

Paterangi School Charter 2017

Akoranga rawe Nga whaihua taiwhenua



Paterangi School

Academic Excellence with Country Values

Paterangi School B.O.T.
Ratification: 27 February 2017

Paterangi School (1889) RD 3 Paterangi Road Ohaupo

Paterangi School About Us

Paterangi School is a decile 8 country school situated 8 minutes from Te Awamutu and 25 minutes from Hamilton, under the gaze of Mount Pirongia.

Paterangi is a country school that nurtures and supports students from their developmental years, into young adults. Many of our students travel each day from Te Awamutu because their parents want their children to experience the unique qualities that only a country school can provide, academic excellence with strong personal values, and committed community support. As a school we are very proud and protective of our “uniqueness.”

We work hard to ensure that all students are catered for and focused on learning to the best of their ability, socially, academically, personally, and culturally. Our students do extremely well at interschool sports events and achieve extremely well at college and university.



Students are immersed in an environment that places a high emphasis on becoming the best they can be, valuing ourselves, valuing other people, using initiative, and developing high order thinking skills.

Paterangi school also ensures that its students are prepared for the 21st century, Keeping abreast of innovations in education and adapting so that our students become intelligent young adults with high personal values.

Educational Priorities

- Achievement for all
- Improved Maori outcomes
- Improved outcomes for students at risk
- Reporting to National Standards
- A safe learning environment
- Improved Literacy and Numeracy
- Dependable student achievement information used to inform reviews of teaching and learning programmes
- Increased use of ICT in teaching and learning
- Focus on student achievement in reporting
- Career Guidance (Year 7 & 8)

Paterangi Education Priorities 2017

- ✓ Writing
- ✓ Reading
- ✓ Numeracy
- ✓ Reporting to National Standards
- ✓ Curriculum
- ✓ STEPS spelling
- ✓ Small classes maintained

The Culture of Maori within our School

- ☞ At Paterangi School we recognise the unique position of Maori Culture within our school. In 2017 with the resources available we will
- ☞ Employ a tutor to deliver Te Reo and Tikanga Maori
- ☞ Consult our Maori community on Educational matters
- ☞ Bring to the forefront the school symbol
- ☞ Welcome ceremony for new students and staff
- ☞ Give specific responsibility to a staff member to manage Te Reo and Tikanga programmes and documentation across the school.
- ☞ Reinforcing/developing our cultural identity within our wider community.

Paterangi School

Charter

2017

Raising Student achievement and reducing disparity

Vision Statement

Academic Excellence with
Country Values
Akorang rawe Ngā
whaihua taiwhenua

Goals

- ✓ People—provide pathways for all people to develop to their highest potential
- ✓ Curriculum—achieve above National Standards in Numeracy and Literacy through stimulating, effective teaching and learning techniques
- ✓ ICT—Use of ICT in teaching and learning through Information Literacy and Inquiry
- ✓ Partnerships—nurture and develop meaningful relationships between families, school and other agencies to support student achievement and personal development
- ✓ Physical Resources—Create and maintain a learning environment that allows students to achieve to their highest potential through stimulating, safe, well equipped resources
- ✓ Financial—manage funds effectively to support student achievement and the strategic plan
- ✓ Curriculum—Students involved in meaningful programmes in the wider curriculum areas.

Special Needs / GATE

- ✓ Teacher aid employed for 25 hours per week
- ✓ Monitoring and fund Special Needs students (remedial and Gifted / Talented) through data collection / analysis
- ✓ Special Needs register maintained on a term basis identifying needs

Values

Academic Excellence—persistence, adaptability, creativity, Independence, involvement, reaching potential

Country Values - family, history, connections, inclusion, diversity, community.

Integrity-honesty, loyalty, trusting, disciplined, self managing.

Paterangi School Strategic Plan 2017 - 2020

NAG 1— Curriculum (Long term goals to raise levels of student achievement)

Literacy

Reading—80% of students reading at or above their chronological age (Focus Year 2 & 7)

Writing—80% of students achieving at or above their appropriate National Standards level
Target areas—Years 3?5 & 7

Spelling—80% of students in year 3 and above spelling at or above their chronological age

Numeracy—80% of students achieving at or above their age appropriate National Standards level
Target area—Year 3—8

Science—80% of students achieving at or above their appropriate curriculum level

ICT—information literacy & Inquiry programme integrated throughout school

Assessment issues—students receiving specific regular written feedback and feed forward (oral and/or written)
- Parents advised of progress toward and achievement of National Standards

Partnerships— parents involved in education focus in accordance with school priorities

Values—a clear values programme evident across school permeating school culture

Health—100% of students participating in regular quality physical activity that develops movement skills 3 times a week

National Educational Priorities

- Achievement for all
- Improved outcomes for Maori
- Improved outcomes for students at risk
- Reporting against National Standards
- A safe learning environment
- Improved Literacy and Numeracy
- Dependable student achievement information used to inform reviews of teaching and learning programmes
- Use of ICT to strengthen teaching and learning
- Focus on student achievement in reporting
- Career Guidance (Year 7 & 8)

NAG 2—Strategic Planning and Review

- Implement Revised Curriculum document in all curriculum areas
- Focus on Literacy & Numeracy implementation plans
- Continue to develop information literacy, inquiry, implementation plans
- Continue to review and refine Policies and procedures as per timelines
- Establish protocols for reporting National Standards information to parents and others
- Continue to establish and cement community connections—regular consultation with community to reflect community educational priorities.
- Accredited computerised student database

