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**Pirinoa School Charter 2017**

**KIA PONO**

**Be Honest**

## **Section 1: Introduction**

Pirinoa School is a small rural primary school, Years 1-8, situated in the settlement of Pirinoa, South Wairarapa.

Present School Roll: 38

Room 1: 4

Room 3: 13

Room 2: 21

Female: 25

Male: 13

Maori Students: 17

We celebrate all learners at Pirinoa School and invite anyone to join us on our Pirinoa Learning Pathway of *‘Vibrant and Successful Learning’*. The majority of our students come from farming families in the area and a few are from fishing families, with 32 of our students travelling to school by bus. Learning experiences are enthusiastically supported by the school and district community. An active fundraising group supports our students in their learning by fundraising for equipment, resources and excursions. Also, a valued group of volunteers have, for many years, provided assistance for our students in Literacy and Numeracy.

**Meeting the requirements of the National Education Guidelines**

In partnership with the Government, Pirinoa School is focused on working towards the National Education Goals through planned and effective curriculum delivery that incorporates a sound knowledge of literacy and numeracy, with learning outcomes being measured to enhance further learning.

Our programmes support all students in striving towards their full potential. These are constantly reviewed to remain up-to-date in an ever-changing world. Our administration framework is also focused on learning.

Pirinoa School recognises the importance of families/whanau and early childhood education and understands its obligation to support those with special learning needs (remedial, enrichment, extension and those with a physical or intellectual disability) to ensure that they are able to fully engage in all school activities, attain the relevant Key Competencies and achieve the objectives within the Learning Areas of the New Zealand Curriculum.

Our key priority is to lift student achievement which will be determined through quality teacher practice, student advocacy, varied assessment strategies, robust data collection and analysis, and school-wide self-review with a clear focus on student learning, engagement and achievement.

**Assessment and Reporting**

At Pirinoa School assessment, teaching and learning are inextricably linked, as each informs the others. The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both respond to the information it provides. At the heart of quality assessment for learning is the concept that students who truly understand and are involved in their learning have accelerated rates of achievement. Assessment-capable students know what they need to learn, where they are at with that learning and what their next learning steps are.

Our intention is that assessment for learning will optimize learning and student outcomes. Pirinoa School is committed to using the National Standards as a means for considering, explaining, and responding to our students’ progress and achievement in Years 1 - 8.

**Literacy, Numeracy and Māori Achievement**

Our aim at Pirinoa School is that every child achieves literacy and numeracy levels that enable their success. We acknowledge that literacy and numeracy skills are the foundation for continuing learning and provide access to the curriculum, and we see this as the key measure of our teaching success. For students not achieving, we will identify options to better support and engage those children and seek out ways to ‘do things differently’ in order to meet their individual learning needs.

At Pirinoa School, we acknowledge the importance of ako – effective and reciprocal teaching and learning – for, and with, Māori learners. We also recognize whanaungatanga and hold high expectations for our Māori students.

We believe that l**anguage, identity and culture counts,** and in manaakitanga - knowing where students come from and building on what students bring with them. P**roductive partnerships** with wananga are essential – equity, sincerity and trust in our Māori students, whānau and educators to share knowledge and expertise with each other in order to produce better outcomes.

**Cultural Diversity**

At Pirinoa School, we respect and promote the special place of Māori and Māori culture, while also valuing the diversity of cultures within our local community, and New Zealand. All students will be provided with the opportunity of a quality education whilst celebrating their own background, ethnicity, religion, gender and/or disability.

The Treaty of Waitangi provides a rationale for us to build a school culture that acknowledges kaupapa Māori, and promotes te reo Māori and tikanga Māori. In recognition of the unique position of Māori, Pirinoa School will take all reasonable steps to:

but1[1] ensure that 'Māori enjoy educational success as Māori'

but1[1] provide instruction in tikanga Māori and te reo Māori

but1[1] identify and remove barriers to achievement to improve outcomes for Māori

but1[1] develop partnerships with Māori parents and whanau

but1[1] encourage our staff to participate in effective professional

development that makes a difference for and with Māori students

but1[1] share information about what works for and with Māori students

**Significant Achievements**

As an Enviroschool, Pirinoa School is an enthusiastic learning partner with many of our local community environmental groups – Wellington Regional Council, Department of Conservation, Lions’ Club Trees for Survival, Paper 4 Trees, South Wairarapa Biodiversity Group, Aorangi Trust, and South Wairarapa Rotary. We are proud to be actively involved in creating a sustainable future with a ‘rubbish free’ and ‘soft drink free’ environment, flourishing vegetable gardens and orchard, and worm farms reusing and recycling our food waste.

