



TE UKU SCHOOL CHARTER

expanding hearts and minds

Strategic Aims: 2019-2021

Annual Aims: 2020





expanding hearts and minds

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Introductory Section

Te Uku School Community

Te Uku School was founded in 1875 and as such, has very strong links to the community, with members of succeeding generations in attendance. Currently, it is a contributing primary school of approximately 110 Years 1 to 8 students. The students attending the school come from a large geographical area; most of the students travel to school each day by bus.

The school is a mix of older and newer buildings. The present staffroom and multipurpose room formed the hub of the original school, while the attached administration area was completed in 2000. In addition to our teaching and learning spaces, Te Uku School has a library and other office / resource spaces. In 2012 the Hall (with kitchen, technology space, meeting room, changing rooms and toilets) was completed. In 2015, six of the eight classrooms were modernised into open, flexible spaces. The final 2 spaces were modernised in 2019.

The school provides high quality educational opportunities for its students and as a result is well supported by the communities it serves (ERO report 2019). Because of the reputation the school has developed, the board is able to attract high quality, experienced staff.

At present, the staff consists of a principal, a deputy principal (teaching), and four additional fulltime teachers. There is also a Y7/8 technology teacher, a teacher assistant, an office administrator and a caretaker. Support for special needs is well resourced, as the school also has direct access to a Resource Teacher of Learning & Behaviour and an onsite Social Worker.

Parent/caregiver support is strong, and the partnership between home and school is valued. Parental support is sought in a variety of ways, for example, helping their children at home with literacy and numeracy, fundraising, providing transport and supervision for school trips and parent/caregiver help on camps. The Board of Trustees, teachers and parents have worked together on forming the strategic goals for our school charter, through consultation with the Te Uku School Community.

Vision Statement



Whakawhanake te ngakau i te hinengaro
‘Expanding Hearts and Minds’
...so that our students become
confident, connected, actively involved, life-long
learners.

Learning Powers and Key Competencies

Essence Statement

The Learning Powers and the New Zealand Curriculum Key Competencies continue to develop over time, shaped by interactions with people, places, ideas and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

The learning powers (5 Rs) that we embrace at Te Uku School are:

Relationships

Developing and maintaining positive relationships – learning with and from other people.

This may include:

- being inclusive; leadership; teamwork; connecting; responsibility

Reflectiveness

Thinking reflectively about our own learning and taking action.

This may include:

- planning; noticing; self-evaluating; wondering/questioning/curiosity

Resilience

Showing resilience in the face of challenges and uncertainty.

This may include:

- adapting; persevering; being adventurous; determination; self-belief

Resourcefulness

Solving problems and being able to learn in different ways.

This may include:

- playing/exploring; imagining; being creative; thinking

Responsibility

Taking responsibility of our learning, for the environment and for managing ourselves.

This may include:

- kaitiaki; managing self; leadership; engagement and focus

Te Uku School has developed the 5 Rs to enable students and teachers to live, learn, work and contribute as active members of this community. These are not separate or stand-alone. They are the key to learning in every learning area. Opportunities to develop the 5 Rs occur in curricular and co-curricular experiences. The descriptors are not fixed and require ongoing reflection and change to meet the needs of the students.

New Zealand Curriculum Principles at Te Uku School

These Principles embody our beliefs about what is important and desirable in our school curriculum. They are relevant to the process of planning, prioritising, and review.