NAG 4—Physical Resources and Financial

- Constantly monitor, review & budget for all curriculum, with a focus on literacy and numeracy.
- Increased use of and access to ICT in teaching and learning through Information Literacy and Inquiry skills
- Ensure there are sustained funds to support the strategic direction of the school
- Manage school property with a focus on allowing students / teachers to function in an attractive, well managed learning environment
- Apply to Charitable organizations to supplement school finances

NAG 3—Personnel (directly relating to NAG 1)

- Staff regularly involved (leading and participating) in Professional Development (in school and out of school)
- Staff provided with released time to focus on student achievement in focus areas
- Appraisal process clearly defined and in place across school focusing on providing pathways for teachers to refine classroom practice

NAG 5—Health and Safety

- Regular review of playground safety
- Review Health and Safety Procedures as necessary
- Health and Safety reports to Board of Trustees as required. Action concerns raised as necessary
- First aid training for staff as necessary
- Review and modify behaviour management procedures as necessary
- Maintain accident register and investigate accident trends

Paterangi School Strategic Plan 2017-2020

Curriculum—Literacy (Reading)

Current Position: The students of Paterangi school are achieving in reading, with close to 74% of students reading at or above their chronological age. A teacher aide is employed full time to support at risk readers and extend able readers.

Goal: 80% of all students at or above their appropriate curriculum level as described by National Standards criteria in Reading. Particular focus will be on our Year 2 & 7 cohort.

Current Student Achievement levels

Year	13	14	15	16
0/1	83	85	45	57
2	90	85	75	71
3	100	100	84	80
4	100	87	100	87
5	73	89	58	92
6	92	63	90	71
7	78	100	57	83
8	100	75	100	100
M	100	88	62	67

Expected outcome of student Achievement by 2020
 Year 1 and 2—80%
 Year 3 and 4—80%
 Year 5 and 6—80%
 Year 7 and 8—80%
 Maori—80%

2017	2018	2019	2020
<ul style="list-style-type: none"> Teacher aide intervention using appropriate interventions for at risk students Steps spelling programme for small groups and whole class as needed Running records for every child in school at a minimum of 2 times a year Probe for year 4—8 PM benchmarks for year 1—3 Running Record conducted by classroom teachers to direct teaching programme Literacy programme constantly assessed by teachers, discussed and shared at staff meetings. RTLit intervention where required Review annually targets and programme implementation to ensure relevance, needs are being met, and best practise techniques being used Reading data collated and analysed 2 times a year to identify needs across school Year 1-3—PM benchmarks Year 3-8—Star Year 4-8—Probe, PAT and aSTTle Year 0-8—Reading Homework logs 	<ul style="list-style-type: none"> Teacher aide intervention using appropriate interventions for at risk students Steps spelling programme for small groups and whole class as needed Running records for every child in school at a minimum of 2 times a year Probe for year 4—8 PM benchmarks for year 1—3 Running Record conducted by classroom teachers to direct teaching programme Literacy programme constantly assessed by teachers, discussed and shared at staff meetings. RTLit intervention where required Review annually targets and programme implementation to ensure relevance, needs are being met, and best practise techniques being used Reading data collated and analysed 2 times a year to identify needs across school Year 1-3—PM benchmarks Year 3-8—Star Year 4-8—Probe, PAT and aSTTle Year 0-8—Reading Homework logs 	<ul style="list-style-type: none"> Teacher aide intervention using appropriate interventions for at risk students Steps spelling programme for small groups and whole class as needed Running records for every child in school at a minimum of 2 times a year Probe for year 4—8 PM benchmarks for year 1—3 Running Record conducted by classroom teachers to direct teaching programme Literacy programme constantly assessed by teachers, discussed and shared at staff meetings. RTLit intervention where required Review annually targets and programme implementation to ensure relevance, needs are being met, and best practise techniques being used Reading data collated and analysed 2 times a year to identify needs across school Year 1-3—PM benchmarks Year 3-8—Star Year 4-8—Probe, PAT and aSTTle Year 0-8—Reading Homework logs 	<ul style="list-style-type: none"> Teacher aide intervention using appropriate interventions for at risk students Steps spelling programme for small groups and whole class as needed Running records for every child in school at a minimum of 2 times a year Probe for year 4—8 PM benchmarks for year 1—3 Running Record conducted by classroom teachers to direct teaching programme Literacy programme constantly assessed by teachers, discussed and shared at staff meetings. RTLit intervention where required Review annually targets and programme implementation to ensure relevance, needs are being met, and best practise techniques being used Reading data collated and analysed 2 times a year to identify needs across school Year 1-3—PM benchmarks Year 3-8—Star Year 4-8—Probe, PAT and aSTTle Year 0-8—Reading Homework logs

Paterangi School Strategic Plan 2017-2020

Curriculum—Literacy (Writing)

Current Position: Over recent years, teaching and learning programmes have focused on developing and improving written language throughout the school. "Spelling Under Scrutiny" programmes have been extensively used to assist with this development.

Goal: 80% of students achieving at or above their appropriate curriculum level as described by National Standards criteria in Writing. Particular focus will be on our Year 6, 5 & 7 cohorts.

