

Otatara School Charter

2019-2021



*Connected, self-managing learners,
striving for excellence*

School No. 4000

1. INTRODUCTION

SCHOOL STATEMENT

Otatara, a semi-rural residential area with a population of around 3,000 residents is situated in a bush area five-ten kilometres west of Invercargill between the New River Estuary and Oreti Beach. Otatara Primary School is a U5 contributing state co-educational school with a roll of around 300 students, 18% of whom are Māori and 2% of whom are Pasifika.

At Otatara School we strive to provide a safe, caring, inclusive and stimulating learning environment where learners achieve success. Numeracy and literacy are priority areas in our kura with the other learning areas of the New Zealand Curriculum taught through timetabled blocks and/or an arts infused inquiry approach. Teachers provide differentiated programmes to support learners to work towards realising their potential.

Our kura has a total of 14 teaching spaces, plus a library, and is staffed by a team of around 18 teachers, a school secretary, 6 teacher-aides, a librarian/ICT support person, and a part-time caretaker. Our kura's picturesque grounds are surrounded by a native bush reserve and a golf course. A covered heated swimming pool is on-site and adjoining the kura site is a large community centre and kindergarten with which we have a close connection. Our kura fosters and maintains a positive partnership with the community, reflected in the community support of events. The physical layout of the school grounds encourages interaction, before and after school, many parents can be seen enjoying each other's company. Facilities are available to the community out of school hours and are used by various clubs, organisations and families.

VISION STATEMENT

Connected, self-managing learners, striving for excellence.

OUR VALUES

Māori values of ako, manaakitanga and whanaungatanga surround the school's PRIDE values. These **PRIDE** values were developed and agreed to by the school community and reflect the values expressed in the 2007 New Zealand Curriculum:

Positive attitude - we smile and willingly give things a go

Respect and responsibility - we are honest and kind, we care for ourselves, others and our environment

Inquiring and imaginative - we ask questions, explore and create

Diversity - we celebrate that we are all different and we work together

Excellence - we set goals that challenge us and always do our best

Te Tiriti o Waitangi (The Treaty of Waitangi)

Our Charter acknowledges Te Tiriti o Waitangi as New Zealand's founding document, with its concepts of mahi-tahi (partnership), whakauru (participation) and whakangungu (protection). These concepts are reflected in a number of ways in our kura. The concept of partnership (mahi-tahi) means that we work together with iwi, hapu, and whānau to ensure our Māori students' rights are respected and protected. We hold whānau/community hui each year to involve our Māori whānau in decision making and share in the achievement of their tamariki.

The concept of participation (whakauru) is reflected by giving our students as many opportunities as possible to develop an awareness and understanding of Te Mana o Aotearoa (the uniqueness of New Zealand's heritage). We begin and end our school year with a powhiri that celebrates our school taonga, a hoe roa, carved by Nic Wanakore. Staff and students are encouraged to develop and use their knowledge and understanding of te reo Māori me ōna tikanga, fostering cultural understanding consistent with Te Tiriti o Waitangi. We have a strong school kapa haka group consisting of students from all year levels of the school and we participate annually in the Murihiku Polyfest event.

The concept of protection (whakangungu) requires us to ensure that we focus on raising Māori and Pasifika achievement. We endeavour to ensure that all Māori students at our kura are developing their identity as Māori, and have a strong sense of belonging and engagement. We also recognise that the concept of protection (whakangungu) includes the land of Aotearoa and as such are committed to kaitiakitanga (guardianship) by fostering our students ecological identity and connection with our local environment as well as developing sustainable practices.

NATIONAL EDUCATION GOALS (NEGs)

Otatara School gives full consideration to the Government's education priorities when involved in any planning for school development or school/class programmes:

NEG 1 - The highest standards of achievement, through programmes, which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2 - Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3 - Develop the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4 - A sound foundation in the early years for future learning and achievement through programmes, which include support for parents in their vital role as their children's first teachers.

