



## Pirinoa School Charter 2016

*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: 33

Room 1: 14

Room 2: 19

Female: 22

Male: 11

Maori Students: 48%

We celebrate all learners at Pirinoa School and invite anyone to join us on our Pirinoa Learning Pathway of '*Vibrant and Successful Learning*'. Majority of our students come from farming families in the area and a few are from fishing families, with 71% of our students travelling to school by bus. Learning experiences are enthusiastically supported by the school and district community, and an active fundraising group, support 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 to strive towards their full potential, are constantly reviewed to remain up to date in an ever changing world; and our administration framework is 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, respecting that their relationships with whānau and community cannot be separated. We believe that language, identity and culture counts and in manaakitanga - knowing where students come from and building on what students bring with them; and in productive partnerships with wananga – 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 the 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:

-  ensure that 'Māori enjoy education success as Māori'
-  provide instruction in tikanga Māori and te reo Māori
-  identify and removing barriers to achievement to improve outcomes for Māori
-  develop partnerships with Māori parents and whanau
-  encourage our staff to participate in effective professional development that makes a difference for and with Māori students
-  share information about what works for and with Māori

## **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 'water only' 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 is forwarded to the local MoE office by 1<sup>st</sup> March each year. An analysis of variance of the previous year's annual strategic goals is prepared and presented to the Board of Trustees in March of each year and sent, with the annual accounts, to the auditor by the 31<sup>st</sup> 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 31<sup>st</sup> 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's 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, consists of staff, students and parents representation ensures community voice is heard and actioned within our school.
- ✚ A strong relationship with the Pirinoa Play Centre, of which we share the same grounds, is valued as this contributes to an effective and supportive transition to school for our new entrants and their families.

PIRINO A SCHOOL - STRATEGIC PLAN 2015-2017			
<p>Mission:</p> <p><i>HIGH ACHIEVING LEARNERS</i></p> <p><i>He ākonga eke ki ngā taumata</i></p> <p>Guiding Principles:</p> <ul style="list-style-type: none"><li>✓ All individuals will experience learning success</li><li>✓ Respect oneself, others and the environment</li><li>✓ Take responsibility, and be accountable, for your actions</li><li>✓ Learning is a positive experience</li><li>✓ Celebrate holistic diversity</li><li>✓ Nurture the hauora ~ well-being of individuals ( physical, mental and emotional, social, and spiritual dimensions of health)</li><li>✓ Successful schools are organised around learning</li><li>✓ Recognition of the importance of families/whanau and early childhood education.</li><li>✓ Commitment to the professional growth and support of school leaders and teachers</li><li>✓ Positive Behaviour for Learning</li></ul>		<p>Vision:</p> <p><i>VIBRANT AND SUCCESSFUL LEARNING</i></p> <p><i>Te kakama, te momoho o te ako</i></p> <p>Because of:</p> <ul style="list-style-type: none"><li>✓ Pride in achievement and celebration of success</li><li>✓ Excellent teachers delivering innovative programs</li><li>✓ Enthusiastic and active students</li><li>✓ Learning that pushes the boundaries</li><li>✓ Multi-level teaching and learning that meets student learning needs</li><li>✓ Focused planning based on student data for next learning steps</li><li>✓ Quality resources including purposeful and functional ICT</li><li>✓ Modern buildings that are well maintained</li><li>✓ Environmentally friendly</li><li>✓ An exceptional governance board</li><li>✓ Thriving community partnerships which support and are involved in children’s learning</li><li>✓ Engaged parents</li><li>✓ Strong values and culture reflecting Pirinoa School</li><li>✓ Positive Behaviour for Learning, school and community wide</li><li>✓ Active and informed citizenship as an enviro-school</li></ul>	
Strategic Outcomes			
<p><i>Accelerated Student Achievement</i></p> <p>As measured by:</p> <ul style="list-style-type: none"><li>✚ Planning and programs to meet the learning needs of all learners with a focus on those with special educational needs</li><li>✚ High literacy and numeracy [as referenced to National Standards]</li><li>✚ All children achieving in all learning areas</li></ul>	<p><i>Excellence in Teaching</i></p> <p>As measured by:</p> <ul style="list-style-type: none"><li>✚ Student progression and achievement</li><li>✚ % satisfaction of students, staff and families with feed forward and feedback</li><li>✚ ‘Teaching as Inquiry’ Learning Cycle for improved teaching and learning</li></ul>	<p><i>A Modern Learning Environment</i></p> <p>As measured by:</p> <ul style="list-style-type: none"><li>✚ Well maintained learning environment</li><li>✚ Robust programme of ‘Self Review’</li><li>✚ <b>Wow</b> factor of school atmosphere</li><li>✚ 21<sup>st</sup> Century Learning</li></ul>	<p><i>Engaged Community</i></p> <p>As measured by:</p> <ul style="list-style-type: none"><li>✚ Effective community consultation and collaboration supporting the well-being and culture of the school</li><li>✚ An increase in Memorandums of Understandings with learning partners</li><li>✚ Increased level of community support, and community use of, the school</li><li>✚ Positive Behaviour 4 Learning supported by parents, whanau and community</li><li>✚ A commitment to being an enviro-school, thereby nurturing informed and active young citizens.</li></ul>

