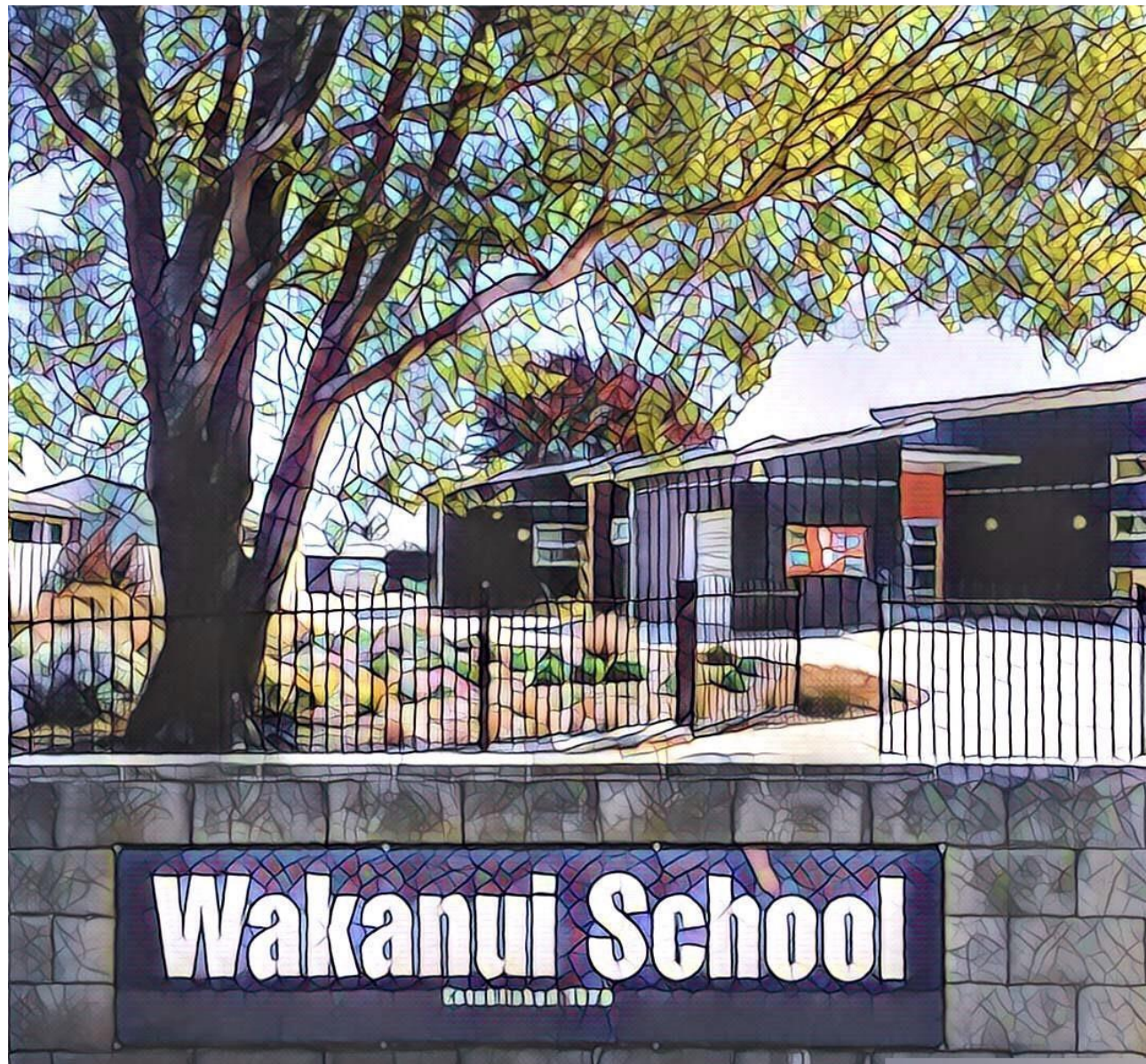


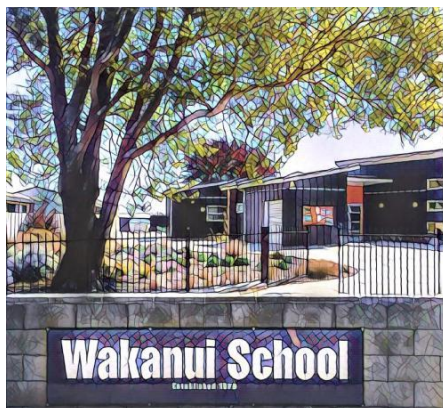
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## Wakanui School Charter 2018.