High Expectations

- Goal setting
- Personal excellence
- Sense of achievement
- Strong self-belief
- Learning Powers – 5 Rs

Treaty of Waitangi

- All students engaged in te reo Māori me ona tikanga
- Unique and specific focus – Akoranga Māori
- Bicultural school community
- Whānau engagement and involvement
- Whare Tapa Wha
- Tātaiako

Cultural Diversity

- Recognise and value diversity of students, parents and staff
- Build opportunities to share histories and traditions
- Continue to deepen our understanding

Inclusion

- Promote students' languages, identities, abilities and talents
- Promote hauora and wellbeing
- Student learning needs identified and addressed
- Teacher knowledge of specific learning needs, for example, dyslexia, autism
- Targeted learning opportunities
- Sense of community and whole school approach
- Solution driven
- Strength-based approach
- Restorative practices

Learning to Learn

- Learning Powers – 5 R's
- Inquiry learning
- Reflective, evidence-based practitioners
- Cognitive portability
- Goal setting and monitoring
- Restorative practices
- Play based learning
- Growth mindset
- Learner agency
- Student voice and choice
- Collaborative learning
- Creative, critical thinking and action

Community Engagement

- Consultation
- Student voice
- Whānau hui
- Home and school learning partnerships
- Sense of community
- Strong staff, student and family relationships

Coherence

- Inquiry learning
- Integrated curriculum
- Support for transitions
- Broad curriculum
- Reporting on student achievement and progress
- Connections with the outdoor environment
- Learning through play

Future Focus

- Sustainability
- Thinking globally
- 5 Rs
- Active citizenship
- Creativity

Te Ao Māori

When developing policies and practices for the school, every endeavour is made to reflect New Zealand cultural diversity and the unique position of Māori culture.

The following measures are expected to be fully maintained across the whole school:

- integrating components of tikanga Māori and te reo Māori into all appropriate aspects of the school curriculum;
- developing and maintaining a close relationship with our kaumatua and local marae;
- consulting our Māori community on issues that are pertinent to the development of learning outcomes for Māori students or other issues as appropriate.

When a parent of a full-time student requests that their child/ren be provided with instruction in Te Reo Māori the Principal, on behalf of the Board, will take all reasonable steps and:

- discuss with the parents the ways the school currently involves te reo and tikanga Māori in our school life and programmes
- discuss with the parents whether the student would have access to te reo in the home



National Education and Learning Priorities (NELP)

- Education Act 1989 – Part 1AA

NELP replaced the National Education Guidelines, effective May 19, 2017. The objectives of the system for education and learning are -

- (a)** to focus on helping each child and young person to attain educational achievement to the best of his or her potential; and
- (b)** to promote the development, in each child and young person, of the following abilities and attributes:
 - (i)** resilience, determination, confidence, and creative and critical thinking:
 - (ii)** good social skills and the ability to form good relationships:
 - (iii)** participation in community life and fulfilment of civic and social responsibilities:
 - (iv)** preparedness for work; and
- (c)** to instil in each child and young person an appreciation of the importance of the following:
 - (i)** the inclusion within society of different groups and persons with different personal characteristics:
 - (ii)** the diversity of society:
 - (iii)** cultural knowledge, identity, and the different official languages:
 - (iv)** the Treaty of Waitangi and te reo Māori.

Strategic Plan Section

Strategic Statement 1: Equity and Excellence - Achieving Success for All

Strategic Aims:

- To accelerate progress for all learners, with a focus on Priority Learners
- To create opportunities for professional collaboration to strengthen the conditions that improve student outcomes

