



Dalefield School

Charter and Annual Plan

Charter	2020 - 2022
Annual Plan	2020
Targets	2020

Approved by the Dalefield School Board of Trustees 28 February 2020

Signed by Lucy Fisher BOT Chair _____

Signed by Eric Daubé Principal _____

Dalefield School is a semi-rural, full state primary school serving the Dalefield and Carterton districts since 1885. Staffed at 3.82 for 2020, the school has a roll of between fifty and sixty students.

Values



Ka whakaute ana tātau
We are respectful

He mea auhua matou
We are creative

He ākonga matou
We are learners

Over the last three years the school has re-established itself in the wider community; setting a direction that is sustainable, future focused and embodying the best of its setting in rural Carterton. With a strong and supportive community, the school has enjoyed its renaissance, punching above its weight and embracing every opportunity coming its way. 107.5DFM went live in June 2019 and this was the culmination of a year's work setting up the infrastructure and learning opportunities. The radio station is student-led and there are great plans to develop the content in 2020; using it as a tool for leadership, confidence-building and ultimately life-skill enhancement.

Dalefield is part of the South Wairarapa Kāhui Ako and the guiding principles around Hauora, agentic learning and cultural responsiveness are strongly reflected in our charter and the 2020 annual plan. Students at Dalefield develop strong foundational skills based around the key competencies; and the school's small size and family nature enable *all* staff to know and understand *all* learners' needs. Our three Dalefield School values guide everyone and everything associated with the school; and have been developed with input from Whānau, students and staff.

We are proud of our school and love being part of the wider Carterton and South Wairarapa learning community. Embracing opportunities that our location brings has ensured that the school is developing a responsive and exciting local curriculum. Our leavers' profile ensures that students moving onto College are engaged and ready to be on the next phase of their learning journeys.

Our school has three strategic goals in 2020. The goals have evolved over the last three years and reflect the progress the school has made as milestones are met.

We warmly welcome you to our school.

Eric Daubé

February 2020

Education Priorities

Strategic Goal 1

Dalefield School will provide a safe and effective teaching and learning environment, so as to support the progress and achievement of all learners



2020	2021	2022
To allow all students the opportunities to meet successes through a focus on well-being. <i>South Wairarapa Kāhui Ako focus - Hauora</i>	To allow all students the opportunities to meet successes through a continued focus on well-being.	To allow all students the opportunities to meet successes through a continued focus on well-being.
To continue to unpack the foundational aspects and principles of the New Zealand Curriculum and Te Whāriki.	To continue to unpack and review the foundational aspects and principles of the New Zealand Curriculum and Te Whāriki.	To continue to review and adapt, the foundational aspects and principles of the New Zealand Curriculum and Te Whāriki in a Dalefield context.
To ensure all students make progress in all areas of the curriculum.	To ensure all students make progress in all areas of the curriculum.	To ensure all students make progress in all areas of the curriculum
To continue to promote and enhance access for students and whānau, to real time learning opportunities.	To continue to promote and enhance access for students and whānau, to real time learning opportunities.	To continue to promote and enhance access for students and whānau, to real time learning opportunities.

To be responsive to, and continue to develop practice that supports all learners, empowering them to drive their own learning.






South Wairarapa Kāhui Ako focus - Student agency

To undertake a full review practice that empowers students to drive their own learning, cognisant of 21st Century needs.

To continue to inquire into best practice and evidence that supports ākonga.

Strategic Goal 2

Dalefield School will demonstrate the values of Tikanga, Te Reo and Te Ao Maori in supporting all learners explore their identity, culture and values