*Wakanui School is a full primary 10km east of Ashburton in Mid Canterbury. We are a decile 8, U3 School with a current roll of 130. We have an increasing school roll with most new entrants entrants in our area attending our school and most years 7 and 8 students remaining with us/ until they go to secondary school. An enrolment scheme is in place to help regulate roll/e growth. We anticipate our roll to grow to around 140 in 2018.*

*Many of our students live in our local area but about 30% travel from town for a rural school school experience. Most students travel to and from school by bus or car.*

*4% of our roll identify as Maori and 5% as Asian. In 2018 we are operating 6 classrooms, all of which enjoy a modern learning environment and high levels of digital capacity.*

*We are a member of the Hakatere Community of learning and our principal is also the lead principal for the Kahui Ako. Our staff are all passionate about student centred learning and we continue to develop pedagogy, systems and resources to improve outcomes for all students. Our students are engaged in their learning and care about each other. They demonstrate the core values inside and outside of school on a regular basis. Senior students students have leadership roles and act as role models. Our families support the school in numerous ways and have a the voice in the ongoing development of targets and goals. Student voice is an important part of our planning and reporting.*

*In 2018 we will focus on a concept based approach to learning around themes associated with Hauora. Our main areas for development will be around mathematics, extending deeper thinking and new ways of measuring progress.*

*All students will be involved in learning and applying Te reo Maori in a range of contexts and many of the senior students students will have opportunities to be active in kapahaka.*

*Our newly heated swimming pool will give us opportunities for a longer swimming season and improved aquatic skills. We intend to use it for most of terms 1 and 4.*



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### **OUR VISION** (Where are we going?)

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### **OUR MISSION** (How we will get there?)

Providing an environment which promotes a desire for all to reach their full potential

### **OUR KEY VALUES** (Helping us achieve)

Respect Resilience Responsibility Excellence

### **OUR AIMS** (What we want to achieve)

#### **STUDENT ACHIEVEMENT** (STUDENTS, CURRICULUM, ASSESSMENT, INCLUSIVE PRACTICE, CULTURAL RESPONSIVENESS)

- Improved learning outcomes for all students in all areas
- Access to a quality, contemporary, relevant curriculum
- Feedback on progress and achievement that fosters further growth
- Empower students to have the skills and knowledge for success in life

#### **INQUIRY** (TEACHING, EQUITY, EXCELLENCE, SELF REVIEW, EVIDENCE OF IMPACT)

- Ensuring our teachers are the best that they can be and apply current best practice
- All learners have access to equitable processes allowing their potential to be achieved
- We know why we do what we do and we know what does and will make a difference
- We strive for excellence in all aspects of school life

#### **COMMUNITY** (LEARNERS, FAMILIES, WIDER COMMUNITY, KAHUI AKO, ENVIRONMENT)

- Our people work in partnership together to achieve common goals
- We are inclusive of all and demonstrate cultural responsiveness
- We care about our environment and appreciate our unique rural aspect
- We are an active member of the Hukatere Kahui Ako and see ourselves as part of a wider community.



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## **Our Broad Strategic Goals:** (unlikely to change from year to year, business as usual)

1. Meet our obligations under the Treaty of Waitangi.
2. Meet all legislative requirements asked of us.
3. Ensure our values are woven through all that we do.
4. Celebrate our rural location and resources.
5. Deliver the best that we are capable of, in all that we do.
6. Give priority to the English and Mathematics curricula.
7. Provide sustainable programmes in sport and physical education with the use of kiwi sport funding.
8. Ensure our school environment is healthy and safe for all.
9. Be cognizant of the changing face of education and ensure we are at the forefront of providing future focused education.



