

Peterhead School Charter

Strategic and Annual Plan for Peterhead School 2022 - 2024

Mission	Vision	Our Values

Māori Dimensions and Cultural Diversity	<p>Our Māori Dimensions are reflected by: Inclusive practices - Cultural relationships with responsive pedagogy.</p> <p>COL – Kahui Ako - Te Waka O Maramatanga</p>	<p>We recognise Cultural diversity by:</p> <p>Home , school and community collaboration and by providing a culturally sustaining environment that empowers each student throughout their school journey.</p> <p>The schools 3 Kete are the foundation of this approach which weaves together emotional, social, and learning success, developed through a secure cultural identity.</p> <p>Formative practices in classroom practices and children’s learning outcomes</p>	<p>We show Equity by: 3 Kete of Learning - Whaungatanga , Mannakitanga , Maramatanga</p> <p>Mahitahi - Collaboration</p> <p>Ako -Teaching and Learning</p> <p>Collaborative Inquiry</p> <p>Nga Huarahi - Transitions</p> <p>Student Voice</p> <p>Creating Educationally Powerful connections with Parents and Whanau.</p>
Guiding Principles	<p>Our WHY. We believe that by improving current practice school leaders and teachers can change what they are doing that needs to change and that will lead to accelerating improved outcomes for Māori students..</p>	<p>The HOW. We will do this by the end of 2024 by delivering (responsive pedagogies - ie: adaptive expertise driving deliberate professional acts) and relationship between home, school and community collaborations .</p>	<p>The WHAT. We show our WHY has been successful by students taking responsibility for their learning and accelerating their achievement potential and outcomes :</p> <p>To build equity and excellence across the Kahui Ako to ensure every child has their identity strengthened and is enjoying and achieving educational success.</p>



Strategic Priorities and Goals

Educationally Powerful Learning (Students & Staff)	Responsive Curriculum	Wellbeing	Stewardship
<p>Strategic Goal: Ann Milne - Cultural competencies Te Toka Tūroa – Te Reo Language PLD New education dispositions, theories into how students learn best</p>	<p>Strategic Goal - Mathematics - School Kawa / I Cans To provide an educationally responsive localised curriculum that recognises the the unique contexts for learning in our community.</p>	<p>Strategic Goal : PB4L To promote the health and wellbeing of all our students through the introduction of robust systems to monitor, support and improve their hauora now and into the future.</p>	<p>Strategic Goal: Developing staff digital fluency to improve curriculum ie : Numeracy outcomes.</p>
<p>Core Strategies to reach this goal from 2022-2024 include:</p>	<p>Core Strategies to reach this goal from 2022-2024 include:</p>	<p>Core Strategies to reach this goal from 2021-2022 include:</p>	<p>Core Strategies to reach this goal from 2021-2022 include:</p>
<p>Our Targets : Hero - Student / Parent / Teacher achievement assessment approach.Online reporting system (Formative)</p>	<p>Our Targets: Mathematics - there will be a 30% increase in targeted student achievement by 2022 80% (Number Knowledge)</p>	<p>Our Targets: PB4L T1 -T3 strategies and Framework - Student increase in achievement due to positive behavioural interventions</p>	<p>Our Targets: Mathematics / Digital Technology / NZ Histories</p>
<p>Measures for assessing the effectiveness of our core strategies: COL - Achievement Objectives</p>	<p>Measures for assessing the effectiveness of our core strategies: GLOSS Testing/ PAT / I Cans / /Teacher - student - whanau voice.</p>	<p>Measures for assessing the effectiveness of our core strategies: MOE / SWIS - Strategies - Framework/ Interventions T3</p>	<p>Measures for assessing the effectiveness of our core strategies: MOE -'Domains for School Improvement and Student Success/.</p>

NELPS (NATIONAL EDUCATION LEARNING PRIORITIES MET)

Learners at the Centre

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Barrier Free Access

1. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
2. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Quality Teaching & Leadership

1. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
2. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