NEG 5 - A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6 - Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7 - Success in learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 9 - Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10 - Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

SCHOOL PRIORITIES

In addition to the national priorities the school also gives priority to the following:

Community Consultation and Involvement

- Encouraging support for, and involvement in the school, from parents and the wider community, providing opportunities for open consultation and interaction within our school community; with a particular focus on our Māori community
- Reflecting in our curriculum our school's connection with the local environment

Cultural Diversity

- Showing respect and sensitivity towards all peoples, with special recognition of the unique position of Māori culture in our New Zealand society
- Annually consulting parents and caregivers of students identified as Māori as to how the school can best support their tamariki
- Building teacher capacity and developing programmes consistent with the principles of the Treaty of Waitangi and priorities and emphases of Ka Hikitia and Tātaiako
- Respecting the unique heritage of Māori as tangata whenua
- Incorporating te reo me ngā tikanga into our school programmes and as per Section 61 of the Education Act 1989. *3(a) (ii) the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it* - we will work alongside parents to support this request accessing support from the Resource Teachers of Māori or Te Reo Adviser and/or perhaps seeking dual enrolment with the Correspondence School - Te Kura

Curriculum Design and Student Progress and Achievement

- Providing varied and challenging programmes based on the New Zealand Curriculum where students engage with a variety of interactive learning opportunities, promoting the development of creativity, curiosity and inquiry, whilst still recognising the importance of numeracy and literacy as foundational learning
- Promoting a community of inquiry for both teachers and students
- Promoting the highest possible achievement for each student: academically, socially, culturally and physically
- Accurately monitoring and recording student achievement and using this information to clearly indicate progress and achievement and plan for further learning
- Identifying 'at risk' students and providing relevant acceleration programmes with ongoing monitoring and evaluation

Our Board is committed to effective governance and management practices through monitoring student's achievement, maintaining required documentation, engaging in ongoing internal review, being a good employer, and applying sound administrative practices to financial and property management.

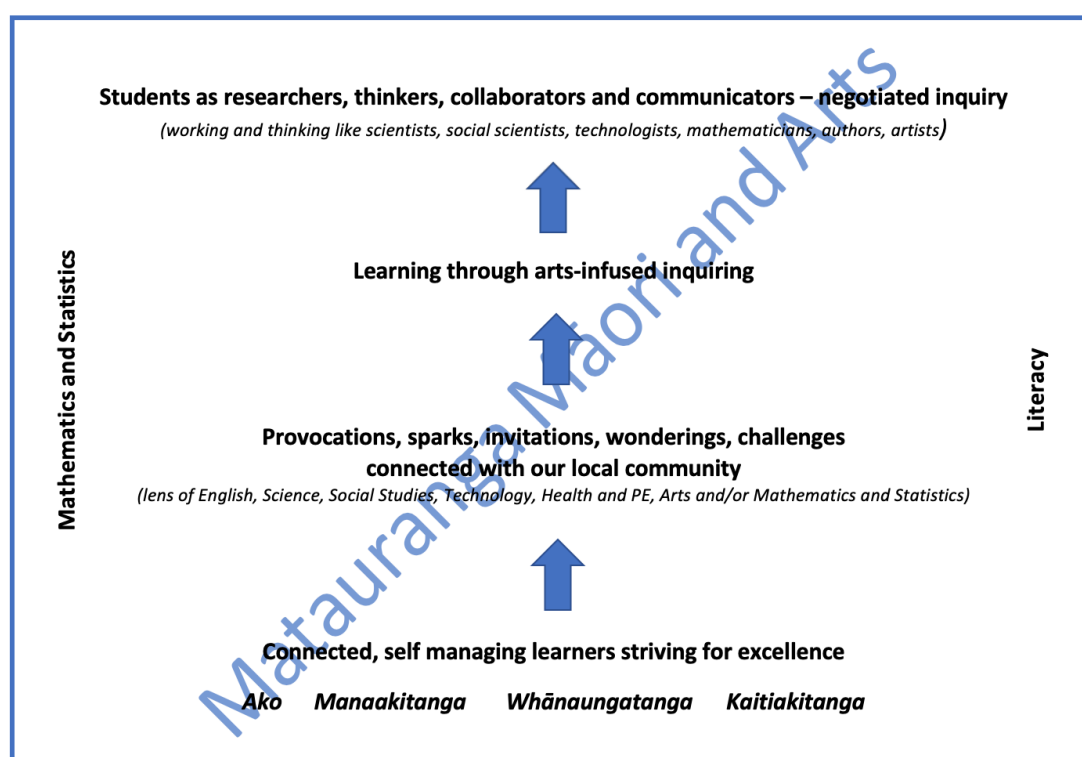
We believe students learn in engaging, respectful and consistent environments with

