

TE WAOTU SCHOOL
2020 charter

Growing active learners

INTRODUCTION

"He waotu tahi na rakau." Tall bush that stands alone. When Taupo erupted in 186 AD a hill prevented the ash cloud from destroying an area of bush and it is from this that our area got its name.

Rongowhitiao Arekatera Te Wera a Te Puni, A Waotu Maori chief, wanted to do something for children in the district so he applied to the Inspector General of Schools to open a native school at Te Waotu. After site visits, the present location was chosen because of its centrality and also because it had the largest Maori population due to the milling of timber. In November 1886 Te Waotu Native School opened with a roll of 31 children with all but one being of Maori decent. Clara Haszard was the first teacher of the school. The house system of Rongowhitiao, Haszard, Barnett and Simmonds recognises our past links.

Te Waotu is a school that prides itself on it's long history. Our school is an important part of our rural community and as such we are well supported. The surrounding area offers plenty. The local agricultural scene is complemented by natural and recreational features such as native bush, the Waikato River trails, Lake Arapuni, Waikato River and Maungatautari.

We cater for students up to Year 8 and over recent years have had a school roll that lies somewhere between 120-130 students, and employing 6 teachers. Our school roll includes students of NZ European, Maori, British/Irish, Cook Island Maori, Filipino and Indian ethnicities. We have a skilled and stable Board of Trustees who take a very proactive role in the governance of our school. With a unique local environment surrounding us we take pride in our enviroschools status.

VISION "What we aspire to"

To be a confident and resilient lifelong learner.

OUR TEACHING BELIEFS "How will we achieve this?"

- Teachers will empower students to be active learners who work in partnership with the teacher.
- Teachers will ensure students know what they are learning, when they have been successful and where they are going to next.
- Self and peer assessment is a routine step in the learning process.
- Success criteria are most effective when great examples of work are used to show what quality looks like.
- Teachers will use the learning progressions in the curriculum in order to confidently work with a diverse range of students.
- The school recognises the influence of the home and will endeavour to build and nurture learning focussed partnerships with parents and whanau.

VALUES "We believe in"

Respect, responsibility, honesty, kindness, courage

CULTURAL DIVERSITY

At Te Waotu School we acknowledge New Zealand's cultural diversity and in doing so recognise the unique position of Maori as tangata te whenua. Our school strives to provide opportunities that supports our students in te reo ad tikanga Maori.

Te Waotu School has high expectations for all students and their educational progress and achievement. The achievement of Maori students is reported to the Board and we will continue to ensure Maori can enjoy educational success as Maori.

We will endeavour to value Maori at Te Waotu School by:

- Acknowledging the history of the school and those who have gone before us.
- Providing opportunities for all students to connect with Pikitū Marae
- Providing opportunities for our students to participate in local cultural events.
- Considering Maori protocol when meeting, welcoming or farewelling visitors to the school.
- Consulting and involving whanau in strategic planning.
- Providing opportunities for te reo and tikanga Maori across the school and within our programmes.
- Providing professional learning for teachers.
- Actively engaging and involving whanau in school and community events.

Te Waotu School Board of Trustees will take every opportunity to acknowledge and consult with Maori through:

- Possible representation on the Board of Trustees.
- School reporting on Maori achievement.
- Ongoing review and consultation with our Maori community

If a parent requests a higher level of te reo Maori and tikanga Maori the staff and family will explore opportunities that may include one or more of the following:

- Dual enrolment with the correspondence school.
- Accessing Maori language resources.
- Using local people who are willing to assist or who have the expertise.
- Seeking support for the teacher and/or whanau from the local Kura Kaupapa.
- Consultation with other schools that offer greater levels of Maori medium education.
- Consultation with external Maori advisors for guidance and support.
- On-going professional development for teachers.

SPECIAL NEEDS

At Te Waotu School we believe every child has the right to learn and to reach their potential. We aim to improve learning outcomes for all students including students with special education needs.

Effective partnerships between the School, external agencies and parents and whanau will provide a strong platform for meeting the special education needs of all students enrolled at Te Waotu School.