				
2020		2021		2022
<p>To work with the Kāhui Ako to enhance tikanga and Te Ao Māori at Dalefield School and ensure the relationships with our wider community are sustainable, meaningful and respectful.</p> <p><i>South Wairarapa Kāhui Ako focus - Cultural responsiveness</i></p>	<p>To continue our mahi with the Kāhui Ako to enhance tikanga at Dalefield School and ensure the relationships with our wider community are sustainable, meaningful and respectful.</p>	<p>Continuation and review of the work with the Kāhui Ako that enhances tikanga at Dalefield School.</p>		
<p>To embrace the core values of our Dalefield Whānau to ensure our school reflects our community's aspirations.</p>	<p>To undertake a review of the core values of our Dalefield community to ensure our school reflects our community's aspirations.</p>	<p>Continuing to operate within the core values of our Dalefield community, to ensure our school reflects our community's aspirations, needs and goals.</p>		
<p>Teacher and school leadership practices that supports access to our Dalefield curriculum, encompassing our unique location, environment and community.</p>	<p>Teacher and school leadership practices that supports access to our Dalefield curriculum, encompassing our unique location, environment and community.</p>	<p>Teacher and school leadership practices that supports access to our Dalefield curriculum, encompassing our unique location, environment and community.</p>		

Strategic Goal #3

The Board of Trustees is supporting the school in reaching its goals

				
2020	2021	2021	2022	2022
<p>The Board of Trustees continues to work with school leadership to ensure the needs of all learners are met.</p>	<p>The Board of Trustees continues to work with school leadership to ensure the needs of all learners are met.</p>	<p>The Board of Trustees continues to work with school leadership to ensure the needs of all learners are met.</p>		
<p>To ensure all learning areas including the classrooms and grounds are well maintained and fit for purpose.</p>	<p>To ensure all learning areas including the classrooms and grounds are well maintained and fit for purpose.</p>	<p>To ensure all learning areas including the classrooms and grounds are well maintained and fit for purpose.</p>		
<p>The community is well-informed, and part of setting, the school's strategic direction, plans and priorities.</p>	<p>The community is well-informed, and part of setting, the school's strategic direction, plans and priorities.</p>	<p>The community is well-informed, and part of setting, the school's strategic direction, plans and priorities.</p>		
<p>Planned actions and projects are budgeted for and carried out in a timely and responsive manner.</p>	<p>Planned actions and projects are budgeted for and carried out in a timely and responsive manner.</p>	<p>Planned actions and projects are budgeted for and carried out in a timely and responsive manner.</p>		

Strategic Goal #1

Dalefield School will provide a safe and effective teaching and learning environment, so as to support the progress and achievement of all learners