- highly motivated, enthusiastic and reflective teachers
- positive reinforcement and responsive feedback

- appropriate resources available to all
- a variety of culturally responsive teaching approaches and methods coupled with a balanced and varied programme to cater for them as diverse learners, including the provision of specialised programmes
- challenging but realistic goals
- informed and supportive parents involved in the school supporting their children's endeavours
- risk-taking encouraged and mistake making seen as part of learning
- expectations of success from BOT, staff and parents
- respectful relationships and effective communication between home and school
- clear guidelines and expectations

and when valued as individuals, encouraged to make choices and take increasing responsibility for their own learning and behaviour.

The diagram below provides an overview of our how we conceive our local curriculum.



2. STRATEGIC PLANNING

Note: At Otatara School, strategic planning is based on three key goals that relate to the National Administration Goals (NAGs) as indicated:

OUR STRATEGIC GOALS

In order to achieve our vision and reflect our beliefs, we will work towards meeting the following goals:

- Within a safe and secure learning environment Otatara School, will encourage the development and achievement of each individual student, giving priority to literacy and numeracy. (NAG 1,2,3,5,8)

- ⌘ All students at Otatara School will be supported to develop key competencies, skills and knowledge, attitudes and values to enable them to be connected, self-managing learners striving for excellence. (NAG 1,2,5)
- ⌘ Informed by an ongoing self-review process Otatara School will provide resources and facilities to enhance learning. (NAGs 1-8)

Otatara School Strategic Overview 2019 - 2021

Goal 1

Within a safe and secure learning environment we will encourage the development and achievement of each individual student, giving priority for literacy and numeracy.

Ongoing

- Provide targeted learning for students requiring extra support to meet or make sufficient progress in relation to the levels of the New Zealand Curriculum for reading, writing and mathematics and statistics, prioritising boys and national priority groups of Maori, Pasifika and students with special needs

2019

- Co-construct authentic place based learning, integrating the arts and mātauranga Māori

2020-2021

- Foster curiosity, inquiry and innovation through the development of eco-friendly and environmentally sustainable practices

Goal 2

All students will be supported to develop key competencies, skills and knowledge, attitudes and values to enable them to be connected, self-managing learners striving for excellence.

Ongoing

- Support and encourage culturally responsive practices and hauora (*Maori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whanau, each one influencing and supporting the others*)
- Promote healthy lifestyle choices

2019

- Further explore strategies for student agency and personalisation of learning

2020-2021

- Embed and sustain strategies, processes and systems to support and enhance student agency

Goal 3

Informed by an ongoing self-review process, we will provide resources* and facilities to enhance learning.

*Resources encompasses programmes, equipment, buildings, plant.

Ongoing

- Strengthen school wide and community whanaungatanga (relationships) to support learners and learning
- Maintain and update school resources*

2019

- Explore options for collaborative spaces to extend learning beyond the classroom

2020-2021

- Audit and update resources and equipment to ensure alignment with creative play/arts infused inquiry

Connected, self-managing learners, striving for excellence



SUPPORTING DOCUMENTATION FOR CORE SCHOOL BUSINESS

The following documentation continues to support us in improving student achievement and teacher/school programmes:

- § Policies and procedures
- § Curriculum documentation, including planning and monitoring
- § Assessment and reporting data
- § Internal evaluation, self-review
- § Teachers' programmes of work

The following documentation supports us in ensuring good management practices and effective school systems:

- § Policies and procedures
- § Governance manual
- § Performance management
- § Self review programme
- § Annual budget
- § Ten year maintenance plan
- § Five year property plan

ANNUAL PLAN 2019

Strategic Goal 1 - Within a safe and secure learning environment we will encourage the development and achievement of each individual student, giving priority to literacy and numeracy.