<i>Strategic Outcomes</i>			
<p><i>Accelerated Student Achievement</i></p> <p>Looks like:</p> <ul style="list-style-type: none"> <li>➤ High achievement for all students</li> <li>➤ Literacy and numeracy programmes that meet student needs</li> <li>➤ Achieving at and above expectations (National standards)</li> <li>➤ Special Education Needs register</li> <li>➤ Barriers to learning identified</li> <li>➤ Programmes to meet learning needs</li> <li>➤ Cross grouping = reflective practice = moderation</li> <li>➤ Students who are engaged, active and participating in motivating programmes</li> <li>➤ Students taking ownership</li> <li>➤ Students demonstrating leadership</li> <li>➤ Peer tutoring = self/peer assessment</li> <li>➤ Clear &amp; robust assessment data and analysis</li> <li>➤ Interschool achievement</li> <li>➤ Te Reo and Tikanga Māori prominent</li> </ul>	<p><i>Excellence in Teaching</i></p> <p>Looks like:</p> <ul style="list-style-type: none"> <li>➤ Robust teacher appraisal that enhances skills, knowledge and attributes</li> <li>➤ Challenging professional learning and development related to curriculum focus.</li> <li>➤ Effective teachers as facilitators; coaches; mentors</li> <li>➤ Collaborative planning with other teachers</li> <li>➤ Reflective practice by teachers within 'Teaching as Inquiry' and 'Puzzles of practice'</li> <li>➤ Teachers ensuring that learners at the center of their learning with clear knowledge of what they are learning and why, and that it is within a learners 'Zone of Proximal Development'.</li> </ul>	<p><i>A Modern Learning Environment</i></p> <p>Looks like:</p> <ul style="list-style-type: none"> <li>➤ A board that knows its role, delivers on the mission and goals, and supports management.</li> <li>➤ Being on track with 5 &amp; 10 year property plans.</li> <li>➤ Exciting use of teaching spaces i.e. library, learning room</li> <li>➤ Innovative programmes and plans which are productive and successful and meet student needs across learning areas i.e. school farm, orchard, school kitchen</li> <li>➤ Organised and up to date learning and teaching resources</li> <li>➤ Using student achievement data to make decisions about resourcing and programmes to improve student achievement.</li> <li>➤ Constant review of educational programmes to ensure we remain up to date in an ever changing world.</li> </ul>	<p><i>Engaged Community</i></p> <p>Looks like:</p> <ul style="list-style-type: none"> <li>➤ Open, two way , clear flow of information</li> <li>➤ Flourishing partnerships with local iwi, businesses, schools, sponsors</li> <li>➤ Whanau Hui</li> <li>➤ School as vibrant hub of community</li> <li>➤ Increased levels of community support i.e. coaching</li> <li>➤ Shared vision and expectations</li> <li>➤ Stable financial management and support</li> <li>➤ Fundraising group supporting school initiatives and resources</li> <li>➤ Active participation with Learning Partners i.e. Trees for Survival, Enviroschools Foundation.</li> </ul>
<i>Strategies and Initiatives</i>			
<ul style="list-style-type: none"> <li>❖ Mathematics PLD [ongoing]</li> <li>❖ Fostering student voice [ongoing]</li> <li>❖ Technology PLD [2015]</li> <li>❖ ICT to support and enhance student achievement [2015 - 2017]</li> <li>❖ E-Learning Strategy [2015 - 2017]</li> </ul>	<ul style="list-style-type: none"> <li>❖ Visiting innovative schools [2016]</li> <li>❖ Teaching as Inquiry [2016]</li> <li>❖ E-Learning Strategy [2015 - 2017]</li> </ul>	<ul style="list-style-type: none"> <li>❖ 5/10 year property plan [2015 - 2020]</li> <li>❖ Playground upgrade [2015 - 2017]</li> <li>❖ E-Learning Strategy [2015 - 2017]</li> <li>❖ School Nursery Project – Trees for Survival[2015 -17]</li> <li>❖ Modern and well maintained resources</li> </ul>	<ul style="list-style-type: none"> <li>❖ Communications strategy - Website, Feedback, District/ BoT news, updated student achievement / school reports [2015 - 2017]</li> <li>❖ Marketing strategy [Advertising, School profile] [2015 - 2017]</li> <li>❖ Maori Achievement Action Plan[2015]</li> <li>❖ Inclusive Practices [2015 - 2017]</li> <li>❖ Ngati Kahungunu Ki Wairarapa Education Strategy (2014 – 2020)</li> </ul>