As a ‘Positive Behaviour for Learning’ School we have a sound behavioural management system in place that is firmly focused on positive behaviour and which is embedded as ‘the way we do things around here’. Our learners are fully conversant with the system and we can proudly say that we have created a learning environment that is supportive and nurturing of one another. The community are fully informed and regularly invited to provide ongoing feedback.

Over the last two years, student data has shown a steady reduction in the number of students achieving Well-Below in Literacy and Numeracy and a steady upwards movement in achievement

from ‘Below’ to ‘At’ to ‘Above’. We are focused on ensuring this trend continues.

**Strengths and Analysis of Student Achievement**

Pirinoa School is committed to ensuring our policies and procedures adhere to the National Education Guidelines in pursuit of our vision:

***- Te kakama, te momoho o te ako - ‘Vibrant and Successful Learning’***

and our mission:

***- He ākonga eke ki ngā taumata -*** ***‘High Achieving Learners’.***

Our ***‘Pirinoa Learning Pathway’*** - Pirinoa Curriculum clearly guides our teaching and learning and ensures that we consistently consider:

- the needs of our learners as individuals

- our learning community

- our learning partners

- the context in which we live and work

- our values and beliefs

- the Key Competencies, Values, Vision and Principles of the NZ Curriculum.

**Procedural Information**

**Timeframes:**

Our annual strategic goals are reviewed throughout the year and student achievement data and analysis is completed and presented to the Board of Trustees in March, June, September and November of each year. The following year’s annual goals are drafted in Term 4 and confirmed at the first Board meeting of the New Year. Our annual goals are established from the broad strategic goals of our Charter by using student achievement and review data, considering the academic / emotional /social and physical needs of our learners and being mindful of national trends and research information.

Our Charter, National Standards reporting and Analysis of Variance based on the previous year’s Strategic Plan is forwarded to the local MoE office by 1st March each year. The Annual Accounts including these annual reports are sent to the auditor by the 31st March each year. The Annual Report, based on all the above, is completed and presented to the Board of Trustees in April/ May and once approved, copies are sent to the Ministry by 31st May each year. The community has full access to this report at the school office.

**Our Consultation Process:**

* Our school community is consulted regularly through weekly newsletters, monthly district newsletters, surveys, questionnaires, school/community noticeboard, and opportunities to provide feedback. We operate an ‘Open Door’ policy where constructive criticism, strategies or ideas to enhance student progress and achievement are welcomed.
* Family Data Hui are held each year to consult with all families on:
* What is working well at Pirinoa School
* What could be improved at Pirinoa School?
* What changes or initiatives would you like to see?
* How can you contribute to your children’s education?
* What does the data tell us, what areas do we need to improve on?
* Our ‘Positive Behaviour for Learning’ team, consisting of staff, students and parent representation, ensures community voice is heard and actioned within our school.
* A strong relationship with the Pirinoa Play Centre, which share the same grounds, is valued, as this contributes to an effective and supportive transition to school for our new entrants and their families