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Setting Challenging Goals

2022 Annual Goals

Educationally Powerful Learning	<p>Goal: COL - Te Toka Tūroa – Language , Culture, Identity strong and secure Te Aho o Te Reo – Language programme (All Students will report that they feel strong in their language, culture and identity) AC2</p> <p>Targets: Formative teaching and assessment / Student agency established</p>
Responsive Curriculum	<p>Goal: Mathematics</p> <p>Targets : 70 % increase of all Peterhead students achievement, students will be 'working within' or 'working beyond/ well beyond 'the Peterhead Achievement expectations for Mathematics by the end of 2022.</p>
Wellbeing	<p>Goal: Positive Behaviour for Learning</p> <p>Targets: PB4L Tier 3 = framework and skills . COL Hauora / Well being - Mauri Ora (AC 1) (Students feel safe and secure, and are happy, healthy learners.)</p>
Stewardship	<p>Goal: BOT strategic leadership - student curriculum achievement</p> <p>Targets: Student Achievement : Reading / Mathematics .</p>

Possible Annual plan roll out

Strategic Priority	2022	2023	2024
Educationally Powerful Learning	Assessment		
	Student Agency		
	Staff Coaching	Staff Coaching	Student & Staff Coaching
Responsive Curriculum	Localised Curriculum Established		
	Mathematics	NZ History	
		Student Led Curriculum	
Wellbeing	Overhaul of systems and policies		
		Mindfulness introduced	
	Continued PB4L / restorative practices	Ongoing PB4L Initiative	
Stewardship	BOT Internal Evaluation		
	Policies reviewed New Strategic plan designed	Strategic plan developed	Strategic Plan developed
	School operations, Governance, Management		

Annual Plan 2022.

Improvement Plan - Domain: Educationally Powerful Learning				
Strategic Goal : COL – Te Ahu o - Te Reo Māori / NZ Histories			Annual Goal : Learning Language / Formative assessment.	
Baseline data and Annual Target <i>Where do we want to be at the end of 2019? The focus is on student outcomes.</i>				
Source	2021	2022 target	2023	2024
Te Reo - Staff levels of competence	Survey Staff Analysis of Data	Ako : Critical Contexts for change	NZ History Curriculum	
Te Toka Tūroa PLD programme	Survey staff skills and physical resources	Sustainability:		
<i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i>				
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>				
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>	
2022 Term 1/2	Different learning approaches (Formative) to lead children in the next stage of learning (Developing pathways) meeting children’s passions and interests to motivate , interest, and hook them into learning at a deeper level School PLD plan : Te Reo Māori – Te Toka Tūroa PLD programme	All Staff PP Staff In school teachers Learning Coaches	By the end of term one, leaders will have established confident, warm and positive interactions between students, students - school staff Sustainability :Te Reo: Te Ahu o Te Reo language programme – Te Toka Tūroa – Dr Jeremy Tātare MacLeod – project director Kelly Aroha Huata -Lead facilitator – Whole School PLD Term 1 / 2022	

	Kahui Ako:AC 2: Language /Culture/ Identity		Planned actions / pedagogy observations /responsive curriculum Action plan (strategies / learning approaches)
2022	Sustainability of ideas and strategies (Formative)	AST / IST / Teachers	By the end of term two, teachers will develop formative strategies that will assist children problem solve and create learning pathways Co Inquiry - Sustainability - Kaitiakitanga . School wide Inquiry – Incorporating Cultural focus
2022			By the end of term three, learners (staff) will develop skills that will assist them to operate effectively and sustainably in MLE/ ILS spaces.
Monitoring <i>How are we going – check student outcomes every term : ICAN sheets / Modelling – Te Toka Tūroa facilitators / Jules Makea – Te Reo - Assessment -Kate Davies (Maths Where are the gaps? What needs to change if this is not working? : Formative assessment processes / Teacher upskilling achievement /assessment skills.</i>			
Resourcing <i>How much money and time is needed (PLD Hrs) Who will help us Jeremy Tātere MacCleod Project Funds \$ 500 per participant</i>			

Improvement Plan - Domain: Responsive Curriculum

Strategic Goal : Mathematics

Annual Goal: 80% of children at or above their age level

Baseline data and Annual Target *Where do we want to be at the end of 2019? The focus is on [student outcomes](#).*

Source	2022	2023	2024	2021 target
Target Mathematics Curriculum	70% of students working 'with in / beyond' curriculum achievement expectations	80%	%	70% Meet or exceeded curric levels

Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.