Current Student Achievement levels

Year	13	14	15	16
0/1	83	100	91	86
2	90	69	50	57
3	64	100	85	80
4	73	53	89	80
5	55	67	58	92
6	75	62	90	71
7	67	100	57	83
8	86	50	83	29
M	92	78	62	69

Expected outcome of student Achievement by 2020 80% of students achieving at or above in all genre

Year 1—Level 1
Year 2—Level 1iii
Year 3—Level 1iii/2
Year 4—Level 2
Year 5—Level 2/3
Year 6—Level 3
Year 7—Level 3/4
Year 8—Level 4
Maori—80%

2017	2018	2019	2020
<ul style="list-style-type: none"> School wide writing process continues to be implemented through the school outlining progression of student writing development Staff Professional development using a range of programmes including First Steps, Switch on to Spelling & Spelling Under Scrutiny. School wide writing assessment in Term 2 and 4. Results to be collated and analysed to form focus and targets for next year as necessary Student achievement according to National Standards and curriculum levels conveyed to parents using appropriate language Use asTTle next steps writing components and implement learning steps. Staff meeting time allocation to explore new writing resources / initiatives & resources Liaise with other schools for moderation purposes Involvement in Rural and Roses cluster professional development with Alison Davis. 	<ul style="list-style-type: none"> School wide writing process continues to be implemented through the school outlining progression of student writing development Staff Professional development using a range of programmes including First Steps, Switch on to Spelling & Spelling Under Scrutiny. School wide writing assessment in Term 2 and 4. Results to be collated and analysed to form focus and targets for next year as necessary Student achievement according to National Standards and curriculum levels conveyed to parents using appropriate language Use asTTle next steps writing components and implement learning steps. Staff meeting time allocation to explore new writing resources / initiatives & resources Liaise with other schools for moderation purposes Switch on to Spelling & Spelling Under Scrutiny programme embedded in classroom practice, and small groups as needed 	<ul style="list-style-type: none"> School wide writing process continues to be implemented through the school outlining progression of student writing development Staff Professional development using a range of programmes including First Steps, Switch on to Spelling & Spelling Under Scrutiny. School wide writing assessment in Term 2 and 4. Results to be collated and analysed to form focus and targets for next year as necessary Student achievement according to National Standards and curriculum levels conveyed to parents using appropriate language Use asTTle next steps writing components and implement learning steps. Staff meeting time allocation to explore new writing resources / initiatives & resources Liaise with other schools for moderation purposes Switch on to Spelling & Spelling Under Scrutiny programme embedded in classroom practice, and small groups as needed 	<ul style="list-style-type: none"> School wide writing process continues to be implemented through the school outlining progression of student writing development Staff Professional development using a range of programmes including First Steps, Switch on to Spelling & Spelling Under Scrutiny. School wide writing assessment in Term 2 and 4. Results to be collated and analysed to form focus and targets for next year as necessary Student achievement according to National Standards and curriculum levels conveyed to parents using appropriate language Use asTTle next steps writing components and implement learning steps. Staff meeting time allocation to explore new writing resources / initiatives & resources Liaise with other schools for moderation purposes Switch on to Spelling & Spelling Under Scrutiny programme embedded in classroom practice, and small groups as needed

Paterangi School Strategic Plan 2017-2020

Curriculum—Literacy (Spelling)

Current Position: All students are involved within a spelling programme in a classroom programme. Switch on to spelling and spelling under scrutiny are being used by all teachers

Goal: 90% of students in year 3 and above spelling at or above their appropriate curriculum level.

Current Student Achievement levels

Year	13	14	15	16
0/1	82	100	85	86
2	80	69	50	50
3	90	100	62	75
4	91	80	78	71
5	64	89	63	92
6	82	86	63	53
7	100	100	30	71
8	100	75	68	67
M	91	91	59	75

Expected outcome of student Achievement by 2020

Year 3 and 4—80%
Year 5 and 6—80%
Year 7 and 8—80%
Maori—80%

2017	2018	2019	2020
<ul style="list-style-type: none"> School wide data of spelling ages gathered for year 2 students and above in term 1 and 4 Continued use of SAST assessment for data collection and analysis STEPS spelling programme for small groups and whole class embedded Spelling under scrutiny programme in place Spelling data analysed and reported to BOT in Term 4 Specialist small group instruction for groups of students who have a need in this area as needed/ Teacher Aide Spelling a regular component of classroom programmes looking at essential lists and common spelling patterns in particular Professional Development/Staff Meetings to explore new initiatives and resources as they become available Literacy Leader to have Staff Meeting time on regular basis to introduce new initiatives and cement focus. 	<ul style="list-style-type: none"> School wide data of spelling ages gathered for year 3 students and above in term 1 and 4 Continued use of SAST assessment for data collection and analysis STEPS spelling programme for small groups and whole class embedded Spelling under scrutiny programme in place Spelling data analysed and reported to BOT in Term 4 Specialist small group instruction for groups of students who have a need in this area as needed/ Teacher Aide Spelling a regular component of classroom programmes looking at essential lists and common spelling patterns in particular Professional Development/Staff Meetings to explore new initiatives and resources as they become available Literacy Leader to have Staff Meeting time on regular basis to introduce new initiatives and cement focus. 	<ul style="list-style-type: none"> School wide data of spelling ages gathered for year 3 students and above in term 1 and 4 Continued use of SAST assessment for data collection and analysis STEPS spelling programme for small groups and whole class embedded Spelling under scrutiny programme in place Spelling data analysed and reported to BOT in Term 4 Specialist small group instruction for groups of students who have a need in this area as needed/ Teacher Aide Spelling a regular component of classroom programmes looking at essential lists and common spelling patterns in particular Professional Development/Staff Meetings to explore new initiatives and resources as they become available Literacy Leader to have Staff Meeting time on regular basis to introduce new initiatives and cement focus. 	<ul style="list-style-type: none"> School wide data of spelling ages gathered for year 3 students and above in term 1 and 4 Continued use of SAST assessment for data collection and analysis STEPS spelling programme for small groups and whole class embedded Spelling under scrutiny programme in place Spelling data analysed and reported to BOT in Term 4 Specialist small group instruction for groups of students who have a need in this area as needed/ Teacher Aide Spelling a regular component of classroom programmes looking at essential lists and common spelling patterns in particular Professional Development/Staff Meetings to explore new initiatives and resources as they become available Literacy Leader to have Staff Meeting time on regular basis to introduce new initiatives and cement focus.