Annual Goal	Indicators	Strategies	Resources	Who is responsible?	Time frame?	Reporting/ review?
<p>To allow all students the opportunities to meet successes through a focus on well-being.</p> <p><i>South Wairarapa Kāhui Ako focus - Hauora</i></p>	<ul style="list-style-type: none"> Our students are engaged, empowered and take risks inter learning. Our students are <i>all of</i> our students. Our workplace is a supportive, hardworking and rewarding environment for staff. Staff model collaboration and a shared sense of purpose. 	<ul style="list-style-type: none"> All staff take time to know their learners through quality and varied engagement methods: Staff have a focus on their own wellbeing and leadership acknowledges and supports them to do so. Work with other schools through Kāhui Ako to inquire into barriers to learning that are brought about through anxiety. Staff work with other teachers to build pedagogy around play-based learning. School leadership ensures that all staff are able to undertake their own inquiries that support their growth as practitioners. <ul style="list-style-type: none"> A final year of mathematics PD is confirmed for 2020. Individual teacher inquiries Both informal and formal engagement with community through surveys, school events, trips , etc., is part of our modus operandi. Health an Wellbeing Surveys 	<ul style="list-style-type: none"> Time Time Release time and CRT Kāhui Ako and local schools Continuation of 2019 Maths PD through Cognition Time Time Time 	<p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>Eric/Willy</p> <p>Eric/ Jeanette (Maths lead)</p> <p>All teachers</p> <p>Eric/BOT</p> <p>BOT/Eric</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Termly</p> <p>Terms 1 and 4</p>	<p>Termly</p> <p>Terms 2 and 4</p> <p>Ongoing inquiry</p> <p>Ongoing inquiry</p> <p>Through ongoing inquiry - Kāhui Ako</p> <p>Monthly BOT meetings</p> <p>Terms 1 and 4</p>
<p>To continue to unpack the foundational aspects and principles of the New Zealand Curriculum and Te Whāriki.</p>	<ul style="list-style-type: none"> The full intent of NZC and Te Whāriki are unpacked and understood by staff, Whānau and students. Our local curriculum is in place (<i>It will however be a responsive curriculum that is constantly re-viewed</i>). 	<ul style="list-style-type: none"> Teachers are revisiting the NZ curriculum through staff meetings and other forums ie Kāhui Ako Inquiry groups. Staff visit local pre-schools Staff work with other teachers (through Kāhui Ako/within school lead) to build pedagogy around play-based learning All staff lead a curriculum area and contribute to planning advice and guidance. Personal inquiry that supports teachers' growth is collaborative across the school and South Wairarapa through Kāhui Ako. 	<ul style="list-style-type: none"> Curriculum budget Time and teacher release Time Time and professional responsibilities Time and after school meetings. Release for within school lead 	<p>Eric/staff</p> <p>Eric/staff</p> <p>Eric/staff</p> <p>Eric/staff</p> <p>Eric/staff</p> <p>Eric/Willy</p>	<p>On-going</p> <p>As required</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>As required</p>	<p>Termly</p> <p>Termly</p> <p>Through ongoing inquiry Termly reviews</p> <p>Termly reviews</p> <p>To principal</p>
<p>To ensure all students make progress in all areas of the curriculum.</p>	<ul style="list-style-type: none"> Students will demonstrate achievement across the whole curriculum and skills will be transferable. Opportunities to meet success have increased for our students. 	<ul style="list-style-type: none"> Access to learning using Seesaw Student/whānau Seesaw workshops are held during the year. All staff lead a curriculum area and contribute to planning advice, guidance and progress/learning meetings. Students and Whānau are 100% partners in the learning journey. 	<ul style="list-style-type: none"> Seesaw subscription - budget Time Time Time 	<p>Principal/BOT</p> <p>Eric/ Jeanette</p> <p>Eric/Staff</p> <p>Eric/Staff</p>	<p>On-going</p> <p>Termly</p> <p>Termly</p> <p>On-going</p>	<p>Termly</p> <p>Termly</p> <p>Terms 2 and 4 - BOT</p> <p>2x/year</p>

Annual Goal	Indicators	Strategies	Resources	Who is responsible?	Time frame?	Reporting/ review?
To continue to promote and enhance access for students and whānau, to real time learning opportunities.	<ul style="list-style-type: none"> Learning is not just happening at school. Whānau are actively involved in their children's learning. School, students and whānau are equal partners. 	<ul style="list-style-type: none"> Access to learning using Seesaw Student/whānau Seesaw workshops are held during the year. Student-led interaction with Whānau will be showcased once/term. Student-led interaction with Whānau will be showcased in an on-going basis: <ul style="list-style-type: none"> School's radio station will be a vehicle for this. Dalefield Star Newspaper New technology enablers 	<ul style="list-style-type: none"> Time Time and staff professional development. Time Budget Budget Time 	<ul style="list-style-type: none"> Eric/staff/BOT Eric/staff/whānau Eric/staff/whānau Eric/BOT Eric/staff/BOT Eric/staff/BOT 	<ul style="list-style-type: none"> On-going On-going On-going On-going On-going On-going 	<ul style="list-style-type: none"> Terms 2/4 On-going On-going Terms 2/4 Terms 2/4 Termly BOT reporting
<p>To be responsive to, and continue to develop practice that supports all learners, empowering them to drive their own learning.</p> <p><i>South Wairarapa Kāhui Ako focus - Student agency</i></p>	<ul style="list-style-type: none"> Students are able to articulate their learning goals and next learning steps. Students are empowered to taking risks in their learning Our students are following their passions and displaying initiative. 	<ul style="list-style-type: none"> Explicit teaching of the skills required to be reflective, proactive and resilient learners. Our learning areas are flexible and students are explicitly taught to think and question. All planning, assessment, monitoring and evaluation is collaborative. Teachers utilise their strengths across the school. Staff have the power to act and be responsive to needs of their students. No-one is encumbered with an unresponsive curriculum. Trello is used by staff and older students to foster autonomy. The flipped classroom model is part of teacher practice. Student-voice is employed in all planning. 	<ul style="list-style-type: none"> Time Time and staff inquiry Time and staff inquiry Time, staff inquiry and professional development Staff meetings and collective goal setting Shared planning and collaborative practice Developing / applying pedagogy through PD and Kāhui Ako 	<ul style="list-style-type: none"> All staff All staff Eric/staff Eric/BOT/staff Eric/Staff Eric/Willy All staff 	<ul style="list-style-type: none"> On-going On-going On-going On-going On-going On-going On-going 	<ul style="list-style-type: none"> Monthly reporting Monthly reporting Monthly reporting Monthly reporting Monthly reporting Monthly reporting Monthly reporting