<p><b>Strategic Outcome: 1</b> <i>Accelerated Student Achievement</i></p> <p><b>Annual Goal: 1.1</b> <i>Māori and Pasifika students will achieve accelerated progress in writing literacy levels as referenced to the National Standards.</i></p> <p><b>Target 1:</b> <i>Year 1-8 Māori and Pasifika students achieving 'well below', 'below' and 'at'.</i></p> <ul style="list-style-type: none"> <li>• <i>Well below = 1/18 Māori and Pasifika students.</i></li> <li>• <i>Below = 1/18 Māori and Pasifika students.</i></li> <li>• <i>At = 10/18 Māori and Pasifika students.</i></li> </ul> <p><b>Annual Goal: 1.2</b> <i>Māori and Pasifika students will achieve accelerated progress in mathematical levels as referenced to the National Standards.</i></p> <p><b>Target 2:</b> <i>Year 1-8 Māori and Pasifika students achieving 'well below' 'below' and 'at'.</i></p> <ul style="list-style-type: none"> <li>• <i>Well below = 1/18 Māori and Pasifika students.</i></li> <li>• <i>Below = 2/18 Māori and Pasifika students.</i></li> <li>• <i>At = 8/18 Māori and Pasifika students.</i></li> </ul>	<p><b>Background:</b></p> <ul style="list-style-type: none"> <li>• <i>When reviewing the data from November 2015, it is very clear that we have 2 students that are below the National Standard expected level. One of these students is a child who has special needs and this student has a support network of people and has an IEP that caters for their learning needs. The other has learning difficulties and also has a support network of people. We have 12/18 Māori, Pasifika students that are at or below for National Standards Writing which is 66%. These students will become our teacher as inquiry groups and also our school target groups.</i></li> </ul> <p><b>Background:</b></p> <ul style="list-style-type: none"> <li>• <i>When reviewing the data from November 2015 it became clear that we have three students that are below their expected level for National Standard's. One of these students is a child who has special needs, this student has a support network of people and has an IEP that caters for their learning needs. We have 13/18 Māori, Pasifika students that are at or below for National Standards Mathematics which is 72%. These students will become our teacher as inquiry groups and also our school target groups.</i></li> </ul>
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<b>Actions</b>	<b>Led By</b>	<b>Resources/\$</b>	<b>Timeframe</b>	<b>Success will be measured by:</b>
The students will be tracked on a google doc spreadsheet and these results will be shared with the BOT at every 2 <sup>nd</sup> BOT meeting.	Troy Anderson	N/A	Ongoing	The student that is “well below” for Writing and Mathematics will be measured by their IEP.
Two of these students will have an IEP, these goals will determine the learning structure that will be implemented in the classroom.	Troy Anderson/ Siouxsie Locke	RTLB, Special Education	Ongoing	The student that is “below” for Writing will be measured against their IEP goals.
The students that are “below” will create our teacher as inquiry groups and the students that are at “at” will be the focus of our internal evaluation, with an improvement agenda, latest document from ERO.	Troy Anderson Siouxsie Locke Sissy Pickering	Ministry of Education Effective School Evaluation document	Ongoing	<p>The students that are “below” for Mathematics will be measured against the teacher as inquiry goals.</p> <p>The students that are “at” for National standards Writing and Mathematics will be measured against our internal evaluation, with an improvement agenda plan.</p>