Key Improvement Strategies

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Feb / March April	<p>Number Knowledge / Strategy / Strand Focus / Peterhead achievement expectations</p> <p>Target children identified/ Teacher Inquiry established (Peer coaching) Focus on using and applying known maths strategies to solve problem</p> <p>Principal / Maths mentor teacher analyse - Maths 2021 data with individual syndicates/ teachers</p> <p>Staff / Syndicate Meetings (1 per term)</p>	<p>Kate Davies Maths Mentor Facilitator / Principal / Teachers Learning Coaches</p>	<p>By the end of term one, leaders will be using ICAN assessment / tracking sheets / Teachers more awareness of students dispositions in Maths</p> <p>Set Long Term plans / Build on 2021 rich tasks concepts including balanced programmes, planning, integrating number and other strands and developing student voice.</p> <p>Identify needs for priority learners and teachers</p> <p>Google Maths site developed (Information and links to ICans) (Matrix attached to assist teachers and students to assess their own next steps.</p> <p>Address needs/ Highlight / build resources/share ideas</p>

May / June/ July	By the end of term two, teachers will include parents / whanau information session Include rich open application tasks(or games or apps) as home learning tasks.	Teachers	Whanau Hui Innes Kennard resources -introduce and develop ‘ Maths is Fun’ Explore new resources ie : Prime Maths / Dimock Maths Parent perception mindset change that ‘good maths’ is now ‘slow thinking’ maths Small group group planning for ‘rich tasks’ in strands.
August / Sept/ Oct	Mathematics - Co Teaching(Formative assessment	Teachers	By the end of term three, learners and teachers will be able to model ‘rich tasks’ with number/ Place value assessment
Monitoring <i>How are we going – check student outcomes every term : professional reading / task design and introduction/ assessment of ‘rich tasks ’ / effective teacher questioning Where are the gaps? Programme introduced ?? Student voice / students asking content questions, risk taking and persevering environments established/slow learning down for depth of understanding.</i>			
Resourcing <i>How much money and time is needed: 2022 \$1000</i>			

Improvement Plan - Domain:Wellbeing

Strategic Goal: PB4L - Tier 3 interventions/ Mauri Ora - Hauora

Annual Goal : PB4L Strategies and Interventions.

Baseline data and Annual Target *Where do we want to be at the end of 2019? The focus is on [student outcomes](#).*

Source	2022	2023	2024	2021 target
MOE/PB4LTier 3	PB4L : Tier 1- 3 AC:1 Mauri Ora: Well Being/Hauora <i>Students will feel safe and secure; and be happy, healthy learners.</i>			

Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.

Key Improvement Strategies *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
March / April	Connections with T1 and T2 Resource personnel established (roles allocated)	All staff Monthly	By the end of Term one, leaders will have established or reconvened a T3 team which meet’s monthly with identified roles/outcomes . Team Mauriora identified children
May / June	T3 training and coaching Functional Analysis Progress monitoring Individual plans	T3 Team Team Mauri ora	By the end of term two, teachers will have skills in FBA (Functional Based assessments and IBA (individual behaviour plans)
August	Data analysis - Fidelity implementation(action plans TFI, Student progress monitored/ student reports	T3 Team SENCO MOE	By the end of term three, learners will have developed an evaluation and monitoring plan for individual students

Monitoring *How are we going – check student outcomes every term - Data Reviews (Monthly) T3 monthly student review meetings with agency/ MOE staff/ Team Mauriora
Where are the gaps? What needs to change if this is not working? Staff students continually retrained in T1/2 procedures (Staff meetings / Syndicate level)*

Resourcing *How much money and time is needed? Who will help us Lead : Tineka Tuala Fata T3 Lead teacher / Cindy Te Pou T1 Lead teacher*

Improvement Plan - Domain: Stewardship

Strategic Goal : Board reviews the schools procedures in achieving agreed upon student outcomes

Annual Goal :Teachers meeting curriculum requirements and understand developing curriculum pedagogy.