Strategic Goal #2

Dalefield School will demonstrate the value of Tikanga, Te Reo and Te Ao Maori in supporting all learners explore their identity, culture and values

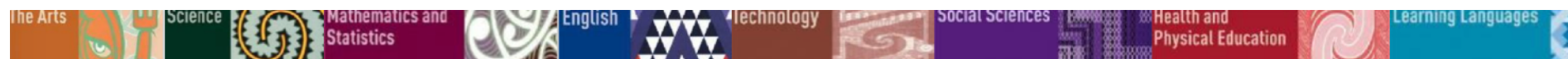
Annual Goal	Indicators	Strategies	Re-sources	Who is responsible?	Time frame?	Report-ing/ review?
To work with the Kāhui Ako to enhance tikanga and Te Ao Māori at Dalefield School and ensure the relationships with our wider community are sustainable, meaningful and respectful. <i>South Wairarapa Kāhui Ako focus - Cultural responsiveness</i>	<ul style="list-style-type: none"> Whānau are encouraged into our school and have a voice. Tikanga is embedded in all planning. Our Māori students achieve success as Māori. All our students have basic proficiency in Te reo and can recite their mihi. Our students learn another language. All whānau attend student-led conferences. School staff are part of the wider Wairarapa teaching fraternity. Dalefield School is an active member of the Kāhui Ako (Community of Learning). The Dalefield community feel they are partners in the children's learning. School leadership is proactive in fostering Iwi relationships 	<ul style="list-style-type: none"> Informal and formal hui are held at the school on a regular basis. A Māori tutor is employed to work with our Kāhui Ako. Dalefield will take part in the Wairarapa kapa haka festival after its long-awaited return in 2019 Teachers are responsive to all learners' needs. Learning concerns and successes are recorded and discussed in an on-going basis through team meetings. Staff unpack the Ka Hikitia and Tu Rangatira documents as part of their professional practice. Weekly kapa haka sessions at school led by deputy principal/ students. A Mandarin tutor is employed across four Carterton schools (through the Confucius Institute at Victoria University of Wellington). School hangi Community sewing sessions organised for creation of kapa haka uniforms. Iwi are invited to our school on a regular basis. 	<ul style="list-style-type: none"> Time Employing a tutor: \$1,000.00 Time Time/meetings Time Time \$200.00/Transport Time/\$200.00 \$1,000.00-costume materials-fundraiser Time 	<ul style="list-style-type: none"> Principal Principal/Kāhui Ako Staff Eric/staff Eric/staff Eric Eric/staff Lisa/staff Lisa/staff Eric/Willy 	<ul style="list-style-type: none"> Term 2 onwards Term 2 onwards On-going Term 2 onwards Term 2 onwards Weekly All year Terms 2 and 4 Terms 2 and 3 Terms 2, 3 and 4 	<ul style="list-style-type: none"> Terms 2/4 Term 4 Terms 2/4 On-going Termly Termly Termly BOT reporting Termly BOT reporting Terms 2 and 4 BOT reporting As required On-going
To embrace the core values of our Dalefield Whānau to ensure our school reflects our community's aspirations.	<ul style="list-style-type: none"> Our school's values are clearly articulated by all stakeholders. Our students are using the key competencies, school values and a skills framework to frame all learning. Whānau contribute to the termly school policy reviews 	<ul style="list-style-type: none"> Our students, staff and Whānau live by our three core values: <i>Ka whakaute ana tātau</i> We are respectful <i>He mea auhua matou</i> We are creative <i>He ākonga matou</i> We are learners Explicit teaching of what it means to display our values. Behaviour management is intrinsically linked to the values and our students have ownership and accountability of the plan Policy review is transparent and invited through the SchoolDocs site (at least two policies per term). 	<ul style="list-style-type: none"> Time Time Time Time 	<ul style="list-style-type: none"> Eric/staff Eric/staff BOT 	<ul style="list-style-type: none"> All year All year Terms 2 and 4 Monthly 	<ul style="list-style-type: none"> Terms 2 and 4 Termly Termly Monthly BOT meetings
To continue developing and enhancing access to a Dalefield curriculum, encompassing our unique location, environment and community.	<ul style="list-style-type: none"> Our students are accessing the whole New Zealand curriculum. Our responsive Local curriculum is an on-going development process Horticultural and agricultural contexts for learning are further developed in 2020. Our Dalefield community own and embrace our school's direction. 	<ul style="list-style-type: none"> Explicit teaching of skills that are transferrable across the curriculum. Students are being taught the skills required, to equip themselves to become agents for their own learning. Continuing the links fostered in 2019 to the wider community that have allowed our students to take part in authentic learning context. An engagement strategy employed to enable us to work with our local community to enhance learning opportunities for our students. 	<ul style="list-style-type: none"> Time Time Time and a curriculum budget Time 	<ul style="list-style-type: none"> Eric/staff Eric/staff Eric/staff Eric/BOT 	<ul style="list-style-type: none"> On-going On-going On-going From Term 2 	<ul style="list-style-type: none"> Each term Each term Each term Terms 2/3/4