Goals	Actions	Expected Outcomes
Priority learners make accelerated progress	<p>Student learning is regularly monitored, reviewed, adapted and reported on, as appropriate to parents/whanau, school BOT and wider community.</p> <p>Strategic monitoring and reporting on rates of progress and acceleration for groups of priority learners over time. (ERO)</p>	<p>Clarity and sharing of information, through learning partnerships supports a flexible response to the needs of Priority Learners</p> <p>Strengthened management and use of student achievement information. (ERO)</p>
Te Uku School systems serve all students, thereby reducing disparity in achievement	<p>Maintain a systems approach to track, monitor, review and report on all learners over time.</p> <p>A Priority Learning register is maintained.</p> <p>Continue to use our learner support register for priority learners, focusing on strategies to accelerate learning relevant to learning progressions</p> <p>Identify achievement trends and patterns and respond more effectively through targeted action. (ERO)</p>	<p>Student learning will be tracked over time and reported on using the facilities available in Edge</p> <p>Priority learners are identified, and progress recorded in Edge</p> <p>Priority learners are identified, and learning support plans are developed and reviewed to successfully accelerate progress and achievement (edge)</p> <p>Achievement trends and patterns are analysed and actions are developed and implemented to address these.</p>
Staff work collaboratively across the school to achieve quality outcomes for all learners	<p>Inquiring more deeply into what is making a difference for accelerated outcomes and agree on next steps needed to further accelerate progress and achievement. (ERO)</p> <p>To build a culture of learning where deprivatisation of teaching practise is the norm.</p>	<p>Teachers use a schoolwide system allowing teachers, school leadership and BOT to evaluate, address, and resource schoolwide initiatives relative to the acceleration of student learning</p> <p>Staff engage in professional learning conversations and work to collaboratively improve teacher practice and student outcomes</p>

Strategic Statement 2: Teaching and Learning – Making A Difference

Strategic Aims:

- To build professional capability and collective capacity
- To continue the review and development of a Te Uku School Curriculum
- To develop leadership processes and practices that focus on review, refinement and implementation of effective pedagogy

Goals	Actions	Expected Outcomes
Review and strengthen current performance management system.	<p>Strengthen understanding and implementation of teaching as inquiry</p> <p>Establish shared understandings and agreements about required shifts in practice through effective and supportive professional learning conversations</p> <p>Appraisal process and job descriptions include evidence of teacher inquiry, areas of responsibility, reflection and feedback on growth and improvement.</p>	<p>Teachers are using their teacher inquiries to inform and improve their practice.</p> <p>Teachers participate in and are knowledgeable about performance management and their roles and responsibilities within it.</p> <p>Teacher appraisals affirm effective practice and identify next steps for schoolwide and personal professional development</p> <p>The Principal will report to the BOT annually that all staff have completed their appraisal cycle.</p>
All students, staff and whānau will develop a greater knowledge and understanding of Te Ao Māori	<p>Participate fully in Professional Learning Development with a focus on Te Ao Māori</p> <p>Strengthen our knowledge and use of our local Māori community and resources</p>	<p>Te Ao Māori is valued and evident in our teaching and learning programmes, our environment, and community engagement is strengthened</p>
The Te Uku School curriculum is localised	<p>Update the Te Uku School curriculum to reflect, stronger links to our local community, current expectations and pedagogy</p> <p>Actively embed the 5Rs to support all teaching, learning, behaviour and culture</p>	<p>Our Te Uku School curriculum is reflective of our local community and is fully utilised to guide all teaching and learning programmes and practices.</p> <p>The 5R's enhance all teaching, learning, behaviour and culture</p>
There is an agreed model of effective teaching and learning practice	<p>Leaders collaboratively work with staff to develop shared and agreed expectations for effective teaching and learning across the school (ERO)</p> <p>Leaders and teachers to strengthen the consistency of formative assessment practices and improve feedback and feedforward to students that is well aligned to learning progressions and next steps. (ERO)</p>	<p>There is schoolwide consistency of practice in all areas of teaching and learning</p> <p>There is greater student ownership and empowerment in the learning process.</p>

Strategic Statement 3: Community Partnerships – Strengthening Relationships

Strategic Aims

- To strengthen and sustain home school partnerships
- To build and strengthen connections with local community and resources
- To communicate clearly our school vision and priorities

Goals	Actions	Expected Outcomes
Parents and caregivers are informed, involved and engaged in their child's learning progress and achievement	Parents and caregivers are communicated and consulted with regularly about their child's progress and achievement via Educa and other school processes	Parents and caregivers are well informed and contribute to processes related to their child's learning
Mutually beneficial relationships are established with members of the wider Te Uku community	Te Uku School grows strong connections with the community and its resources	Te Uku and resources of our teaching and learning programmes Our local community participate in and contribute to Te Uku School Te Uku school participates in and contributes to the local community
The school environment is effectively utilised as a teaching and learning resource, reflecting our school vision, values and Te Ao Māori	Engage the students, staff and local community in the design and implementation of ways to represent the Te Uku School vision, values and Te Ao Māori, throughout the school environment Teaching and learning programmes make connections to our land and environment	The school environment reflects our vision and priorities and is effectively utilised to enhance teaching and learning programmes