As a Board and School we see our role is to:

- Develop a culture that values learning and being challenged-building learning based relationships.
- Plan programmes that meet the needs of our students. Ensure learning programmes identify and extend students, no matter their ability.
- Build successful relationships. Engage with parents, students and external expertise to improve outcomes for all students.
- Provide opportunities for parents and whanau in the development and review of learning programmes and teaching strategies related to their child.
- Provide professional learning opportunities for staff that target areas of need.

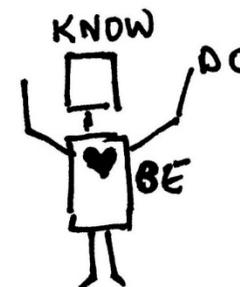
Te Waotu School supports students with special needs in a number of ways:

- Identification of students through the analysis of data.
- Maintaining a register of students with identified needs (responsibility of the SENCo).
- Regular monitoring of data and the effectiveness of teaching programmes.
- Using external agencies (Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy) to help enhance learning opportunities for all students.
- Employing teacher aides to work alongside identified students in collaboration with the classroom teacher.
- Trialling ways of engaging and supporting students who struggle with their learning (Teaching as Inquiry). This could also involve the intervention of IT in the learning process.
- Working with parents and whanau and outside agencies to develop Individual Education Plans for students with high needs.

GRADUATE PROFILE

A Te Waotu School learner...

- Shows pride in Te Waotu School and our community.
- Is happy at school and has a positive outlook.
- Shows a passion for learning and participates enthusiastically within all education opportunities inside and outside the classroom.
- Models our school values of kindness, respect, honesty, responsibility and courage.
- Meets or exceeds expectations for reading, writing and maths.
- Is an active learner. *This means: they know what they are learning, why they are learning it, when they have been successful, what their next steps are, and how to problem solve in learning situations.*
- Is a self-regulated learner. *This means: they can manage their time, communicate ideas, are intrinsically motivated, understand their strengths and areas to work on, behave respectfully in different social and cultural contexts.*
- Is inclusive. *This means: they respect the customs and traditions of other cultures, uphold the bicultural heritage of New Zealand and is accepting of all learners.*
- Is environmentally aware and a guardian for our environment.
- Is curious. *This means: they ask questions, explore situations and locate information, organise their thinking and ideas, and take action.*
- Knows how to keep themselves safe, stand up for themselves, and resolve conflict.
- Is a skilled and responsible user of information technology.
- Contributes effectively as part of a team or group in learning, social or sporting contexts.
- Celebrates their successes and also the achievements of others.
- Strives to achieve goals, and is willing to take risks and be challenged with their learning.



REVIEW OF CHARTER AND CONSULTATION

Say when and how you consulted on this and ensure you review and update this every year.

We aspire to build an active learning community where our values of honesty, respect, responsibility, kindness, and courage; and our Te Waotu School teaching beliefs will accelerate student achievement. We make every effort towards being a school where teachers believe all learners will thrive and actively contribute towards their learning, and where teachers are gently relentless in the pursuit of our vision and in modelling our values.

STRATEGIC GOALS FOR 2020-2022

Goal 1: Instructional capability

We use teaching approaches that reflect best practice

Aspects:

1. Teachers will enact our Assessment for Learning philosophy
2. Teachers will understand the impact they are having on student achievement

Goal 2: Inclusiveness

We have created a sense of belonging for all learners

Aspects:

1. Teachers will bring learner identity, language and culture to life in the teaching and learning process
2. Teachers will build parent capability in order to improve learning outcomes for our children
3. Connection with Pikitū Marae is renewed
4. Consultation with stakeholders is undertaken to inform decision making

Goal 3: Organisational capability

We have systems and procedures that allow us to function efficiently

Aspects:

1. We will develop school wide systems that support our Assessment for Learning philosophy
2. School policies and procedures will reflect our current practises
3. We will undertake self-review in order to maintain high expectation learning environments
4. Our classroom and wider school environment facilitates learning and promotes pride

Goal 1: Instructional capability

We use teaching approaches that reflect best practice

Aspect: Teachers will enact our Assessment for Learning philosophy

Strategies for improvement:

<ul style="list-style-type: none"> • Continued PLD delivered by Evaluation Associates, expert teachers, and through the Kahui Ako 		
<ul style="list-style-type: none"> • Professional inquiry to improve teaching practise. This will be informed by: <ul style="list-style-type: none"> ○ teacher and student capability matrix ○ leadership dimensions ○ observations and practice analysis conversations 		
<ul style="list-style-type: none"> • Teachers will lead an appraisal process linked to our school teaching beliefs 		
<ul style="list-style-type: none"> • Principal maintaining a presence as an instructional leader. This means ongoing classroom observations, student interviews, and practice analysis conversations 		
<ul style="list-style-type: none"> • Self-review to maintain high expectation learning environments and to determine actions required to sustain our AfL approach beyond our PLD <ul style="list-style-type: none"> ○ review of PLD implementation plan ○ data moderation ○ book standards ○ planning ○ classroom environments ○ learning books ○ learning walls ○ implementation plans ○ implementing our teaching beliefs 		

Aspect: Teachers will understand the impact they are having on student achievement

Strategies for improvement:

<ul style="list-style-type: none"> • Teachers and management have methods for tracking the progress of all learners in reading, writing and mathematics 		
<ul style="list-style-type: none"> • Case management meetings are used to improve teacher practice 		
<ul style="list-style-type: none"> • Achievement data is collated to inform our practice: <ul style="list-style-type: none"> ○ effect size data ○ interim, anniversary, and end of year reporting 		

Goal 2: Inclusiveness

We have created a sense of belonging for all learners

Aspect: Teachers will bring learner identity, language and culture to life in the teaching and learning process

Strategies for improvement:

<ul style="list-style-type: none"> • Self-review around the cultural competencies, followed by collaborative inquiry 		
<ul style="list-style-type: none"> • Increased presence of te reo and tikanga Maori within our school 		
<ul style="list-style-type: none"> • Learning focussed relationships underpin our teaching practise 		

Aspect: Teachers will build parent capability in order to improve learning outcomes for our children

Strategies for improvement:

<ul style="list-style-type: none"> • Parents are supported to understand the curriculum, our approach towards teaching and learning, and how they can help at home. 		
<ul style="list-style-type: none"> • Opportunities are provided to allow parents to learn more about their child's learning, e.g., parent/teacher learning conferences, student led interviews, interim and anniversary reporting, parents day, grandparents day, music parent portal 		

Aspect: Connection with Pikitū Marae renewed

Strategies for improvement:

<ul style="list-style-type: none"> • Reciprocal relationship is established (where both the school and Pikitū Marae are supporting one another) 		
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Aspect: Consultation with stakeholders is undertaken to inform decision making

Strategies for improvement:

<ul style="list-style-type: none"> • Whanau consultation to understand the learning aspirations of our Maori families 		
<ul style="list-style-type: none"> • Consultation with our wider parent community to gather information about our next steps 		
<ul style="list-style-type: none"> • Engagement with PLD providers around the status of our teaching and learning practices 		
<ul style="list-style-type: none"> • Engagement with external support services to improve outcomes for students 		

Goal 3: Organisational capability

We have systems and procedures that allow us to function efficiently

Aspect: We will develop school wide systems that support our Assessment for Learning journey

Strategies for improvement:

- | | | |
|--|--|--|
| • Update school procedures to reflect our current practices | | |
| • Our school vision reflects our teaching and learning beliefs | | |

Aspect: Our classroom and physical environment facilitates learning and promotes pride

Strategies for improvement:

- | | | |
|---|--|--|
| • Site improvements are made in alignment with our 10YPP | | |
| • Signage and branding reflects our teaching beliefs, our local community and environment | | |

Curriculum learning focus for 2020

It is important to understand that improvement in writing is an outcome of our focus on improving our instructional capabilities.

