

Pekerau Primary School



2018 **REVISED** Charter

Revised by Tania Heke June 2018

Section 1: School Description

Section 2: 2018 -2021 Strategic

Section 3: 2018 Annual Plan and Targets

SECTION 1: PEKERAU PRIMARY SCHOOL DESCRIPTION



The seven stars on the logo represent many things, including Matariki, our school house colours and our school values, which are derived from The Pekaeru Way.

The two figures on the logo represent the children in our school. Their arms are raised upwards because they are reaching for the stars. We see this as striving for excellence and achieving higher goals. The main star is the Pekaeru Star – with all of us as stars and shining in one way or another. Pekaeru Primary School is a state school located in Te Awamutu.

Approximately 50% of our akonga identify as Māori, the majority of these akonga identify with Te Awamutu's main iwi, Ngati Apakura, Ngati Paretekawa, Waikato Maniopoto. The non-Māori akonga in our school identify as NZ European.



OUR MISSION

Aspiring Attitudes,
Inspiring Actions



OUR VISION

Pekaeru School will create a friendly, challenging environment for all children by encouraging them to take a growing responsibility for their own quality learning and behaviour and to achieve this

in partnership with the home.

Our school culture is based on the core virtues of Turangawaewae / Belonging, Hiranga/ Excellence, Kotahitanga / Unity, Mana / Pride, Ngakau / Integrity, Manaaki / Respect, Wairua / Spirit, and providing an environment in which all akonga can develop a strong sense of personal well-being. We also encourage a growth mind set to support the development of both teachers and students.

The key competencies of the NZC will underpin all curriculum programmes at Pekaeru Primary School and provide opportunities for our akongato become confident, connected, actively involved, lifelong learners.

While the quality of education we provide for each child at Pekaeru Primary School will always be the focus of our vision, creating a caring and nurturing environment within which your child can develop strong relationships and flourish is highly important.

SECTION 2: STRATEGIC PLANNING 2018-2019

STRATEGIC GOAL		2018 ACTIONS	2019 ACTIONS
PEDAGOGICAL GOAL	<p>1. Student Learning Develop connected learners who understand the need for continuous personal development and academic improvement</p>	<ul style="list-style-type: none"> Establish PLG to raise teacher capacity and focus on student needs and strategies Build teacher practices of accelerated teaching -ALL Prioritise the teaching of essential learning areas Implement play based learning program for Years 0-2 Develop clear and concise procedures for noticing and responding to patterns of absenteeism Provide opportunities to meet kanohi ki te kanohi with the whanau of target students Provide opportunities to consult with students/gather student voice to inform curriculum development, Pb4L, school values, homework etc 	<ul style="list-style-type: none"> Introduce the Quick 60 reading program to support raising student achievement in reading Develop student agency (through formative assessment practices)
CURRICULUM GOAL	<p>2. Fit for Purpose Learning Environments Implement strategies and ideas to support a future focused learning environment and curriculum</p>	<ul style="list-style-type: none"> Review and become familiar with Curriculum Levels (transition from National Standard Reporting) Ensure robust assessment practice across the school PLD Contract with CORE Education Establish conditions for student engagement learning through the implementation of PB4L Tier 1 Develop a 2018 Curriculum Overview Apply for Centrally funded PLD hours to review and redevelop our Pekerau School Curriculum Strategically develop the middle syndicate classrooms to reflect modern learning environment settings 	<ul style="list-style-type: none"> Social skills program such as Kiwi Can to support PB4L (values based teaching) Continue to embed PB4L Tier 1 Consult with whanau to inform Curriculum development

SECTION 2: STRATEGIC PLANNING 2018-2019

STRATEGIC GOAL		2018 ACTIONS	2019 ACTIONS
EDUCATIONAL PATHWAY GOAL	<p>3. Community Partnerships Strengthening home/school partnerships by engaging with local iwi and the wider community with student learning</p>	<ul style="list-style-type: none"> ● Promote Pekerau School through Social Media, Seesaw app, school newsletter, whanau hui/consultation meetings ● Strengthen transition to and from Pekerau School by inviting TA Intermediate and ECE to school events ● Literacy and Numeracy evenings for whanau ● Provide opportunities to consult with parents, whanau and community (curriculum development, PB4L, values, homework policy etc) ● Develop a reporting to the board schedule to share accurate and up to date student achievement data 	<ul style="list-style-type: none"> ● Apply a culturally responsive lens to whanau events ● Introduce Student led conferences
CULTURALLY RESPONSIVE GOAL	<p>4. To improve outcomes for priority groups Māori, Pasifika and learners with special education needs.</p>	<ul style="list-style-type: none"> ● Identify priority learners within PLGs, consciously planning to cater to their strengths ● Cultural Responsive Practice PLD with Lisa Rapana ➤ <i>Establish reciprocal relationships with Mana whenua</i> ➤ <i>Review the 2018/2019 Curriculum Overview using a cultural lens/Maniapoto strategy/Tataiako competencies</i> ➤ <i>Establish teaching expectations/benchmarks for pepeha</i> ➤ <i>Establish Pekerau Way kawa for powhiri and mihi/pepeha</i> ➤ <i>Whanau hui 11/9/2018 and 29/11/2018</i> 	<ul style="list-style-type: none"> ● Rename Teams/ Syndicates to reflect significant Maniapoto places ● Continue teacher PD in culturally responsive practices. ● Continue to consult with whanau to inform future developments