# WAKANUI SCHOOL SPECIFIC STRATEGIC GOALS 2018-2020

Aim	Key strategies to achieve goals 2018 - 2020
<p><b>Student Achievement</b></p> <p><i>All students experience success through challenge, choice, striving for excellence and seeking feedback to further improve outcomes.</i></p>	<ul style="list-style-type: none"> <li>• Build on our academic success in reading, writing and mathematics for all students using data, student voice, parent voice and tools that help us understand and plan for continued progress.</li> <li>• Ensure that all students seek feedback, act on it and use this information to set goals which are relevant, challenging and achievable.</li> <li>• Ensure that teachers and students have high expectations in all that they do and that we ensure we focus on diverse and minority groups.</li> <li>• Grow student engagement in learning and develop ways of effectively measuring this. Analyse the information we collect and develop systems that continue to support growth.</li> <li>• Develop systems that allow conceptual thinking to lead learning and ways to measure and report this to students and families.</li> <li>• Focus on measuring what is valuable rather than valuing the importance of measuring. Establish what growth we expect for our students and how we want to support that.</li> <li>• Define what excellence means to us and develop a graduate profile which clearly describes this.</li> </ul> <p>2018 Strategic goals</p>





GOAL	Key strategies to achieve goals 2018 -2020
<p><b>Inquiry.</b></p> <p><i>Through the use of effective inquiry, programme, policy and pedagogy will allow us to be effective in meeting our goals.</i></p>	<ul style="list-style-type: none"> <li>• Curriculum review will focus on competencies and concepts. All areas of our curriculum will allow for deep thinking and development from concrete to abstract.</li> <li>• The spiral of inquiry is the preferred model for all inquiry</li> <li>• We actively participate in the Kahui Ako inquiry around cultural responsiveness and relational pedagogy. Actions are implemented and reflected upon at all levels.</li> <li>• Mathematics inquiry leads to a better curriculum programme, assessment practice and student achievement. Mathematics is delivered in a connected and conceptual manner which allows students to make links across the curriculum, with real life contexts and is focused on problem solving.</li> <li>• We seek evidence of impact and apply findings in order to continually improve.</li> <li>• Our teachers engage in positive appraisal which is aimed at growing better practice through the use of critical conversations, targeted observations and shadow coaching.</li> <li>• Self- review systems allow us to identify what we do well, what we can improve on and how well our work in improvement has gone.</li> </ul> <p>2018 Strategic goals</p>

GOAL	2018
<p><b>Community</b></p> <p><i>We embrace and demonstrate equity and excellence and through our values, grow a community that is future focused, inclusive and prepared to work in partnership.</i></p>	<ul style="list-style-type: none"> <li>• We seek feedback from, and listen to, the voices of our partners – students, families, iwi, cultural groups, wider community groups.</li> <li>• We value our unique heritage as part of the Wakanui community and the special role we play in preserving the tāonga in and around our environment. Our cultural narrative is the foundation of our place.</li> <li>• Our values of excellence, respect, resilience and responsibility guide all that we do. We expect students, staff and families to demonstrate these at all times.</li> <li>• We use our resources to deliver a future focused curriculum.</li> <li>• We engage with our community and provide meaningful and collaborative experiences that add value to the outcomes for our students.</li> <li>• We continue to develop our physical environment to allow better teaching and learning experiences for staff and students.</li> </ul> <p>2018 Strategic goals</p>