## Section 2: Strategic Section 2015-2017

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| **PIRINOA SCHOOL - STRATEGIC PLAN 2015-2017** | | | |
| **Mission:**  ***HIGH ACHIEVING LEARNERS***  ***He ākonga eke ki ngā taumata***  **Guiding Principles:**   * All individuals will experience learning success * Respect oneself, others and the environment * Take responsibility, and be accountable, for your actions * Learning is a positive experience * Celebrate holistic diversity * Nurture the hauora - well-being of individuals (physical, mental and emotional, social, and spiritual dimensions of health) * Successful schools are organised around learning * Recognition of the importance of families/whanau and early childhood education. * Commitment to the professional growth and support of   school leaders and teachers   * Positive Behaviour for Learning | | **Vision:**  ***VIBRANT AND SUCCESSFUL LEARNING***  ***Te kakama, te momoho o te ako***  **Because of:**   * Pride in achievement and celebration of success * Excellent teachers delivering innovative programmes * Enthusiastic and active students * Learning that pushes the boundaries * Multi-level teaching and learning that meets student learning needs * Focused planning based on student data for next learning steps * Quality resources including purposeful and functional ICT * Modern buildings that are well maintained * Environmentally friendly * An exceptional governance board * Thriving community partnerships which support and are involved in children’s learning * Engaged parents * Strong values and culture reflecting Pirinoa School * Positive Behaviour for Learning, school and community wide * Active and informed citizenship as an enviro-school | |
| **Strategic Outcomes** | | | |
| **Accelerated Student Achievement**  As measured by:   * Planning and programmes to meet the learning needs of all learners with a focus on those with special educational needs * High literacy and numeracy   [as referenced to National  Standards]   * All children achieving in all learning areas | **Excellence in**  **Teaching**  As measured by:   * Student progression and achievement * 100% satisfaction of students, staff and families with feed forward and feedback * ‘Teaching as Inquiry’ Learning Cycle for improved teaching and learning | **A Modern Learning Environment**  As measured by:   * Well maintained learning environment * Robust programme of   ‘Self Review’   * ***Wow*** factor of school atmosphere * 21st Century Learning | **Engaged**  **Community**  As measured by:   * Effective community consultation and collaboration supporting the well-being and culture of the school * Memorandums of Understandings with learning partners * Increased level of community support, and community use of, the school * Positive Behaviour 4 Learning supported by parents, whanau and community * A commitment to being an enviro-school, thereby nurturing informed and active young citizens. |

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| **Strategic Outcomes** | | | | |
| **Accelerated Student Achievement**  Looks like:   * High achievement for all students * Literacy and numeracy programmes that meet student needs * Achieving at and above expectations (National standards) * Special Education Needs register * Barriers to learning identified * Programmes to meet learning needs * Cross grouping = reflective practice = moderation * Students who are engaged, active and participating in motivating programmes * Students taking ownership * Students demonstrating leadership * Peer tutoring = self/peer assessment * Clear & robust assessment data and analysis * Interschool achievement * Te Reo and Tikanga Māori prominent | **Excellence in Teaching**  Looks like:   * Robust teacher appraisal that   enhances skills, knowledge and  attributes   * Challenging professional learning and development related to curriculum focus. * Effective teachers as facilitators; coaches; mentors * Collaborative planning with other teachers * Reflective practice by teachers   within ‘Teaching as Inquiry’ and  ‘Puzzles of practice’   * Teachers ensuring that learners at the centre of their learning with clear knowledge of what they are learning and why, and that it is within a learners ‘Zone of Proximal Development’. | | **A Modern Learning**  **Environment**  Looks like:   * A board that knows its role, delivers on the mission and goals, and supports management. * Being on track with 5 & 10 year property plans. * Exciting use of teaching spaces i.e. library, learning room * Innovative programmes and plans which are productive and successful and meet student needs across learning areas i.e. school farm, orchard, school kitchen * Organised and up-to-date learning   and teaching resources   * Using student achievement data to make decisions about resourcing   and programmes to improve student  achievement.   * Constant review of educational   programmes to ensure we remain  up-to-date in an ever changing world. | **Engaged Community**  Looks like:   * Open, two way, clear flow of   information   * Flourishing partnerships with local   iwi, businesses, schools, sponsors   * Whanau Hui * School as vibrant hub of community * Increased levels of community support i.e. coaching * Shared vision and expectations * Stable financial management and support * Fundraising group supporting school initiatives and resources * Active participation with Learning Partners i.e. Trees for Survival, Enviroschools Foundation. |
| **Strategies and Initiatives** | | | | |
| * Mathematics PLD [ongoing] * Fostering student voice [ongoing] * Technology PLD [2015] * ICT to support and enhance student achievement [2015 - 2017] * E-Learning Strategy [2015 - 2017] | * Visiting innovative schools [2016] * Teaching as Inquiry [2016] * E-Learning Strategy [2015 - 2017] | * 5/10 year property plan [2015 - 2020] * Playground upgrade [2015 - 2017] * E-Learning Strategy [2015 - 2017] * School Nursery Project – Trees for Survival[2015 -17] * Modern and well maintained resources | | * Communications strategy - Website*,* Feedback, District/ BoT news, updated student achievement / school reports [2015 - 2017] * Marketing strategy [Advertising, School profile] [2015 - 2017] * Maori Achievement Action Plan[2015] * Inclusive Practices [2015 - 2017] * Ngati Kahungunu Ki Wairarapa Education Strategy (2014 – 2020) |

