Writing Year Five	A total of 34 students identified. 5 – Maori boys 4 – Maori girls 1 – Pasifika boy 3 - Pasifika girls 18 – Other boys	All students to reach Level 3B – 3P	

	<p>1 student at Level 1A 17 students at Level 2B 16 students at Level 2P 3 – Other girls</p>		
<p>Writing Year Six</p>	<p>A total of 22 students identified. 4– Maori boys, 2 - Maori girls, 2– Pasifika girls, 11 – Other boys, 3 – Other girls 3 students at Level 1P 1 student at Level 2B 4 students at Level 2P 14 students at Level 2A</p>	<p>All students to reach Level 3P – 3A</p>	
<p>Summary: A total of 145 students have been identified for targeted writing support across Year 2 – 6. 21.3% are Maori boys; 9.7% are Maori girls; 6.9% are Pasifika boys; 6.2% are Pasifika girls; 41.1% are Other boys and 14.5% are other girls.</p>			