Target:	Strategies for improvement:	Review:
<p>Writing:</p> <ul style="list-style-type: none"> All students working below or well below the standard will make accelerated progress. <i>Accelerated progress is defined as “when a child makes more than one year’s progress over the year, on a trajectory that will indicate they are on a pathway to achieve at or above the National Standard by the end of Year 8”.</i> <p>Background information: Based on whole school, end of year data 2019:</p> <ul style="list-style-type: none"> 36% (45) of students not meeting writing expectations. 14 females and 31 males are below or well below expectations. 4/8 Maori students are at or above the curriculum expectations. Those not meeting expectations (2019 cohorts): <ul style="list-style-type: none"> Year 0-1 Year 1-2 Year 2-7 Year 3-6 Year 4-7 Year 5-8 Year 6-6 Year 7-5 Year 8-3 	<ul style="list-style-type: none"> Application of Assessment for Learning strategies as outlined in the instructional capability goal. <i>This could include specific practices such as:</i> <ul style="list-style-type: none"> Assessment for learning practices are visible and demonstrated within all rooms-by the teacher and students. Review of our writing implementation plan. Achievement of priority students is closely monitored and is featured on a data wall. Teachers regularly meet to provide support and guidance to colleagues within ‘case management meetings’. Teacher aides used to provide support in writing in junior and middle areas of the school. Improve the implementation of additional writing time in the afternoon (work with priority students). Teachers are actively involved in classroom observations and practice analysis conversations to improve their teaching practice. Teachers set inquiry goals linked to student needs and the teaching and learning capabilities. Teachers are familiar with school and class data and are acutely aware of the progress that students are making. Appraisal is linked to the progress and achievement of all students. 	

FEBRUARY ITEMS BY NAGS:

NAG 1: Curriculum and achievement

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NAG 2: Strategic planning, self-review, reporting to students and the community

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NAG 3: Personnel

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- **Principal appraisal:**
- **Teacher appraisals:**
- **Attestations this year: Renewed teacher registrations this year:**

NAG 4: Finance and property

-
- **Banked staffing:**

NAG 5: Health and safety

-
- **Emergency drills:**
- **Notification of accidents:**
- **Upcoming school trips (EOTC):**

Nag 6: Compliance and legislation

-
- **Our School roll:**
- **Year to date attendance rate:**
- **Stand downs and suspensions:**
- **Building inspections:**
- **Water testing:**

ANALYSIS OF VARIANCE FOR WRITING
Progress against targets set for 2019

Target:

- All students working below or well below the standard will make accelerated progress.
Accelerated progress is defined as "when a child makes more than one year's progress over the year, on a trajectory that will indicate they are on a pathway to achieve at or above the National Standard by the end of Year 8".
This equates to:
 - 26 students
 - 19 male, 7 female
 - After 2 years-2, After 3 years-4, Year 4-6, Year 5-6, Year 6-2, Year 8-6

Actions	Outcomes	Evaluation
What did we do?	What happened?	Where to next?

- Ongoing implementation across the school of Assessment for Learning practices. Teachers were actively involved in classroom observations and practice analysis conversations to improve their teaching practice. Teacher inquiry goals were linked to the teaching and learning capabilities.
- Moderation of writing samples three times during the year to identify learning needs, and to determine progress being made.
- Teachers met for the case management of learners with education needs within the area of writing.
- Teacher aides were used to provide support in writing across all areas of the school.
- End of year assessment data and effect size data was gathered and analysed to determine achievement and impact of teaching.
- Examples of good writing shared and discussed at school assembly.

	Count	%
ab	30	24%
at	52	41%
be	30	24%
wellb	15	12%
Grand Total	127	100%

■ ab
■ at
■ be
■ wellb

- 65% (82) of students working at or above curriculum expectations.

- Continue professional learning with Evaluation Associates to induct new staff into Assessment for Learning practices.
- Use the professional development with evaluation Associates to develop the capabilities of the leadership team, and to identify practices that will us to sustain our current practices.
- Support teachers to understand the impact they are having on student achievement in writing through the monitoring of achievement information (class based data along with school wide), effect size information, and data walls.
- Use case management meetings to explore approaches that could be used to lift the achievement of individuals.
- Review our writing implementation plan and monitor its implementation to ensure it is being followed.
- Ensure teacher aide support targets those areas of the school with the highest needs and the use of their time is planned and meaningful.
- Reinstate additional learning time to increase the amount of targeted writing support priority learners are receiving.
- Self-review to ensure we are operating a learning focussed environment (see above).