Resources to support strategic goal - Reading recovery teacher employed for 0.5, teacher aides to support reading and writing mileage, spelling support, and number knowledge support, unit allocation, teacher inquiry teams, ongoing teacher videoing and coaching, one CRT day per term to be used for collaborative planning

Ongoing practices to support strategic goal - Ongoing review of school wide criteria and expectations in literacy and mathematics, ongoing moderation processes, including the use of PaCT, class and school-wide data used to inform teaching practices and programmes, ongoing tracking, monitoring and differentiation related to student progress and achievement, learning support register and Māori and Pasifika tracking document, school culture that values continuous improvement, inclusiveness and restorative practices.

Ongoing strategies - Provide targeted support for children requiring extra support to meet or make sufficient progress in relation to expected levels for reading, writing and mathematics and statistics, prioritising boys and national priority groups of Maori, Pasifika and students with special needs

<i>Specific Actions - What will we do?</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
Identify and monitor progress of 'at risk' students in reading, writing and mathematics from 2018 data as well as high achieving students, determine interventions and support - including development and review of ILPs for identified students.	LT, SENCO, Specialist Teacher, Class teachers	Ongoing	Feuerstein, MovinCog, TA time included in budgets	
Strategy: Co-construct authentic place based learning, integrating the arts and mātauranga Māori				
<i>Specific Actions - What will we do?</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
January Teacher Only Days focused on place based learning, utilising inquiring through the arts and play and integrating mātauranga Māori	LT and teachers	January 28/29	\$200 lunch, koha	
Technology/Arts focused place based learning during the year with CRT planning days for pairs of teachers and ongoing coaching with Using Technology Better facilitator as part of MOE funded PLD	LT, UTB facilitator Lara Kirk and teachers	Ongoing	MOE Digital Technology PLD funding, CRT staffing and some internal teacher release	

Strategic Goal 2: All students will be supported to develop key competencies, skills and knowledge, attitudes and values to enable them to be connected, self-managing learners, striving for excellence.

Resources to support strategic goal - Unit allocation, professional learning support linked to school vision and values, peer mediation and PALs programmes

Ongoing practices to support strategic goal -Continuous improvement of inquiry learning processes and practices, inclusiveness and restorative practices, collaborative learning community, ongoing reflection and deliberate teaching of metacognition, student voice (decision-making) and increasing expectations regarding student ownership and goals, coherence in terms of vision, values etc, healthy food choices and water only expectation at school and school events

Ongoing strategies: Support and encourage culturally responsive practices and hauora (Māori philosophy of well-being that includes the dimensions taha wairua- spiritual wellbeing, taha hinengaro - emotional wellbeing, taha tinana - physical wellbeing, and taha whanau - social wellbeing, each one influencing and supporting the others) and promote healthy lifestyle choices

<i>Specific Actions - What will we do?</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
Promote values inherent in kaitiakitanga and environmental sustainability and explore connections with mātauranga Māori in classroom environments, programmes and practices.	LT and teachers	Ongoing	Linked to inquiry and Māori	
Life Education for junior school and Outreach singing across the school with regular in-reach within teams or buddy classes	LT and teachers	Ongoing	\$2000	
Participate in play.sport city wide PLD initiative facilitated by Sport Southland team with a focus on creative play and connecting with our local environment	LT and teachers	Ongoing	PE budget allocation	
Add section to student support register to monitor progress of students identified as needing social emotional learning and/or physical activity support	SENCO and teachers	Ongoing	From existing budget lines	

Strategy: Further explore strategies for student agency and personalisation of learning

<i>Specific Actions - What will we do?</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
Goal setting, reflection and review integrated meaningfully into classroom programmes, with explicit teaching of strategies and criteria for student feedback.	LT and teachers	Ongoing	N/A	
Further explore processes to meaningfully incorporate student voice and choice into programmes	LT and teachers	Ongoing	From existing curriculum budgets	
All classrooms to utilize some form of seed book/writers notebook to support writing programmes.	LT and teachers	End of Term 1	N/A	