Paterangi School Strategic Plan 2017-2020

Curriculum—Mathematics (Numeracy)

Current Position: Paterangi school students are regularly assessed against Nationally moderated tasks. Data indicates that the 80% target has not been achieved.

Goal: 80% of students achieving at or above their age appropriate Numeracy level by the end of 2017.
Particular focus will be on our year 3 and 7 cohorts.

Current Student Achievement levels—end of year

Year	13	14	15	16
0/1	83	92	82	93
2	80	85	50	29
3	64	100	84	60
4	91	73	100	80
5	73	89	69	100
6	83	63	82	76
7	78	100	57	100
8	86	63	100	71
M	85	78	62	62

Expected outcome of student Achievement by 2020

Year 1 and 2—80%
Year 3 and 4—80%
Year 5 and 6—80%
Year 7 and 8—80%
Maori—80%

2017	2018	2019	2020
<ul style="list-style-type: none"> • Target Area Numeracy (Basic Facts & their application) • Purchase resources as required • Grouping of children in class as required, cross class grouping if appropriate • Use of Maths Buddy online teaching & Learning programme. • Explore need for supporting children who are under achieving to raise Numeracy levels/Teacher Aide • Testing of Year 0-3 using JAM/NUMPA • Use of asTTle assessment for years 5-8 in March and November • Extension programme for able students 	<ul style="list-style-type: none"> • Target Area Numeracy (Basic Facts & their application) • Purchase resources as required • Grouping of children in class as required, cross class grouping if appropriate • Use of Maths Buddy online teaching & Learning programme. • Explore need for supporting children who are under achieving to raise Numeracy levels/Teacher Aide • Introducing testing of Year 0-3 using JAM • Use of asTTle assessment for years 5-8 in March and November • Extension programme for able students 	<ul style="list-style-type: none"> • Target Area Numeracy (Basic Facts & their application) • Purchase resources as required • Grouping of children in class as required, cross class grouping if appropriate • Use of Maths Buddy online teaching & Learning programme. • Explore need for supporting children who are under achieving to raise Numeracy levels/Teacher Aide • Introducing testing of Year 0-3 using JAM • Use of asTTle assessment for years 5-8 in March and November • Extension programme for able students 	<ul style="list-style-type: none"> • Target Area Numeracy (Basic Facts & their application) • Purchase resources as required • Grouping of children in class as required, cross class grouping if appropriate • Use of Maths Buddy online teaching & Learning programme. • Explore need for supporting children who are under achieving to raise Numeracy levels/Teacher Aide • Introducing testing of Year 0-3 using JAM • Use of asTTle assessment for years 5-8 in March and November • Extension programme for able students

Paterangi School Strategic Plan 2017-2020

Curriculum—Students at Risk

Current Position: Paterangi school students are regularly assessed against Nationally moderated tasks and those at risk of not achieving to expected levels have support programmes put in place. Other aspects of child development are considered.

Goal: 100% of students given the opportunity and support to achieve at or above expected levels for their age.

Current Student Achievement levels

Not all students are achieving to expected levels

Expected outcome of student Achievement by 2020

All students will show progress toward achieving to expected levels

2017	2018	2019	2020
<p>Students are identified as at risk of not achieving</p> <ul style="list-style-type: none"> Teacher Aide hours are allocated as per identified needs from previous Term/year Assessment tasks carried out across the curriculum in February Each class teacher identifies students at risk of not achieving At risk students are reported to the SENCO with areas for development identified The SENCO constructs with the Teacher Aide a programme of support for each of the identified students Teacher Aide conducts support programme and reports to SENCO and classroom teacher on progress Identification and reporting programme are carried out at the start of each term Students are referred to outside agencies where required. <p>Target— Students to make progress toward expected levels</p>	<p>Students are identified as at risk of not achieving</p> <ul style="list-style-type: none"> Teacher Aide hours are allocated as per identified needs from previous Term/year Assessment tasks carried out across the curriculum in February with each class teacher identifying students at risk of not achieving At risk students are reported to the SENCO with areas for development identified The SENCO constructs with the Teacher Aide a programme of support for each of the identified students Identification and reporting programme are carried out at the start of each term Each teacher identifies 4 students for in class focus for development of curriculum, behavioural or social needs Students are referred to outside agencies where required. <p>Target— Students to make progress toward expected levels</p>	<p>Students are identified as at risk of not achieving</p> <ul style="list-style-type: none"> Teacher Aide hours are allocated as per identified needs from previous Term/year Assessment tasks carried out across the curriculum in February with each class teacher identifying students at risk of not achieving At risk students are reported to the SENCO with areas for development identified The SENCO constructs with the Teacher Aide a programme of support for each of the identified students Identification and reporting programme are carried out at the start of each term Each teacher identifies 4 students for in class focus for development of curriculum, behavioural or social needs Students are referred to outside agencies where required. <p>Target— Students to make progress toward expected levels</p>	<p>Students are identified as at risk of not achieving</p> <ul style="list-style-type: none"> Teacher Aide hours are allocated as per identified needs from previous Term/year Assessment tasks carried out across the curriculum in February with each class teacher identifying students at risk of not achieving At risk students are reported to the SENCO with areas for development identified The SENCO constructs with the Teacher Aide a programme of support for each of the identified students Identification and reporting programme are carried out at the start of each term Each teacher identifies 4 students for in class focus for development of curriculum, behavioural or social needs Students are referred to outside agencies where required. <p>Target— Students to make progress toward expected levels</p>

Paterangi School Strategic Plan 2017-2020

Curriculum—Mathematics (Basic Facts)

Current Position: Paterangi school students are regularly assessed against Nationally moderated tasks. Data indicates that the 90% target has not been achieved. Basic facts were identified as being a barrier to improved student achievement.