- 36% (45) of students not meeting curriculum expectations.
- 52% (34) of males are working at or above the curriculum expectations.
- 77% (48) of females are working at or above the curriculum expectations.
- We have a range of 5-8 students at Years 2-7 not meeting expectations.
- Those not meeting expectations mostly lie at:
 - Years 2, 3, 4, 5, and 7 for males
 - Years 5 and 6 for females
- More males are represented at below or well below-14 females and 31 males.
- 4/8 Maori students are at or above the curriculum expectations.



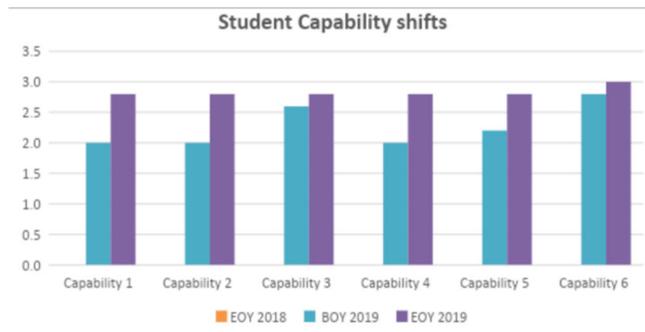
ANALYSIS OF VARIANCE FOR ASSESSMENT FOR LEARNING
Progress against targets set for 2019

Target:

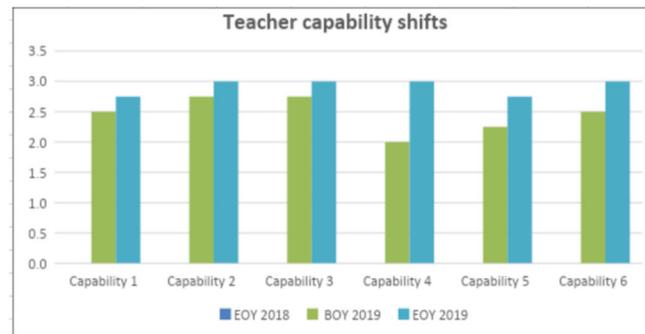
To embed an assessment for learning philosophy across the school

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Evaluation <i>Where to next?</i>																																		
<ul style="list-style-type: none"> Assessment for Learning PLD with Evaluation Associates. Teachers self-evaluated their performance using the student and teacher capability matrix and set teacher inquiries from their findings. Ongoing classroom observations by the Principal which were used to inform practice analysis conversations, progress at implementing assessment for learning strategies, and for appraisal. Staff meetings with content that supports our Assessment for Learning approach towards teaching. Applications for further PLD hours to help with the induction of new staff. 	<ul style="list-style-type: none"> The self-assessment undertaken by the leadership team over the period of the Professional Learning indicates shift in the desired outcomes, whilst also clearly indicating an area for future development of understanding. <table border="1" data-bbox="846 512 1402 1225"> <thead> <tr> <th rowspan="2">Outcome descriptions:</th> <th rowspan="2">Initial rating:</th> <th colspan="2">Responsiveness</th> </tr> <tr> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td>Improved inquiry / evaluative capabilities</td> <td>Basic</td> <td>Developing</td> <td>Developing</td> </tr> <tr> <td>Understand what needs to change to lift student outcomes</td> <td>Basic</td> <td>Developing</td> <td>Developing</td> </tr> <tr> <td>Cultural responsiveness</td> <td>Basic</td> <td>Basic</td> <td>Basic</td> </tr> <tr> <td>Build new knowledge and transfer to practice</td> <td>Developing</td> <td>Developing</td> <td>Developing</td> </tr> <tr> <td>Develop more effective leadership for learning</td> <td>Basic</td> <td>Developing</td> <td>Developing</td> </tr> <tr> <td>Improve student achievement</td> <td>Basic</td> <td>Developing</td> <td>Developing</td> </tr> <tr> <td>Builds educationally powerful connections</td> <td>Basic</td> <td>Developing</td> <td>Developing</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Student voice, and student and teacher capability data was collected. Teachers self-assessed using the Student and Teacher combined matrices, identifying the stage (1-4) that they or the students were working at. 	Outcome descriptions:	Initial rating:	Responsiveness		1	2	Improved inquiry / evaluative capabilities	Basic	Developing	Developing	Understand what needs to change to lift student outcomes	Basic	Developing	Developing	Cultural responsiveness	Basic	Basic	Basic	Build new knowledge and transfer to practice	Developing	Developing	Developing	Develop more effective leadership for learning	Basic	Developing	Developing	Improve student achievement	Basic	Developing	Developing	Builds educationally powerful connections	Basic	Developing	Developing	<ul style="list-style-type: none"> The ratings of the PLD reflective journal indicate the school would benefit from a continued focus on Assessment for Learning, in order to achieve the 'integrated' assessment rating across all outcome descriptors. There needs to be a focus on supporting new staff towards integrating Assessment for Learning practices. Another area of development would be cultural responsiveness. Reinstate data walls to capture all students not meeting expectations in reading, writing and maths. Ensure these are presented in a way that easily conveys achievement and progress. Continue to implement school wide systems (marking, setting out, learning walls, self-assessment, values) to improve school wide alignment and sustainability. Continue to use case management meetings to explore approaches that could be used to lift the achievement of individuals.
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- The graphs indicate 'shift' from beginning data captured at the end of 2018/beginning 2019 as compared to the end of 2019.