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## Section 3: Annual Plan 2017

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| **Strategic Outcome: 1 Accelerated Student Achievement**  **Annual Goal: 1.1** *Māori and Pasifika students will achieve accelerated progress in writing literacy levels as referenced to the National Standards.*  **Target 1:***Year 1-8 Māori and Pasifika students achieving ‘at’ will continue to make progress in National Standards Writing, so that by the end of 2017 they are either “at” or higher.*   * *At = 9/17 Māori and Pasifika students.*     **Annual** **Goal: 1.2** That the five of our *Year 6 who are currently achieving at “at” will continue to make progress in Mathematics, so by the end of 2017 they are either at “at” or higher for National Standards Mathematics.*  **Target 2:** *Year 6 students achieving “at” will continue to make progress in 2017 so that they are “at” or higher for National Standards.*   * *At = 5/8 year 6 students.* | | **Background:**   * **In 2016 we reviewed our Writing programme through an internal evaluation, as teachers we undertook PD through teacher as inquiry and moderated together to get a better understanding of our OTJs. At the end of 2016 we had nine Maori students achieving “at” for National Standards Writing. In 2017 we will monitor this group of students as they are at risk of not making progress by the end of 2017**   **Background:**     * **We have noticed that there is a gap between five of our year 6 students and the other three who are achieving above for National Standards Mathematics. These five year 6 students have continued to stay at “at” throughout 2016 and we need to monitor these students as they are at risk of not making progress by the end of 2017.** | | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** | **Success will be measured by**: |
| The students will be tracked on a google doc spreadsheet and these results will be shared with the BOT. |  | N/A | 2017 | The students that are “at” for National standards Writing and Mathematics will be measured against our internal evaluation for Mathematics and with an improvement agenda plan. |
| The year 6 students that are “at” for Maths will be a teacher as inquiry group for Tara. | Tara Woodhouse | *Effective School Evaluation document (ERO)*  *Raising Student achievement through targeted outcomes.* (ERO) | 2017 |
| The teachers will complete an internal evaluation of our Mathematics programme |  | Ministry of Education Effective School Evaluation document | 2017 |

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| **Strategic Outcome: 2 Excellence in Teaching**  **Annual Goal: 2.1**  *As a staff we will go through the process of the Internal Evaluation, using* (ERO’s) *Effective School Evaluation as our base to increase the achievement of our students that are achieving “at” for National standards Mathematics. Also continue to up skill ourselves on Teacher as Inquiry.*  **Target 3:** *Teaching Staff – Three fulltime teachers, and two Teacher Aides.* | | **Background:** *We have a high number of our students achieving “at” for National Standards Mathematics 43%. I plan on using the Effective School Evaluation document as a reference to helping move these students. Also use Teacher as Inquiry to help get a better understanding of what we as teachers are doing for students that are risk of underperforming.* | | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** | **Success will be measured by**: |
| School wide development on implementing ERO’s effective school internal review for improvement |  | *ERO’s*  *Effective School Evaluation Document*  *ERO’s Raising Student achievement through targeted outcomes.* | Ongoing | Staff having a clear understanding of what an internal review is. Also an increase in achievement of the target group.  Teachers understanding what the teacher as inquiry model and using this model to get a better understanding of what as teacher are we doing differently because of the students’ progress. |
| Create our Teacher as Inquiry target groups and goals, these students coming from the End of 2016 Achievement Data |  | N/A | Ongoing |