SECTION 2: STRATEGIC PLANNING 2018-2019

	STRATEGIC GOAL	2018 ACTIONS	2019 ACTIONS
EDUCATIONAL PATHWAY GOAL	<p>5. Digital Learning Goal</p> <p>We will develop opportunities for akongato utilise digital technology authentically, safely and responsibly across the curriculum</p>	<ul style="list-style-type: none"> ● Develop policy, procedures and supporting documents stating Pekaerau Digital Citizenship expectations for teachers and learners ● Explore and trial new digital technologies content within the New Zealand Curriculum and through PLD ● Review and strategically resource digital devices across the school including class audio systems 	<ul style="list-style-type: none"> ● Support all staff to implement new Digital Citizenship policy, procedures and supporting documents across the school ● Plan how digital technologies content will be integrated into our school curriculum ● Review and strategically resource digital devices across the school

SECTION 3: ANNUAL PLAN 2018

GOALS	WHAT AND WHY	HOW, WHO Leads WHEN and cost	Met Not Met	AoV-OUTCOMES
<p>NAG 1</p>	<ul style="list-style-type: none"> • Prioritise the teaching of essential learning areas • Review and become familiar with Curriculum Levels (transition from National Standard Reporting) Ensure robust assessment practice across the school • Establish conditions for student engagement learning through the implementation of PB4L Tier 1 • Apply for Centrally funded PLD hours to review and redevelop our Pekaerau School Curriculum 	<ul style="list-style-type: none"> • Support and upskill Team Leaders to carry out walkthroughs and appraisal observations of teachers. SLT and Team Leaders. Ongoing throughout the year. • Develop reporting to parents format to replace National Standard reporting- SLT to develop for mid year reporting • Review and refine the assessment schedule, ensure teachers are familiar with assessment practice, moderate assessment practice-check for consistency across year levels and syndicates SLT/ Team Leaders to begin developing for mid year data collection. Will be ongoing. • PB4L team to attend training and begin implementing the Pekaerau Way against the PB4L framework. Led by Barb and Tirissa . Ongoing • Complete Centrally funded PLD application in Term 3 for 2019-SLT 		
<p>NAG 2 Self-Review</p>	<ul style="list-style-type: none"> • Review and strategically resource digital devices across the school including class audio systems • Analyse attendance trends and patterns 	<ul style="list-style-type: none"> • Carry out an audit of digital equipment in the school. Apply for funding grants to strategically resource the school. SLT and BoT • Develop clear and concise procedures for noticing and responding to absenteeism patterns SLT and Admin staff. Ongoing. 		

SECTION 3: ANNUAL PLAN 2018

GOAL	WHAT and WHY	HOW, WHO Leads, WHEN	Met Not Met	AoV-OUTCOMES
NAG 2A Reporting	<ul style="list-style-type: none"> Interrogate and analyse student achievement data to report to the board of trustees 	<ul style="list-style-type: none"> Develop a reporting schedule aligned with the assessment overview to ensure the board are receiving up to date accurate information on student achievement. SLT Term 2/3 		
NAG 3 Personnel	<ul style="list-style-type: none"> Establish PLG to raise teacher capacity and focus on student needs and strategies Build teacher practices of accelerated teaching -ALL 	<ul style="list-style-type: none"> Provide internal PLD to set up Professional Learning Communities within teaching teams. Principal, end of Term 2 Continue attendance at Rural and Roses Literacy Cluster. Lead Teachers to continue to facilitate ALL practices across teams. Tania Bagley and Louise Macro-ongoing. 		
NAG 4 Property	<ul style="list-style-type: none"> Strategically develop the middle syndicate classrooms to reflect modern learning environment settings PB4L signage to promote values, matrix, expectations 	<ul style="list-style-type: none"> Oversee the property development as per the 5YA. Board of Trustees Develop non permanent signage to display around the school. Pb4L team. Ongoing. 		
NAG 4 Finance	<ul style="list-style-type: none"> Review and strategically resource digital devices across the school including class audio systems 	<ul style="list-style-type: none"> Carry out a digital audit of current devices then apply for grants. Rebecca (Parent) and SLT 		