**WAKANUI SCHOOL ANNUAL PLAN 2018**

Student Achievement				
Annual Goal	ANNUAL Target what	ACTION- who, when	DEVELOPMENT how, why	OUTCOME how will we know
<b>Build on our academic success in reading, writing and mathematics for all students using data, student voice, parent voice and tools that help us understand and plan for continued progress.</b>	<ul style="list-style-type: none"> <li>93% of Students will be achieving at or above expectation for their age in <b>reading</b> by December.</li> <li>93 % of Students will achieve at or above expectation in <b>mathematics</b> for their age by December.</li> <li>93 % of Students will achieve at or above expectation for their age in <b>writing</b> by December.</li> </ul>	<p>Collect baseline data using a variety of methods. Use moderation techniques in order to make valid judgements.</p> <p>Keep management plans for target groups and reflect on these monthly.</p> <p>Attend professional development to build pedagogy and skills.</p> <p>Develop procedures for shared ownership of progress and achievement across the school – office 365, one note, one drive. Parent meetings to discuss and share goals/progressions etc.</p>	<p>All staff will be involved in collecting data, making overall teacher judgements, reporting to parents and students and setting goals for future achievement.</p> <p>All staff will contribute accurate data and to be reflective in the OTJ process. Staff will use PACT.</p> <p>Staff will attend all staff meetings with accurate data and participate in moderation of this data.</p> <p>Parents will be informed of progress as appropriate in order to maximise achievement gains.</p>	<p>90% of students will be achieving at or above the national standard, excluding ORS funded students and those for whom the standard is an inappropriate measure of progress at this point in time.</p> <p>All students will have made gains during the year regardless of their individual “starting place”.</p> <p>Students will be able to describe their progress and the reasons for it.</p>



Student Achievement				
Annual Goal	ANNUAL Target	ACTION	DEVELOPMENT	OUTCOME
<p><b>Grow student engagement in learning and develop ways of effectively measuring this. Analyse the information and develop systems that continue to support growth.</b></p>	<p>By the end of the year, all teachers and students will be using rubrics to show progress in selected curriculum areas and will report positive attitudes towards the progress shown on the rubrics.</p> <p>Use rubrics for maths, writing, PE and thinking skills to show growth over a year. Students and teachers reflect on the dimensions of the rubric and have shared input into the development of criteria. Link the use of rubrics to our goal setting process and Seesaw.</p>	<p>In March, use rubrics for levels 1-4 in maths – beginning with number, writing, aquatics and visual art. Rubrics will have student and teacher voice and may be class, group or individual in application. Teachers and students will indicate current progress at least once a term.</p> <p>In July, rubrics will be added for 2 more math strands and for drama and resilience or responsibility.</p> <p>Students will be able to connect rubrics to goals and comment on progress at 3 way conferences.</p>	<p>Rubrics will act as a road map for growth over a number of learning areas. Students will begin to know and reflect upon where they started, where they are now and where they want to go to.</p> <p>Rubric information will be used as the basis for goal setting interviews in terms 3 and 4.</p> <p>Rubrics will be used to form seesaw posts.</p>	<p>Students will clearly demonstrate understanding of their learning progression and be able to discuss the good and bad of the learning.</p> <p>The process will allow teachers and students to collaborate of learning pathways.</p>



Student Achievement	Annual Target	Action	Development	Outcome
<p data-bbox="190 331 342 363">Annual Goal</p> <p data-bbox="190 438 528 678">Focus on measuring what is valuable rather than valuing the importance of measuring. Establish what growth we expect for our students and how we want to support that.</p>	<p data-bbox="566 316 909 694">Develop profiles of Wakanui students at the end of years 2, 4, 6 and 8. Focus on what these students look and sound like in terms of social skills, key competencies and school values. All students at these key points will reflect on their progress against an “ideal”.</p>	<p data-bbox="945 316 1272 555">Consult with parents and students to develop a profile. Build in aspects of all components whilst keeping the model fit for purpose – language, content, style.</p> <p data-bbox="945 595 1272 722">Display the profiles in key areas around the school and in reporting documentation.</p>	<p data-bbox="1321 316 1664 587">In recognising that social growth and key competencies are important, we should value measuring that growth and actively engage in teaching where necessary to promote ongoing progress.</p> <p data-bbox="1321 627 1601 754">Research into positive psychology as a tool to promote system and content.</p>	<p data-bbox="1697 316 2018 523">Students, parents and teachers will value the whole child and be in a position to reflect on and plan forward for continued growth.</p> <p data-bbox="1697 563 2040 691">Positive psychology will be evaluated against our goals as a suitable tool for meeting our goals.</p>