Strategic Goal #3

The Board of Trustees is supporting the school in reaching its goals

Annual Goal	Indicators	Strategies	Resources	Who is responsible?	Time frame?	Reporting/ review?
The Board of Trustees continues to work with school leadership to ensure the needs of all learners are met.	<ul style="list-style-type: none"> The school is resourced appropriately. The principal presents triangulated and coherent information (from the analysis of variance, annual plan and budget) to the Board of Trustees. School priorities are known by all stakeholders. 	<ul style="list-style-type: none"> Effective school evaluation practices are in place and all staff have input into targeted actions and resourcing. The principal works with the BOT to ensure they are well-informed of students needs and current achievement. The principal works with the BOT to ensure they are well-informed of professional development needs of staff. The principal reports to the BOT regularly on progress towards targeted actions. Internal capability at the school is self-sustaining as all staff have input into evaluation through regular meetings and teacher inquiry. A replacement plan for technology 	<ul style="list-style-type: none"> Time Time/Budget Time Time Time Time 	<ul style="list-style-type: none"> BOT Eric Eric/BOT Eric Eric/Willy Eric/BOT 	<ul style="list-style-type: none"> Termly/ongoing Monthly reporting Monthly reporting Monthly reporting Ongoing 	<ul style="list-style-type: none"> Monthly BOT reporting Terms 2 and 4 Monthly BOT reporting Cumulative as part of monthly reporting - updated in real time Weekly meetings and Termly evaluation
To ensure all learning areas including the classrooms and grounds are well maintained and fit for purpose.	<ul style="list-style-type: none"> The school is tidy, clean and fit for purpose. All learning areas are safe and risks managed. Staff, students and community are taking collective responsibility for the school environment. 	<ul style="list-style-type: none"> The students are leading the upkeep of the environment and have input into how this is achieved. Student, community and staff voice are regularly sought and this is acted on when planning developments. Students undertake weekly house duties as part of taking personal and collective responsibility for our school's environment. The students' landscaping plans are presented to the Board of Trustees and form part of the Board's overall property plan 	<ul style="list-style-type: none"> Time Time Time Time 	<ul style="list-style-type: none"> Staff BOT/Eric Eric/staff Eric/staff 	<ul style="list-style-type: none"> Weekly/on-going On-going Weekly April BOT meeting 	<ul style="list-style-type: none"> Termly Termly Termly Term 1
The community is well-informed, and part of setting, the school's strategic direction, plans and priorities.	<ul style="list-style-type: none"> The community are empowered partners Regular community consultation is carried out. The school is the hub of the community. The school reflects the community's aspirations. 	<ul style="list-style-type: none"> Opportunities are regularly sought to involve the community ie hui, social events, parent evenings, open days, Lamb and Calf day, etc. New ways, and opportunities for, engagement/consultation continue to be fostered; to enable all stakeholders to be part of the school's journey. Dalefield School is regularly in the news, through press releases and articles for local publication. Carterton Crier, Times Age etc... The new school radio station will be used as a vehicle for engagement. The Board of Trustees are visible to the growing number of new families at Dalefield. Whānau will have real-time access to their children's learning through Seesaw 	<ul style="list-style-type: none"> Time/Budget/ Home and School Committee Time Time Time/Budget item Time Seesaw/Budget item 	<ul style="list-style-type: none"> Eric/BOT/staff/community BOT/Eric Eric/staff/BOT Eric/Willy BOT Staff 	<ul style="list-style-type: none"> Termly On-going On-going On-going On-going On-going 	<ul style="list-style-type: none"> Monthly BOT principal's reporting Monthly BOT principal's reporting Monthly BOT principal's reporting Monthly BOT principal's reporting Termly BOT Chair's reporting Monthly BOT principal's reporting