SECTION 3: ANNUAL PLAN 2018

GOALS	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met	AoV-OUTCOMES
NAG 5 Health and Safety	<ul style="list-style-type: none"> Develop policy, procedures and supporting documents stating Pekaerau Digital Citizenship expectations for teachers and learners 	<ul style="list-style-type: none"> Develop policy reflecting on Digital Learning Curriculum SLT Training will be provided to ensure teacher understanding and consistent use of Hapara or equivalent to monitor student use through highlights All teachers 		
NAG 6 Community	<ul style="list-style-type: none"> With parents, whanau and the community, establish teaching expectations/benchmarks for pepeha With parents, whanau and the community, establish Pekaerau Way kawa for powhiri and mihi/pepeha 	<ul style="list-style-type: none"> PLD contract with Lisa Rapana. SLT, Cultural Competence Leader-Yvette Pohe and All teachers. Term 2 onwards. Strategic appointment of Cultural Competence Leader to lead Culturally Responsive approaches Term 2 onwards Planned whanau hui to consult on school wide practices and curriculum development . Yvette Pohe, Lisa Rapana dn SLT. 		
NAG 7 Legislation	<ul style="list-style-type: none"> Develop policy, procedures and supporting documents stating Pekaerau Digital Citizenship expectations for teachers and learners 	<ul style="list-style-type: none"> Develop policy reflecting on Digital Learning Curriculum SLT 		

SECTION 3: READING DATA and ANNUAL TARGETS

Baseline data:	<p>Waipa District Education Profile 2015-2016 reports that 82.6% of akonga aged 5-13 years were achieving AT or Above National Standard. At Pekerau Primary School in 2017 72.2% of akonga were achieving AT or Above. This is a difference of 10.4%.</p> <p>To bring us into line with the Waipa district, we will target 10.4% of our akonga in reading, 2018.</p>		
Targets:	<p>10.4% of Pekerau akonga will be targeted to ensure accelerated achievement in Reading.</p> <p>3-5 akonga per class will be targeted to move from 'below' to 'at' expectation of Curriculum Level.</p>		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning.	<ul style="list-style-type: none"> • Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment • School wide support of PB4L creating positive learning environment 	Nil	On going
Establish PLG to raise teacher capacity and focus on student needs and strategies.	<ul style="list-style-type: none"> • Robust analysis of data to provide next learning steps for akonga • Teachers have high expectations and develop risk-taking for all learners • Build a culture of professional collaborative teaching relationships • Consistent, reflective and effective teacher practice through PLG • Build teacher understanding of Reading Progressions 	Nil	On going
Targeted professional development for teachers to use acceleration strategies.	<ul style="list-style-type: none"> • Implement acceleration teaching skills as in ALL • Build leadership capacity to enable ALL trained teachers to lead professional development school wide 	Relieving Teachers	On going
Ensure selection process for target students. Build home/school engagement.	<ul style="list-style-type: none"> • Teachers will adhere to criteria for selecting target akonga based on robust data • Teachers will establish strong home school partnerships with whanau (to support acceleration) 	Nil	On going
Review assessment and moderation practices. Establish a robust assessment schedule.	<ul style="list-style-type: none"> • Teachers will adhere to standardised assessment practices • Teachers will know when and how to assess reading/writing and maths • Teachers will know how to use the Teaching as Inquiry model to target learning needs 	Nil	On going

2017 Baseline Reading Data

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students			48	20.9%	121	52.6%	45	19.6%	230
Maori			34	29.1%	57	48.7%	18	15.4%	117
Pasifika			1	16.7%	4	66.7%			6
Male			32	26.2%	67	54.9%	16	13.1%	122
Female			16	14.8%	54	50.0%	29	26.9%	108

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			11	23.9%	22	47.8%	5	10.9%	<u>46</u>
After 2 years at school			14	29.8%	27	57.4%	3	6.4%	<u>47</u>
After 3 years at school			9	25.7%	16	45.7%	5	14.3%	<u>35</u>
End of Year 4			6	11.3%	27	50.9%	20	37.7%	<u>53</u>
End of Year 5			8	16.3%	29	59.2%	12	24.5%	<u>49</u>
End of Year 6									
End of Year 7									
End of Year 8									
Totals	0		48		121		45		230