Goal: 90% of students achieving at or above their expected level with basic facts.

Current Student Achievement levels—end of year

Year	13	14	15	16
0/1				
2	70	69	25	50
3	100	100	78	100
4	82	93	100	93
5	82	100	95	92
6	100	100	100	88
7	100	100	85	100
8	100	75	100	100
M	100	91	92	83

Expected outcome of student Achievement by 2020

Year 1 and 2—80%
 Year 3 and 4—80%
 Year 5 and 6—80%
 Year 7 and 8—80%
 Maori—80%

2017	2018	2019	2020
<ul style="list-style-type: none"> • All students working at least 4 times a week on their recall of basic facts. • Collate and report in term 1-4 on student achievement relating to basic facts. • Basic Facts tests conducted at the beginning of each term • Focus on recall of times tables for Years 4 –8 • Subtraction and Division Facts for Years 65–8 • Application & Extension activities for more able students ICAS examination 	<ul style="list-style-type: none"> • All students working at least 4 times a week on their recall of basic facts. • Collate and report in term 1-4 on student achievement relating to basic facts. • Basic Facts tests conducted at the beginning of each term • Focus on recall of times tables for Years 54–8 • Subtraction and Division Facts for Years 65–8 • Application & Extension activities for more able students ICAS examinations 	<ul style="list-style-type: none"> • All students working at least 4 times a week on their recall of basic facts. • Collate and report in term 1-4 on student achievement relating to basic facts. • Basic Facts tests conducted at the beginning of each term • Focus on recall of times tables for Years 54–8 • Subtraction and Division Facts for Years 5 –8 • Application & Extension activities for more able students ICAS examinations 	<ul style="list-style-type: none"> • All students working at least 4 times a week on their recall of basic facts. • Collate and report in term 1-4 on student achievement relating to basic facts. • Basic Facts tests conducted at the beginning of each term • Focus on recall of times tables for Years 4–8 • Subtraction and Division Facts for Years 5 –8 • Application & Extension activities for more able students ICAS examinations

Paterangi School Strategic Plan 2017-2020

Curriculum—Science

Current Position: Science programme has each classroom including one science unit in 3 of the 4 terms.

Goal: 90% of students achieving at their age appropriate Science level

Current Student Achievement levels

Year	13	14	15	16
0/1	100	100	100	92
2	73	85	60	89
3	73	100	84	75
4	91	77	74	100
5	73	89	82	100
6	100	88	100	81
7	75	83	76	100
8	100	75	85	88
M	100	64	93	83

Expected outcome of student Achievement by 2020

90% of students achieving at or above in all strands

Year 1—Level 1
 Year 2—Level 1
 Year 3—Level 2
 Year 4—Level 2
 Year 5—Level 3
 Year 6—Level 3
 Year 7—Level 4
 Year 8—Level 4
 Maori—80%

2017	2018	2019	2020
<ul style="list-style-type: none"> • Science curriculum document implemented • Encourage Year 4—8 students involved in the Australian Science Tests • Review and develop science implementation plan • Staff development on Science models to promote inquiry thinking in science • Use of Science Exemplars for assessment • School wide data on Science Achievement collated at the end of term 2 • Staff professional development focus on Science pedagogy 	<ul style="list-style-type: none"> • Science curriculum document implemented • Encourage Year 4—8 students involved in the Australian Science Tests • Review and develop science implementation plan • Staff development on Science models to promote inquiry thinking in science • Use of Science Exemplars for assessment • School wide data on Science Achievement collated at the end of term 2 • Staff professional development focus on Science pedagogy 	<ul style="list-style-type: none"> • Science curriculum document implemented • Encourage Year 4—8 students involved in the Australian Science Tests • Review and develop science implementation plan • Staff development on Science models to promote inquiry thinking in science • Use of Science Exemplars for assessment • School wide data on Science Achievement collated at the end of term 2 • Staff professional development focus on Science pedagogy 	<ul style="list-style-type: none"> • Science curriculum document implemented • Encourage Year 4—8 students involved in the Australian Science Tests • Review and develop science implementation plan • Staff development on Science models to promote inquiry thinking in science • Use of Science Exemplars for assessment • School wide data on Science Achievement collated at the end of term 2 • Staff professional development focus on Science pedagogy

Paterangi School Strategic Plan 2017-2020

Curriculum—Health and PE

Current Position: Paterangi school students regularly participate in physical activity, and in 2017 are involved in a wide range of physical education opportunities. Students regularly are given the opportunity to be involved in interschool events. Development of a positive attitude to Health and Physical Activity

Goal: 100% of students participating in regular quality physical activity that develops movement skills 3 times a week

Current Student Achievement levels

Not all students regularly participate in quality physical activity.

Expected outcome of student Achievement by 2020

All students involved in quality physical activity at least 3 times a week.