Planned actions and projects are budgeted for and carried out in a timely and responsive manner.	<ul style="list-style-type: none"> A strategic development plan is completed along with the school's property manager. 	<ul style="list-style-type: none"> With the school house sale completed a time frame is planned for the upgrades to the school as part of the 10YPP. 	Time/staff	BOT	Term 1	Monthly BOT property reporting
	<ul style="list-style-type: none"> All stakeholders through the annual plan, will be in agreement as to the priorities and planned expenditure. 	<ul style="list-style-type: none"> The principal and staff are up-to-date professionally and are cognisant of key educational developments. These are discussed and form part of the internal evaluation/recommendation processes at the school. 	Time	Eric	Term 1 onwards	Monthly BOT principal's reporting
	<ul style="list-style-type: none"> School finances are in order 	<ul style="list-style-type: none"> Principal and admin officer keep track of all expenditure and cross-check all associated documentation. 	Time	Eric/Lisa	On-going	Monthly BOT financial reporting



2020 Maths Target

Strategic Goal #1

Dalefield School will provide a safe and effective teaching and learning environment, so as to support the progress and achievement of all learners

Strategic Goal #2

Dalefield School will demonstrate the value of Tikanga, Te Reo and Te Ao Maori in supporting all learners explore their identity, culture and values

Strategic Goal #3

The Board of Trustees is supporting the school in reaching its goals

75% of our boys will be accessing the Mathematics curriculum at the expected levels for their cohorts.
50% of our Māori students will make accelerated progress in 2020



Baseline data

The fact that Māori achievement in mathematics is now ahead of overall, is to be celebrated. We did lose six of our Māori students out of the area and that had some impact on the results. This may have had a net positive effect on the results but also indicates that work still needs to be done around culturally responsive practices. Staff efforts to make learning engaging and employing mathematics in scientific and local contexts for example, could well be paying off-and not just for our Māori students. We feel it is too early to say conclusively that this is the case and our inquiries and 2020 foci will continue to build on the 2019 developments.

Analysis of data

77% of students are achieving at or above curriculum expectations in maths and statistics an increase of 4%. 83% of Māori students are achieving at or above expectations in maths. This is above the overall figure and a pleasing development.
Of the children not yet meeting expectations, 70% are boys. Of these students, 2/10 are on special programmes or under other outside agencies. Male underachievement is fairly evenly spread with accelerated progress evenly split between gender.