Baseline data and Annual Target *Where do we want to be at the end of 2019? The focus is on [student outcomes](#).*

Source	2022	2023	2024	2022 target
Review student achievement	Numeracy	Literacy Reading	Literacy Writing	Mathematics 70 % Expected curric levels

Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.

Key Improvement Strategies *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
2022 Feb / April	Hero- new SMS system to assist assessment procedures Policy review	Principal Senior Management BOT	By the end of term one, leaders will be implementing HERO to commence student reporting (New online format) Principal to discuss HERO and assessment data 2021 . Policy review – Mandated annual policies – resign with authentic school examples.
May / Sept	Professional Development for staff Formative Assessment - Maths) School Vision - 3 Kete – Te Whai Hiringa	All Staff BOT	By the end of term two, teachers will have clearly established and consistent expectations ie; behaviour (PB4L) ICANs Curriculum data analysis/ Teacher PLD / Data reported to parents / BOT - Formative / Summative reporting-HERO.
May / Dec	Strategies in place to improve staff and student inquiry / evaluative capability.	All Staff	By the end of term four, learners will have assessment formats / matrices in place to profile / improve individual student achievement.

	Cultural responsiveness (Ann Milne) Building educationally powerful connections		Continue – Decolonising the Curriculum / Cultural Capability / Localised Curriculum Children in charge of their own formative learning Digital ‘online’ Portfolio community. Mathematics/ Curriculum -Data reported to BOT Review NELPs (National Education Learning Priorities)
Monitoring <i>How are we going – check student outcomes every term : Curriculum reports - Mathematics // PB4L T3 review Where are the gaps? What needs to change if this is not working?</i>			
Resourcing <i>\$ 4000 - HERO staff and Senior management / Ann Milne - Cultural Competency / Capability - ‘Filling In the White space’\$1000</i>			

School Operations, Governance & Management

Nag 1 Student Achievement	<p>Key school documents that inform the School Charter relating to curriculum include:</p> <ul style="list-style-type: none"> ● New Zealand Curriculum Framework ● Teaching as Inquiry ● School Curriculum; intentions to meet requirements of the NEG’s, NAG’s, National Education Priorities (NELP) , & National Standards. Curriculum Achievement Action Plans ● Student Assessment schedule ● Student Individual learning journals ● Associated Policies ● Peterhead School Annual Plans
Nag 2 Self Evaluation	<p>Key school documents that inform the School Charter relating to self evaluation include:</p> <ul style="list-style-type: none"> ● Strategic goals based on strategic, regular and emergent self reviews ● Job Descriptions ^ Performance Agreements ^ Staff appraisals & attestation ● Standards of the Teaching Profession ● Professional dialogue sessions ● Teaching as Inquiry ● Accidents & Medical register

	<ul style="list-style-type: none"> ● Peterhead School Annual Plans
Nag 3 Personnel	<p>Key school documents that inform the School Charter relating to personnel include:</p> <ul style="list-style-type: none"> ● Job Descriptions ● Performance Agreements ● Staff Appraisals ● Education Council Practicing Teacher Criteria ● Staff Handbook & School Prospectus ● Staff Professional development Programme ● Roles & Responsibilities Schedule ● Accidents & Medical Register ● Personnel & Curriculum Policies ● Peterhead School Annual Plans
Nag 4 Finance/Property	<p>Key school documents that inform the School Charter relating to finances include:</p> <ul style="list-style-type: none"> ● Annual Budget ● 10 Year Property Plan ● 5 Year Property Schedule ● SUE Reports ● Assets Register ● Auditors Reports ● Maintenance Schedule ● Hazard's Register ● Health and Safety Procedures ● School Lockdown & Evacuation Procedures ● Plant & Machinery Practices & Procedures ● Insurance ● Child Protection policy ● Associated Policies & Procedures ● Peterhead School Annual Plans ● NELPs (National Education Learning Priorities)

Nag 5 Health & Safety	Key school documents that inform the School Charter relating to Health and Safety include: Strategic Plan Operational Plan COVID !9 Response Plan Hazard’s Register Maintenance Schedule Emergency Plan / Pandemic Plan / Evacuations Procedures/ School Lockdown Procedures Student Support Programmes and Procedures School Health & Safety Management System Vulnerable Children’s Act Associated Policies Peterhead School Annual Plans
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