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Inquiry				
Annual GOAL	ANNUAL Target	ACTION	DEVELOPMENT	OUTCOME
<p><b>We actively participate in the Kahui Ako inquiry around cultural responsiveness and relational pedagogy(CR&amp;RP). Actions are implemented and reflected upon at all levels.</b></p>	<p>All teaching staff will actively participate in the CR/RP inquiry and as a result, identify areas for personal and professional growth.</p> <p>As a staff, we will further unpack the best practice criteria and aim to improve our average score of 4.1 at the next Rongohia te hau check point. (term 3)</p>	<p>All teaching staff will use the RTH framework to improve classroom practice around CR&amp;RP. In term 1, shadowing coaching will be introduced and staff will become familiar with terminology and relating the observational tool to goal setting via critical conversation.</p> <p>Goals will feed into appraisal system and feedback/feedforward will link with aims of CR&amp;RP.</p> <p>In term 2, shadow coaching will be imbedded.</p> <p>In term 3, all staff will be part of round 2 of RTH. PD will be as part of the Kahui Ako – cross school and cross sector inquiry groups will develop.</p>	<p>Increased knowledge of what best practice looks and sounds like in all classrooms will become transparent and readily discussed. Individual and whole school goals will show progress across the 1-5 continuum; the intention being to move as an individual and as a school further towards a 5.</p> <p>Student and parent voice will support the growth of better classroom practice.</p> <p>Maori students will be a focus group.</p>	<p>Our school average will increase in term 3; a greater % of teaching staff will be operating at 4 and 5.</p> <p>We will have significant increased parent voice in the term 3 feedback.</p> <p>Our action plan will have been completed.</p>





Inquiry				
Annual GOAL	ANNUAL Target	ACTION	DEVELOPMENT	OUTCOME
<p><b>Mathematics inquiry leads to a better curriculum programme, assessment practice and student achievement. Mathematics is delivered in a connected and conceptual manner which allows students to make links across the curriculum, with real life contexts and is focused on problem solving.</b></p>	<p>Students will feel engaged and empowered by a maths curriculum that uses inquiry.</p> <p>More students will achieve above expectation by the end of the year.</p> <p>PAT scaled scores and PACT will show individual and cohort growth across all strands.</p> <p>Teachers will better plan for differentiation and use more appropriate forms of assessment to show progress.</p>	<p>Teachers will work with PLD provider to establish an inquiry model that includes existing concepts around SOLO and depth and complexity tools. Units will be cross school and include real life, relevant concepts.</p> <p>Planning will encompass NZC objectives, numeracy thinking stages and expectations in line with national standards. Our expectation is that by the end of year 8, most students will be nearing the end of level 4.</p>	<p>Students and teachers will become co- constructors of the maths programme and will be guided by relevance, interest and coverage.</p> <p>Students will construct knowledge and strategy as they naturally need it to solve more complex problems.</p> <p>Problem solving will be supported by digital devices as and where necessary. We will investigate the need for basic fact recall at speed in terms of rich task problem solving and deep thinking strategies.</p> <p>Students and parents will know what the next learning step is and why it is important.</p>	<p>Maths will be conceptually based and revolve around students current thinking strategies, knowledge and interests. Next steps will grow naturally out of classroom learning and will be communicated to students and parents on a regular and meaningful basis.</p> <p>By the end of the year we will see increased achievement and engagement in maths for all students.</p> <p>Teachers will report confidence in planning and delivering a future focused maths programme.</p>