Student Achievement: Summary Report - Whole School - EOY 2019

Reading EOY 2019	Priority Learners		Working Towards		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	3	3%	18	18.5%	56	56%	22	22.5%	98
Male	1	2%	12	23%	31	60%	8	15%	52
Female	2	4.5%	6	13%	24	52%	14	30.5%	46
Maori	1	10%	2	20%	2	20%	5	50%	10
Other	2	2.5%	16	18%	53	60%	17	19.5%	88

Writing EOY 2019	Priority Learners		Working Towards		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	4	4%	21	21.5%	62	63.5%	11	11%	98
Male	3	6%	15	29%	32	61%	2	4%	52
Female	1	2%	6	13%	30	65%	9	20%	46
Maori	1	10%	2	20%	6	60%	1	10%	10
Other	5	5.5%	17	19.5%	56	63.5%	10	11.5%	88

Maths EOY 2019	Priority Learners		Working Towards		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	6	6%	16	16.5%	58	59%	18	18.5%	98
Male	3	6%	7	13%	30	58%	12	23%	52
Female	3	6.5%	9	19.5%	28	61%	6	13%	46
Maori	1	10%	4	40%	3	30%	2	20%	10
Other	5	6%	12	14%	55	62%	16	18%	88

Priority Learners – Accelerated Progress Summary End of Year 2019

Maths

9/16 (56%) students have made accelerated progress in Maths this year

5/16 (31%) students have made some or steady progress in Maths this year

2/16 (13%) students have made little or no progress in Maths this year

Writing

11/17 (65%) students have made accelerated progress in Writing this year

4/17 (23%) students have made some or steady progress in Writing this year

2/17 (12%) students have made little or no progress in Writing this year

Maths

9/16 (56%) students have made accelerated progress in Maths this year

5/16 (31%) students have made some or steady progress in Maths this year

2/16 (13%) students have made little or no progress in Maths this year

Priority Learners

‘Students who have been identified as achieving one year or more below expected NZC levels’

Students who are well below the expected standard will require modified classroom programmes and extra support to continue their development and maintain positive attitudes. Teachers need to explore methods and approaches to accelerate the learning, progress and achievement of students identified as ‘priority learners’.

Goal 2020

All priority learners **well below** their expected curriculum level at the start of 2020 will demonstrate accelerated progress by the end of 2020.

Priority Learners: Approaches to Accelerating Learning at Te Uku School

- Identify Priority Learners and their specific learning needs (names, numbers, needs entered in Edge)
- Individualised teaching and learning plans are developed for each Priority Learner (regular updates recorded in Edge)
- Student progress is monitored and tracked at regular and ongoing intervals throughout the year
- Schoolwide protocols are developed, reflecting expected practice for teaching and learning in Reading, Writing and Maths
- Teaching and learning is underpinned by growth mindset and strength-based practices.
- Teacher professional development to ensure learner agency is developed and implemented consistently across the school.
- Students receive specific, frequent and positive feedback
- Teachers inquire into their own practice and share their learning
- Parents/caregivers/whānau are informed and reported to regularly about their child’s progress and achievement
- Parents/caregivers/whānau engage in supporting their child’s learning in the home
- External support (eg; RTLB RTLit, MOE) is accessed and utilised as required
- Leadership team to monitor progress of learners schoolwide - providing support, professional learning and ongoing mentoring of teachers as necessary
- Board of Trustees decision making focuses on improving student outcomes and monitoring progress towards achieving the strategic aims/goals of the school.