2017	2018	2019	2020
Health topics covered <ul style="list-style-type: none"> • Dental hygiene, • social interaction, • and one of mental health, sports, environmental awareness. • Regular fitness within classroom programmes promoting quality physical activity • Involvement of “Project Enegize” to support programmes. • Wide variety of physical Education experience offered • Life Education Programme used annually • Target—Review and implement Health implementation plans and procedures • Monitoring of sports equipment to compliment classroom programmes • Biennial rotation of health topics “Keeping ourselves safe” and “kia kaha” • Teachers involved in PD 	Health topics covered <ul style="list-style-type: none"> • healthy eating, • Physical development • Life Education Programme used annually • Health implementation plans and procedures implemented. Review as necessary • Involvement of “Project Enegize” to support programmes. • Wide variety of physical Education experience offered • Target—Review and implement Health implementation plans and procedures • Monitoring of sports equipment to compliment classroom programmes • Biennial rotation of health topics “Keeping ourselves safe” and “kia kaha” • Teachers involved in PD 	Health topics covered <ul style="list-style-type: none"> • healthy eating, • Physical development • Life Education Programme used annually • Health implementation plans and procedures implemented. Review as necessary • Involvement of “Project Enegize” to support programmes. • Wide variety of physical Education experience offered • Target—Review and implement Health implementation plans and procedures • Monitoring of sports equipment to compliment classroom programmes • Biennial rotation of health topics “Keeping ourselves safe” and “kia kaha” • Teachers involved in PD 	Health topics covered <ul style="list-style-type: none"> • healthy eating, • Physical development • Life Education Programme used annually • Health implementation plans and procedures implemented. Review as necessary • Involvement of “Project Enegize” to support programmes. • Wide variety of physical Education experience offered • Target—Review and implement Health implementation plans and procedures • Monitoring of sports equipment to compliment classroom programmes • Biennial rotation of health topics “Keeping ourselves safe” and “kia kaha” • Teachers involved in PD

Paterangi School Strategic Plan 2017-2020

Curriculum—Te Reo Maori

Current Position: Paterangi school students regularly participate in Te Reo lessons, and in 2017 are involved in a wide range of supporting activities. Students regularly are given the opportunity to be involved in cultural activities. Māori students are confident, well engaged learners and know that their identity is acknowledged and affirmed (ERO)

Goal: 100% of students participating in regular quality Te Reo that develops understanding and empathy.

Current Student Achievement levels

All students regularly participate in quality Te Reo lessons at level 1 & 2 of the curriculum

Expected outcome of student Achievement by 2020

All students involved in quality Te Reo activity. Students have an understanding and empathy for Tikanga Maori.

2017	2018	2019	2020
Te Reo topics covered <ul style="list-style-type: none"> • Te Reo tutor employed as available to deliver a quality classroom programme • Activities to support the classroom programme are introduced; flax weaving, hangi, Matariki • Resources purchased to support the programme delivery • Marae visit to support understanding of protocols and procedures. • Powhiri to welcome new students, their families, new staff and others associated with the school • Teachers involved in PD 	Te Reo topics covered <ul style="list-style-type: none"> • Te Reo tutor employed as available to deliver a quality classroom programme • Activities to support the classroom programme are introduced; flax weaving, hangi, Matariki • Resources purchased to support the programme delivery • Marae visit to support understanding of protocols and procedures. • Powhiri to welcome new students, their families, new staff and others associated with the school • Teachers involved in PD 	Te Reo topics covered <ul style="list-style-type: none"> • Te Reo tutor employed as available to deliver a quality classroom programme • Activities to support the classroom programme are introduced; flax weaving, hangi, Matariki • Resources purchased to support the programme delivery • Marae visit to support understanding of protocols and procedures. • Powhiri to welcome new students, their families, new staff and others associated with the school • Teachers involved in PD 	Te Reo topics covered <ul style="list-style-type: none"> • Te Reo tutor employed as available to deliver a quality classroom programme • Activities to support the classroom programme are introduced; flax weaving, hangi, Matariki • Resources purchased to support the programme delivery • Marae visit to support understanding of protocols and procedures. • Powhiri to welcome new students, their families, new staff and others associated with the school • Teachers involved in PD

Paterangi School Strategic Plan 2017-2020

ICT

✓ **ICT Goal:** Increased use of ICT in teaching and learning through Information Literacy and Critical thinking skills

Strategic Outcomes	2017	2018	2019	2020
<u>Teaching and learning</u>	<ul style="list-style-type: none"> ● Target—Information Literacy and Critical thinking programme developed ● Cyber safety 	<ul style="list-style-type: none"> ● Information Literacy and Critical thinking programme implemented ● Cyber safety 	<ul style="list-style-type: none"> ● Information Literacy and Critical thinking programme implemented ● Cyber safety 	<ul style="list-style-type: none"> ● Information Literacy and Critical thinking programme implemented ● Cyber safety
<u>Professional Development</u>	<ul style="list-style-type: none"> ● Continued learning how to best use laptops / classroom computers for personal / education use ● Continued use and update of computerized reporting system (Filemaker 10) ● Update compatibility of software for learning ● Information Literacy and Critical thinking further developed ● Some staff to attend Ulearn conference 	<ul style="list-style-type: none"> ● Continued learning how to best use laptops / classroom computers for personal / education use ● Continued use of computerized reporting system ● Explore employment of ICT facilitator ● Information Literacy and Critical thinking further developed ● Staff to attend appropriate PD 	<ul style="list-style-type: none"> ● Continued learning how to best use laptops / classroom computers for personal / education use ● Continued use of computerized reporting system ● Explore employment of ICT facilitator ● Information Literacy and Critical thinking further developed ● Some staff to attend Ulearn conference 	<ul style="list-style-type: none"> ● Continued learning how to best use laptops / classroom computers for personal / education use ● Continued use of computerized reporting system ● Explore employment of ICT facilitator ● Information Literacy and Critical thinking further developed ● Staff to attend appropriate PD
<u>Infrastructure</u>	<ul style="list-style-type: none"> ● Introduce more pads per class ● Monitor and plan ahead for changes in ICT education infrastructure ● Continue the introduction of laptop use to 1 class per year ● Engage with N4L as provider for ultrafast broadband 	<ul style="list-style-type: none"> ● Introduce more ipads per class ● Reassess Broadband access to school through suitable provider as required ● Monitor and plan ahead for changes in ICT education infrastructure ● Maintain the use of laptop use to each class 	<ul style="list-style-type: none"> ● Introduce more ipads per class ● Reassess Broadband access to school through suitable provider as required ● Monitor and plan ahead for changes in ICT education infrastructure ● Maintain the use of laptop use to each class 	<ul style="list-style-type: none"> ● Introduce more ipads per class ● Reassess Broadband access to school through suitable provider as required ● Monitor and plan ahead for changes in ICT education infrastructure ● Maintain the use of laptop use to each class
<u>Administration</u>	<ul style="list-style-type: none"> ● Maintain database of students with internet and images permission ● SMS system in place with Ministry certified programme 	<ul style="list-style-type: none"> ● Maintain database of students with internet and images permission ● SMS system in place with Ministry certified programme 	<ul style="list-style-type: none"> ● Maintain database of students with internet and images permission ● SMS system in place with Ministry certified programme 	<ul style="list-style-type: none"> ● Maintain database of students with internet and images permission ● SMS system in place with Ministry certified programme