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Community				
Strategic Goals	Annual goal	Action	Development	Outcome
<p><b>We engage with our community and provide meaningful and collaborative experiences that add value to the outcomes for our students.</b></p>	<p>We identify groups of parents who currently do not have a strong history of engagement and then meet with them to find out why and what we can do to change that practice. Data will then be used to increase engagement.</p>	<p>From existing parent engagement opportunities, evaluate what works, who participates and correlate. (Use inquiry process).</p>	<p>The concept of partnership becomes more than an ideal.</p>	<p>We will see evidence of increased engagement in term 3 when we seek parent voice as part of round 2 of Rongohia te hau.</p>
		<p>Seek parent feedback on what they want to know, how they want to engage and then tailor opportunities to meet these criteria.</p> <p>Focus on minority and diverse groups.</p> <p>Extend inquiry model to other groups (outside of parents).</p>	<p>All students have the opportunity of sharing their learning with a parent who is interested and engaged.</p> <p>Less time is wasted on poorly constructed and/or received communication that may be irrelevant.</p> <p>People are actively engaged in ways that are meaningful and appropriate for them.</p>	

Community				
STRATEGIC GOAL	ANNUAL GOAL	ACTION	Development	OUTCOME
<p><b>We engage with our community and provide meaningful and collaborative experiences that add value to the outcomes for our students.</b></p>	<p>Grow existing connections with schools in our Kahui Ako and the community that co-exists around this structure.</p>	<p>Through key learning opportunities, review and reflect on our curriculum in conjunction with Mark Treadwell, other full primary schools in the Kahui and our local community. Use the teacher innovation funding to support this work and actively connect with other teachers to implement a conceptual curriculum.</p> <p>Using our maths and CR&amp;RP work, connect what we have found out in these areas and apply to a conceptual curriculum.</p>	<p>Inquiry groups are formed with other schools and investigate areas of interest.</p> <p>Mark Treadwell(funding dependent) leads the programme.</p> <p>If funding is not successful, we will work with other interested schools in a scaled down project.</p>	<p>Teachers and eventually students are connected to curriculum that spans more than just Wakanui.</p> <p>We build a sense of community that is Hakatere.</p> <p>Students and parents are connected to the Hakatere community through shared and relevant learning experiences.</p>



Legislative				
STRATEGIC GOAL	ANNUAL GOAL	ACTION	DEVELOPMENT	OUTCOME
Development of an annual budget that allows for aspirations to be met.	<p>Manage and report on budget to ensure cash flow is available when required.</p> <p>Ensure money that is locally raised is spent on clearly communicated projects</p>	Realign monthly reporting to include variance.		Money is available for projects that the Board want to peruse.
Promotion of a healthy lifestyle	<p>A safe workplace will be maintained.</p> <p>Continue to develop procedures to ensure staff and students operate in an emotionally safe environment.</p> <p>Promote healthy eating by including a fruit break during class time.</p> <p>Link cultural practices to exercise, diet and general well- being.</p> <p>Consult on the Health programme, including sexuality education.</p>	<p>Property checks will be carried out on a daily/weekly/monthly basis. All necessary records kept. New health and safety regulations will be implemented, reviewed and developed as required.</p> <p>Health and safety committee meets twice per term and is inclusive of student voice.</p>	<p>Reduction of workplace accidents and incidents.</p> <p>The school is compliant in all aspects of health and safety legislation.</p>	<p>Reporting to BOT of all accidents and emergency procedures.</p> <p>Termly evacuation drills.</p> <p>Earthquake and lockdown drills and checks are reviewed as necessary.</p> <p>All families are confident in their knowledge and use of the emergency procedure policy.</p>



Property				
STRATEGIC GOAL	ANNUAL GOAL	ACTION	IMPLICATIONS	OUTCOME
Our environment is accessible and safe for all students and families.	School fencing allows for a safe environment for all students, especially for those with special needs and where safety is compromised by existing fencing.	In conjunction with Learning Support and the Ministry of Education, ensure fencing is secure enough to prevent unsupervised exit onto surrounding roads.	Students are at less risk of serious injury or death.	Fencing is complete by end of term 2.
	Development of staff car parking behind the swimming pool, allowing parent car parking in front of the school.	Extend the hard chip area outside school house to behind pool area, dependent of price.	Staff use rear parking space which frees front areas for short term parent parking and visitors. Also allows for reconfiguration of accessible parking and bus stop.	Staff, students, families and visitors have access to safe parking whilst at the school.