<b>Strategic Outcome: 2</b> <i>Excellence in Teaching</i>		<b>Background:</b> <i>We have a high number of our students sitting at “at” for National Standards Writing 63% and Mathematics 48%. I plan on using the Effective School Evaluation document as a reference to helping move these students.</i>		
<b>Annual Goal: 2.1</b> <i>As a staff we will go through the process of the Internal Evaluation, using the Ministry of Educations (ERO’s) Effective School Evaluation as our base to increase the achievement of our students that are achieving “at” for National standards, Writing and Mathematics.</i>				
<b>Target 3:</b> <i>Teaching Staff – Two fulltime teachers, one permanent part time teacher (.6) and two Teacher Aides.</i>				
Actions	Led By	Resources/\$	Timeframe	Success will be measured by:
School wide development on implementing ERO’s effective school internal review for improvement	Troy Anderson	Ministry of Educations Effective School Evaluation Document	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 is and using this model to great an increase in National Standards for our priority leaners
Create our Teacher as Inquiry target groups and goals, these students coming from the End of 2015 Achievement Data	Troy Anderson	N/A	Ongoing	

<p><b>Strategic Outcome: 3</b>     <i>Engaged Community</i></p> <p><b>Annual Goal: 3.1</b>  <i>To create opportunities for families to sit down and discuss the future for their children. Using the model of Whanau Hui to create a family evening every Tuesday after a Board of Trustees achievement data meeting to get the Community in to discuss the data and where to from here.</i></p> <p><b>Target 4:</b>  <i>Students, school (staff and BOT), whanau and wider school community</i></p>		<p><b>Background:</b>  <i>From a current survey completed by the school community, staff and students it showed that we as a school could be doing better to strengthen our relationship with the school community. The relationship has improved this year and I believe that with these data meetings it will give the parents a clear focus on where their children are at and what they could be doing at home.</i></p>		
Actions	Led By	Resources/\$	Timeframe	Success will be measured by:
Regular data meetings with whanau to discuss the results and talk about what has been achieved and where to from here.	Troy Anderson, Sissy Pickering, Siouxsie Locke	N/A	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.

<b>Strategic Outcome: 4</b> <i>A Modern Learning Environment</i>  <b>Annual Goal: 4.1</b> <i>To complete our 21<sup>st</sup> century environment. To create school councils that will focus on the enviro-schools for Pirinoa School, a council that will look at the school playground upgrade and a council that will create a school bike track.</i>  <b>Target 5:</b> <i>All learners of Pirinoa School</i>		<b>Background:</b>  <i>Last year we implemented 1:1 chromebooks for Room 2 and this year will purchase 5 more. We are just in the final stages of completing our 5YPP upgrade of the classrooms and corridor and have also purchased and completed our new turf. We now need to look at upgrading the playground equipment and create a new bike track.</i>		
<b>Actions</b>	<b>Led By</b>	<b>Resources/\$</b>	<b>Timeframe</b>	<b>Success will be measured by:</b>
Create 3 councils that will be led by teachers, students and members of the community to create a 21 <sup>st</sup> century outside environment.	Troy Anderson, Siouxsie Locke, Sissy Locke	\$8000	Term 1	We will know that we are successful when our bike track, new carpark, playground upgrade and school gardens are completed.

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
- The New Zealand Curriculum; The Number Framework
- Inclusive Practices Development Plan
- Collaboration for Success: Individual Education Plans
- The Reading and Writing Standards and the Mathematics Standards
- Ka Hikitia – Accelerating Success: The Māori Education Strategy 2013–2017
- Timperley, H., Wilson, A., Barrar, H., and Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES)*. 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'
- Effective pedagogy in mathematics/pāngarau: Best Evidence Synthesis
- 'Creating strong achievement gains for Māori children in English-medium mathematics classrooms'
- Nga Haeata Matauranga: The annual report on Māori education on Education Counts
- 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)