Paterangi School Strategic Plan 2017-2020

Curriculum—Assessment

Current Position: Students work is marked regularly with teachers providing feedback and feed forward. Assessment database is maintained with formalised testing results entered

Goal: students receiving specific regular written feedback and feed forward in a learning journal each term (minimum 6 entries per term)

2017	2018	2019	2020
<ul style="list-style-type: none"> • Running records (completed a minimum of 2 times a year) • Star Testing (February and November). Results analysed and reported to BOT • PAT testing (maths, vocab, Comprehension and listening Term 1 and 4) • Full written reports of students in terms 2 and 4 • Student Learning Journals used throughout school and sent home at the end of each term (6 entries minimum per term) • Mid Year progress toward National Standards implemented, End of Year reporting continued • Student assessment data collected and stored by individual teachers • Student achievement data imputed into SMS system by end of term 4 and through year as required. • Teachers using exemplars for assessment of work 	<ul style="list-style-type: none"> • Running records (completed a minimum of 2 times a year) • Star Testing (February and November). Results analysed and reported to BOT • PAT testing (maths, vocab, Comprehension and listening Term 1 and 4) • Full written reports of students in terms 2 and 4 • Student Learning Journals used throughout school and sent home at the end of each term (5 entries per term) • Mid Year progress toward National Standards and End of Year implemented • Student assessment data collected and stored by individual teachers • Student achievement data imputed into SMS system by end of term 4 and through year as required. • Teachers using exemplars for assessment of work 	<ul style="list-style-type: none"> • Assessment map prepared in Nov of previous year and approved by BOT in Feb • Running records (completed a minimum of 2 times a year) • Star Testing (February and November). Results analysed and reported to BOT • PAT testing (maths, vocab, Comprehension and listening Term 1 and 4) • Full written reports of students in terms 2 and 4 • Student Learning Journals used throughout school and sent home at the end of each term (5 entries per term) • Mid Year progress toward National Standards and End of Year implemented • Student assessment data collected and stored by individual teachers • Student achievement data imputed into SMS system by end of term 4 and through year as required. • Teachers using exemplars for assessment of work 	<ul style="list-style-type: none"> • Assessment map prepared in Nov of previous year and approved by BOT in Feb • Running records (completed a minimum of 2 times a year) • Star Testing (February and November). Results analysed and reported to BOT • PAT testing (maths, vocab, Comprehension and listening Term 1 and 4) • Full written reports of students in terms 2 and 4 • Student Learning Journals used throughout school and sent home at the end of each term (5 entries per term) • Mid Year progress toward National Standards and End of Year implemented • Student assessment data collected and stored by individual teachers • Student achievement data imputed into SMS system by end of term 4 and through year as required. • Teachers using exemplars for assessment of work

Paterangi School Strategic Plan 2017-2020

Partnerships

✓ **Partnership Goal:** nurture and develop meaningful relationships between families and school to support student achievement and personal development

Strategic Outcomes	2017	2018	2019	2020
<u>Parents</u>	<ul style="list-style-type: none"> •Parent involvement in school camps and classroom programme •Parent cleaning system •Parent interviews (constantly review need for how many are needed each year) •Inform and consult parents on Strategic learning outcomes in school •Grandparents Day to be held to share with extended family student learning 	<ul style="list-style-type: none"> •Parent involvement in school camps and classroom programme •Parent cleaning system •Parent interviews (constantly review need for how many are needed each year) •Inform and consult parents on Strategic learning outcomes in school •Grandparents Day to be held to share with extended family student learning 	<ul style="list-style-type: none"> •Parent involvement in school camps and classroom programme •Parent cleaning system •Parent interviews (constantly review need for how many are needed each year) •Inform and consult parents on Strategic learning outcomes in school •Grandparents Day to be held to share with extended family student learning 	<ul style="list-style-type: none"> •Parent involvement in school camps and classroom programme •Parent cleaning system •Parent interviews (constantly review need for how many are needed each year) •Inform and consult parents on Strategic learning outcomes in school •Grandparents Day to be held to share with extended family student learning
<u>PTA</u>	<ul style="list-style-type: none"> •Raise funds to provide for resources for students not directly resourced through OPs grant •Organise parent social gatherings to facilitate community closeness •PTA function to support Learning and Teaching 	<ul style="list-style-type: none"> •Raise funds to provide for resources for students not directly resourced through OPs grant •Organise parent social gatherings to facilitate community closeness •PTA function to support Learning and Teaching 	<ul style="list-style-type: none"> •Raise funds to provide for resources for students not directly resourced through OPs grant •Organise parent social gatherings to facilitate community closeness •PTA function to support Learning and Teaching 	<ul style="list-style-type: none"> •Raise funds to provide for resources for students not directly resourced through OPs grant •Organise parent social gatherings to facilitate community closeness •PTA function to support Learning and Teaching
<u>BOT</u>	<ul style="list-style-type: none"> •BOT actively involved in development of school Charter •BOT acting on behalf of community to drive strategic direction of school through consultation with the educational professionals at the school •Reviewing Governance policies and procedures as required 	<ul style="list-style-type: none"> •BOT actively involved in development of school Charter •BOT acting on behalf of community to drive strategic direction of school through consultation with the educational professionals at the school •Reviewing Governance policies and procedures as required 	<ul style="list-style-type: none"> •BOT actively involved in development of school Charter •BOT acting on behalf of community to drive strategic direction of school through consultation with the educational professionals at the school •Reviewing Governance policies and procedures as required 	<ul style="list-style-type: none"> •BOT actively involved in development of school Charter •BOT acting on behalf of community to drive strategic direction of school through consultation with the educational professionals at the school •Reviewing Governance policies and procedures as required