Strategic Goal 3- Informed by an ongoing self-review process, Otatara School will provide resources and facilities to enhance learning

Resources to support strategic goal - 10 Year Property Plan, repairs and maintenance as per budget, professional learning as per budget, units allocated to teachers to support strategic direction

Ongoing practices to support strategic goal - Close connection with the community, safety aware culture, self-review used to guide continuous improvement, resourcing as required to enhance learning as per school budget, sound school policies and procedures used to guide practices, biannual health consultation, annual community feedback, annual Māori consultation, ongoing planned policy reviews

Ongoing strategies: Strengthen school wide and community whanaungatanga (relationships) to support learners and learning and maintain and update school resources

<i>Specific Actions - What will we do?</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
Kindergarten and school whanau picnic early in Term 1	Parent Support Group and teachers	March 16	N/A	
Action group to explore strategies to strengthen connections across classrooms and teams may involve setting up hapu across the school to foster whanaungatanga	LT and Teachers	Ongoing	N/A	
Investigate opening up of the parent portal in etap	Principal	End of Term 1	N/A	
Explore resourcing for changes to the technology curriculum - computational thinking for digital technologies, designing and developing digital outcomes, designing and developing materials outcomes, designing and developing processed outcomes, design and visual communications	Principal and DT team	Ongoing	MOE funded PLD and inquiry budgets	

Strategy: Explore options for collaborative spaces to extend learning beyond the classroom

<i>Specific Actions - What will we do?</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
Construct verandahs off Block B	BOT	End of Term 2	\$120 000	
Investigate shade options off Block A	BOT/LT	End of Year	To be determined by the BOT	

STUDENT TARGET - 2019

Strategic Goal 1	Within a safe and secure learning environment Otatara School, will encourage the development and achievement of each individual student.			
Target - by the end of the 2019 school year	<p>Mathematics and statistics will again form the basis of our 2019 targets - based on end of year achievement levels (25 students -15 boys, 10 girls):</p> <p>All Year 6 students (8) who are below will be at or above the expected level - (2 boys, 6 girls)</p> <p>All Year 5 students (9) who are below or well below will be at or above the expected level- (6 boys and 3 girls)</p> <p>All Year 4 students (2) who are below or well below will be at or above the expected level - (1 boys, 1 girl)</p> <p>All Year 3 students (6) who are below will be at or above the expected level - (6 boys)</p> <p>Increase proportion of Y3/4 students above expected levels - (15%)</p> <p>All Y3-6 Māori (5 - 6 boys) who are below will be at or above their respective expected level * (included in year group targets above)</p>			
Historical situation	<p>By year end the overall school achievement picture showed 279/313 (89%) students met the expected levels - 218/313 (70%) of students considered 'at' the expected level for mathematics with 61/313 (19%) 'above'. 89% of Māori students were at or above the expected level. There is little difference in terms of gender, 90% of girls at or above and 88% of boys.</p> <p>End of Year 5 24% (11/45) of the whole cohort achieved 'above the mathematics and statistics expected level.</p> <p>End of Year 6 87% of students (46/53) achieved 'at or above' the mathematics and statistics expected level with 25% of these (13/53) achieving 'above'. All except two Y0, 1 and 3 students were at or above their expected levels.</p> <p>End of Year 2 13% (8/60) students were not yet at expected levels, end of Year 4 17% (9/53) students were not yet at the expected mathematics and statistics level.</p> <p>18 % (8/45) of end of Year 5 students were not yet at the expected mathematics and statistics level.</p>			
Method of data collection	Overall teacher judgments based on teacher observation, conversations and team or whole school moderation			
<i>What will we do to meet the target?</i>	<i>Who is responsible/involved?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
Classroom observations, feedback and learning partner video coaching in relation to effective mathematics practice	LT, Mathematics Lead Teacher and teachers	Throughout year	Existing PLD budget	
Further explore problem solving approach to mathematics based on social grouping as per the work of Professor Bobby Hunter and Dr Jodie Hunter and Jo Boaler	LT, Mathematics Lead Teacher and teachers	Throughout year	Mathematics budget as required	