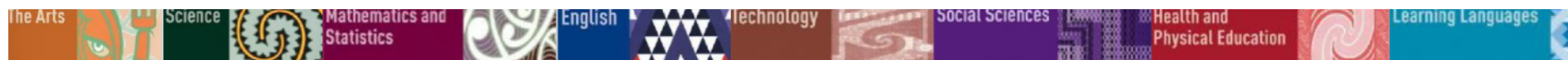
Actions to achieve targets

Led by/budget/time frame

Analysis of variance

- Culturally and contextually rich learning experiences for students.
- Incorporate Tikanga and invite Whānau in to support learning
- Linking maths across the curriculum and to the world beyond the school - our local Dalefield Curriculum development.
- Explicit teaching around the vocabulary of maths and reinforcement of problem-solving skills.
- Judicious application of number knowledge and accessing number through the strands.
- Quality engagement with whānau.
- Professional development: A further 12 month maths contract with Cognition for all teaching staff (Please view the 2020 professional development plan).
- Sustained and ongoing commitment to:
 - ◆ Social maths
 - ◆ Maths talk
 - ◆ Whānau involvement/engagement
 - ◆ Problem solving strategies
 - ◆ Choral counting
 - ◆ Enabling students to lead through play and experimentation
 - ◆ Real-life learning contexts as per annual plan

- Eric/Willy/all staff/on-going
- Eric/curriculum budget/All year
- Staff/curriculum budget, time/All year
- Staff/professional development/All year
- Eric, staff/time/ongoing.
- Eric, staff/time/ongoing.
- Eric, staff/time/ongoing. Cognition 1 year plus release time for maths lead provided by Eric
- Eric/Jeanette/Budget-Kāhui Ako and teacher release/ongoing PD



2020 Literacy Target

Strategic Goal #1

Dalefield School will provide a safe and effective teaching and learning environment, so as to support the progress and achievement of all learners

Strategic Goal #2

Dalefield School will demonstrate the value of Tikanga, Te Reo and Te Ao Maori in supporting all learners explore their identity, culture and values

Strategic Goal #3

The Board of Trustees is supporting the school in reaching its goals

75% of our boys will be accessing the English curriculum at the expected levels for their cohorts.



Baseline data

Last year a target was set for science. After deliberation as a staff and close looking at our data, teachers' anecdotal evidence, our students' engagement and authentic contexts for learning; we have set literacy targets for the school. Boys' engagement on the whole is high in authentic learning contexts so in 2020 our annual plan validates and empowers us to act and inquire into learning contexts that will boost all facets literacy for all learning areas of the New Zealand curriculum. Positive inroads were made during 2019 into our local curriculum development and the unpacking of our three school values; so the cumulative effect plus a 2020 literacy access foci, we are confident that we can make a difference for our learners.

Analysis of data

End of 2019 data showed that 13/15 students not meeting curriculum expectations in writing were boys and 7/11 boys were not meeting expectations in reading. All of our students on special programmes and getting support from outside agencies featured in this group.

Actions to achieve targets	Led by/budget/time frame	Analysis of variance
<ul style="list-style-type: none"> ● Culturally and contextually rich learning experiences for students. ● Develop skills in using the PaCT tool-our PLD facilitator will be running this ● Early words, Reading eggs, Joy Alcock, RT Lit support etc. ● Explicit teaching of thinking and questioning skills. ● Cross-curricula skills workshops for students. ● Regular sessions for all students on our radio station, 107.5DFM. Sharing stories and video on station website. ● Weekly school-wide science tasters for staff/students. ● Weekly House of Science kits in the school. ● Regular and proactive engagement with Whānau <ul style="list-style-type: none"> ◆ Email ◆ Social media ◆ Seesaw ◆ Newsletters ● Judicious focus on the three Kāhui Ako facets of Hauora, agentic learning and cultural responsiveness 	<ul style="list-style-type: none"> ● Eric and staff/on-going ● Maths facilitator and all staff/on-going ● Eric/staff ● Eric and staff/on-going ● All teachers/on-going ● Willy/monthly ● Jeanette/Eric ● All teachers/weekly ● All teachers/on-going <ul style="list-style-type: none"> ◆ Staff ◆ Staff ◆ Staff ◆ Eric ● Eric/Willy/on-going <ul style="list-style-type: none"> ◆ Regular reporting to the BOT as per the annual plan through the principal ◆ Termly reviews by staff ◆ Weekly kōrero as a staff 	