Findings clearly indicate capability shift in students' increasing self-regulation of their learning. This data was also reflected and triangulated by student voice and facilitator assessment.



Findings clearly indicate capability shift in teachers increasing self-regulation of their learning and professional development as evaluative, reflective practitioners. These findings were also reflected in teacher voice and facilitator assessment.

NAG2A(B) REPORTING

Analysis of 2019 results

Areas of strength:

Assessment for learning practices

- Te Waotu School teaching beliefs are visible and enacted by teachers
- Teachers use observations, self-assessment, student voice, and practice analysis conversations to identify areas for development and set professional inquiries
- School procedures are becoming increasingly aligned to our Assessment for Learning beliefs
- Stronger connection between our teaching and learning beliefs and the appraisal process
- We have identified a number of expert teachers who could be used to support others within our school or across the Kahui Ako

Areas for improvement:

Achievement in writing

- In 2019 we recorded a 10% decline in those students achieving at or above the expected standard. It is likely this is connected to my inability to focus on my role as an instructional leader.

Achievement of Maori students

- We need to ensure that teachers are making deliberate efforts to ensure the achievement of Maori students are equal to that of other ethnicities. Developing a greater understanding and level of consciousness around the cultural competencies is essential.

Monitoring data

- As a school we need to have systems in place to ensure everyone is aware of the progress students are making. We need to ensure that all assessments are shared with students and that findings are translated into the development of needs based programmes.

School documentation

- We need to document management procedures that underpin Assessment for Learning practices.

Planned actions for lifting achievement:

- Continued **professional learning** around Assessment for Learning, and the cultural competencies.
- Ensure teachers **know the progress and achievement levels** of all students within their room and that they have a plan for those not meeting expectations. There will be an expectation that teachers will develop interventions to support their most vulnerable students.
- **Professional inquiry** and **appraisal** linked to the interventions and progress of priority students.
- **School curriculum development** so that all teachers are clear about what is to be learnt. This includes reviewing our vision, and implementation or curriculum plans for different subject areas.
- **Grow parent capability** through helping them understand why we are changing the way we teach, and providing them with knowledge and skills to help them support their child's learning.
- Refine our **assessment schedule** so that it collects timely data and allows us to track progress and use information to promote further learning.

Progress statement:

As a staff we are aware of the progress we have made with implementing assessment for learning practices. This is evidenced by student voice, teaching practice and the classroom environments. As a staff we collectively believe that this approach towards teaching and learning is best for our students. In order to sustain our progress, as Principal I need to work to be relentless in my focus as an instructional leader. Crucial to this is having a middle leadership team supporting teachers to enact our beliefs; and a parent community who work in partnership with the school.