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| **Strategic Outcome: 3 Engaged Community**  **Annual Goal: 3.1**  *To create opportunities for families to sit down and discuss their child’s progress.*  **Target 4:**  *Students, school (staff and BOT), whanau and wider school community* | | **Background:**  *We seem to have many people turning up to parent teacher interviews than we do at Whanau Huis or fundraising events. I believe even though we only have to have parent teacher interviews twice a year, more would be better. We should aim to have them week 5 of every term, have a BBQ cooked by the Board, the Board Data could be talked about in each parent teacher interview or have a PowerPoint going. Rather than having many individual meetings, merge them.* | | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** | **Success will be measured by**: |
| Every term, have parent teacher interviews, I know this only has to be done twice a term but our turnout to these evenings are superb.  Have one meeting every term, go from 4.30 -6.30 and the Board of Trustees to cook the BBQ for parents, I believe we will have a great turn out and are ticking many boxers in one evening. |  | BBQ  Meat Patties  Sasuages Bread  etc | Ongoing | Parents attending the meeting and that we will see an improvement in the students as the parents and teachers will be on the same page. |
| **Strategic Outcome: 4 A Modern Learning Environment**    **Annual Goal: 4.1**  *To enroll our Senior classroom or year 7/8 students in the Virtual Classroom for Rural Schools.*  **Target 5:**  *Year 5-8 students.* | | **Background:**  *We need to expand our teacher programme and give opportunities for teachers and students to communicate and learn from others. The virtual classroom is a great tool for learning and can be done using the Rural Classroom framework.* | | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** | **Success will be measured by**: |
| *By being virtual teaching & learning school will enable our students to have opportunities to talk to others that are in schools of a similar size and also create an learning environment that is outside the classroom.* |  |  | Term 1 | We will know that we are successful once our students are up and running using the virtual classroom. |

## Appendix 1: Supporting Documents

Management will be supported by a range of documents which include:

* Board Handbook of Policies
* Management Folder of Procedures
* Pirinoa Curriculum Pathway
* Assessment documentation
* Planning and Reporting Process documentation
* Appraisal Process (Tātaiako, MEI)
* Professional Development Plan
* Pirinoa School Budget; Asset Register
* 5 and 10 Year Property Plan
* Student Behaviour Management Plan (PB4L)
* Effective Literacy Yr1-4, Yr 5-8
* Literacy Learning Progressions / [English Language Learning Progressions](http://esolonline.tki.org.nz/ESOL-Online/Student-needs/The-English-Language-Learning-Progressions)
* [The New Zealand Curriculum](http://nzcurriculum.tki.org.nz/Curriculum-documents); The [Number Framework](http://www.tki.org.nz/r/assessment/exemplars/maths/strategy/st_overview_e.php)
* Inclusive Practices Development Plan
* Collaboration for Success: Individual Education Plans
* The R[eading and Writing Standards](http://nzcurriculum.tki.org.nz/National-Standards/Reading-and-writing-standards) and the M[athematics Standards](http://nzcurriculum.tki.org.nz/National-Standards/Mathematics-standards/The-standards)
* [Ka Hikitia – Accelerating Success: The Māori Education Strategy 2013–2017](http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/PublicationsAndResources-EnglishLanguageVersions.aspx)
* Timperley, H., Wilson, A., Barrar, H., and Fung, I. (2007). [*Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES)*](http://www.educationcounts.govt.nz/publications/series/2515/15341). Wellington: Ministry of Education.
* Robinson,V., Hohepa,M.,Lloyd,C., and The University of Auckland.(2009). *School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration (BES)*
* ['Quality teaching for diverse students in schooling: Best Evidence Synthesis Iteration](http://www.educationcounts.govt.nz/publications/series/2515/5959)'
* [Effective pedagogy in mathematics/pāngarau: Best Evidence Synthesis](http://www.educationcounts.govt.nz/__data/assets/pdf_file/0008/7694/BES_Maths07_Section_1.pdf)
* '[Creating strong achievement gains for Māori children in English-medium mathematics classrooms](http://www2.nzmaths.co.nz/Numeracy/References/Comp07/TPT07_temaro_higgins_averill.pdf)'
* [Nga Haeata Matauranga: The annual report on Māori education on Education Counts](http://www.educationcounts.govt.nz/publications/maori_education/5851)
* School Planning – Supporting Learners With Special Educational Needs: October MoE
* ERO: Mathematics in Years 4 to 8: Developing a Responsive Curriculum
* ERO : Effective School Evaluation - How to do and use internal evaluation for improvement (2015)