SECTION 3: SECTION 3: WRITING DATA and ANNUAL TARGETS

Baseline data:	<p>Waipa District Education Profile 2015-2016 reports that 73.5% of akonga aged 5-13 years were achieving AT or Above National Standard. At Pekerau Primary School in 2017 66.9% of akonga were achieving AT or Above. This is a difference of 16.6%.</p> <p>To bring us into line with the Waipa district, we will target 6.6% of our akonga in writing.</p>		
Targets:	<p>6.6% of Pekerau akonga will be targeted to ensure accelerated achievement in Writing.</p> <p>3-5 akonga per class will be targeted to move from 'below' to 'at' expectation of Curriculum Level.</p>		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning.	<ul style="list-style-type: none"> • Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment • School wide support of PB4L creating positive learning environment 	Nil	Term 1
Establish PLG to raise teacher capacity and focus on student needs and strategies.	<ul style="list-style-type: none"> • Robust analysis of data to provide next learning steps for akonga • Teachers have high expectations and develop risk-taking for all learners • Build a culture of professional collaborative teaching relationships • Consistent, reflective and effective teacher practice through PLG • Build teacher understanding of Writing Progressions 	Nil	On going
Targeted professional development for teachers to use acceleration strategies in writing.	<ul style="list-style-type: none"> • Implement Yolanda Soryl professional Development (oral language) across the junior syndicate 	Reliever costs PD costs	On going
Review assessment and moderation practices. Establish a robust assessment schedule.	<ul style="list-style-type: none"> • Teachers will adhere to standardised assessment practices • Teachers will know when and how to assess reading/writing and maths • Teachers will know how to use the Teaching as Inquiry model to target learning needs 	Nil	On going

2017 Baseline Writing Data

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students			63	27.4%	136	59.1%	18	7.8%	230
Maori			40	34.2%	66	56.4%	5	4.3%	117
Pasifika			1	16.7%	4	66.7%			6
Male			38	31.1%	71	58.2%	3	2.5%	122
Female			25	23.1%	65	60.2%	15	13.9%	108

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			15	32.6%	28	60.9%	1	2.2%	<u>46</u>
After 2 years at school			16	34.0%	31	66.0%			<u>47</u>
After 3 years at school			9	25.7%	18	51.4%	1	2.9%	<u>35</u>
End of Year 4			7	13.2%	35	66.0%	10	18.9%	<u>53</u>
End of Year 5			16	32.7%	24	49.0%	6	12.2%	<u>49</u>
End of Year 6									
End of Year 7									
End of Year 8									
Totals	0		63		136		18		230

SECTION 3: MATHEMATICS DATA and ANNUAL TARGETS

Baseline data:	<p>Waipa District Education Profile 2015-2016 reports that 78.4% of akonga aged 5-13 years were achieving AT or Above National Standard. At Pekerau Primary School in 2017 70.9% of akonga were achieving AT or Above. This is a difference of 7.5%.</p> <p>To bring us into line with the Waipa district, we will target 7.5% of our akonga in maths.</p>		
Targets:	<p>7.5% of Pekerau akonga will be targeted to ensure accelerated achievement in Maths.</p> <p>3-5 akonga per class will be targeted to move from 'below' to 'at' expectation of Curriculum Level.</p>		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning.	<ul style="list-style-type: none"> • Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment • School wide support of PB4L creating positive learning environment 	Nil	Term 1
Establish PLG to raise teacher capacity and focus on student needs and strategies.	<ul style="list-style-type: none"> • Robust analysis of data to provide next learning steps for akonga • Teachers have high expectations and develop risk-taking for all learners • Build a culture of professional collaborative teaching relationships • Consistent, reflective and effective teacher practice through PLG • Build teacher understanding of Writing Progressions 	Nil	On going
Review assessment and moderation practices. Establish a robust assessment schedule.	<ul style="list-style-type: none"> • Teachers will adhere to standardised assessment practices • Teachers will know when and how to assess reading/writing and maths • Teachers will know how to use the Teaching as Inquiry model to target learning needs 	Nil	On going

2017 Baseline Mathematics Data

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students			61	26.5%	126	54.8%	37	16.1%	230
Maori			39	33.3%	69	59.0%	8	6.8%	117
Pasifika			1	16.7%	1	16.7%	3	50.0%	6
Male			34	27.9%	64	52.5%	22	18.0%	122
Female			27	25.0%	62	57.4%	15	13.9%	108

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			10	21.7%	28	60.9%	6	13.0%	46
After 2 years at school			14	29.8%	24	51.1%	9	19.1%	47
After 3 years at school			11	31.4%	18	51.4%	2	5.7%	35
End of Year 4			12	22.6%	29	54.7%	12	22.6%	53
End of Year 5			14	28.6%	27	55.1%	8	16.3%	49
End of Year 6									
End of Year 7									
End of Year 8									
Totals	0		61		126		37		230