Paterangi School Strategic Plan 2017-2020

Curriculum—Values Programme

Current Position: The students of Paterangi School demonstrate high values and the 2016 community survey indicated that parents endorse the efforts of the school to promote high values

Goal: to articulate a values programme across Paterangi School

2017	2018	2019	2020
<ul style="list-style-type: none"> • Values of the school identified and articulated in school charter • Students spoken to about the values the school promotes • Role models spoken about at assembly • Values programme reviewed and altered as required • Past associates of the school who demonstrate school values to be celebrated and endorsed. • Students who exemplify values recognised 	<ul style="list-style-type: none"> • Values of the school identified and articulated in school charter • Students spoken to about the values the school promotes • Role models spoken about at assembly • Values programme reviewed and altered as required • Past associates of the school who demonstrate school values to be celebrated and endorsed. • Students who exemplify values recognised 	<ul style="list-style-type: none"> • Values of the school identified and articulated in school charter • Students spoken to about the values the school promotes • Role models spoken about at assembly • Values programme reviewed and altered as required • Past associates of the school who demonstrate school values to be celebrated and endorsed. • Students who exemplify values recognised 	<ul style="list-style-type: none"> • Values of the school identified and articulated in school charter • Students spoken to about the values the school promotes • Role models spoken about at assembly • Values programme reviewed and altered as required • Past associates of the school who demonstrate school values to be celebrated and endorsed. • Students who exemplify values recognised

Paterangi School Strategic Plan 2017-2020

Property

Physical Resources Goal: Create and maintain a learning environment that allows students to achieve to their highest potential through stimulating, safe, well equipped resources

Strategic Outcomes	2017	2018	2019	2020
<u>Buildings</u>	<ul style="list-style-type: none"> •Classrooms maintained as needed •Artwork on exterior walls •Liaise with consultant regarding 5YA and 10 YPP 	<ul style="list-style-type: none"> •Extra storage in classrooms •Classrooms maintained as needed •Artwork on exterior walls •Liaise with consultant regarding 5YA and 10 YPP 	<ul style="list-style-type: none"> •Storage in classrooms as required •Classrooms maintained as needed •Artwork on exterior walls •Liaise with consultant regarding 5YA and 10 YPP 	<ul style="list-style-type: none"> •Storage in classrooms as required •Classrooms maintained as needed •Artwork on exterior walls •Liaise with consultant regarding 5YA and 10 YPP
<u>Grounds</u>	<ul style="list-style-type: none"> •Attractive Gardens around school •Maintain school grounds •Repair and/or renew hardcourt area 	<ul style="list-style-type: none"> •Attractive Gardens around school •Maintain school grounds 	<ul style="list-style-type: none"> •Attractive Gardens around school •Maintain school grounds 	<ul style="list-style-type: none"> •Attractive Gardens around school •Maintain school grounds
<u>Equipment</u>	<ul style="list-style-type: none"> •Purchase equipment as required • 	<ul style="list-style-type: none"> •Purchase equipment as required 	<ul style="list-style-type: none"> •Purchase equipment as required 	<ul style="list-style-type: none"> •Purchase equipment as required
<u>Safety</u>	<ul style="list-style-type: none"> •Monthly inspections by Principal and Property Officer •Regular reports to BOT monitoring safety hazards 	<ul style="list-style-type: none"> •Monthly inspections by Principal •Regular reports to BOT monitoring safety hazards 	<ul style="list-style-type: none"> •Monthly inspections by Principal •Regular reports to BOT monitoring safety hazards 	<ul style="list-style-type: none"> •Monthly inspections by Principal •Regular reports to BOT monitoring safety hazards
<u>Teaching Resources</u>	<ul style="list-style-type: none"> •Provide data projector access to all teaching areas •Computers in classrooms 	<ul style="list-style-type: none"> •Provide data projector access to all teaching areas •Computers in classrooms 	<ul style="list-style-type: none"> •Provide data projector access to all teaching areas •Computers in classrooms 	<ul style="list-style-type: none"> •Provide data projector access to all teaching areas •Computers in classrooms

Paterangi School Strategic Plan 2017-2020

Finance

Financial Goal: manage funds effectively to support student achievement and the strategic plan

2017	2018	2019	2020
<ul style="list-style-type: none"> •Review and implement 5 and 10 year property programme using consultant •Develop and have approved annual budget •Monitor monthly accounts •Keep BOT informed of variations of 10% or more of annual budget •Depreciated assets replaced as needed •Computer replacement scheme in place •Manage schools finances with a focus on sustaining finances to develop strategic plan •Apply to Charitable organizations to supplement school finances 	<ul style="list-style-type: none"> •Review and implement 5 and 10 year property programme using consultant •Develop and have approved annual budget •Monitor monthly accounts •Keep BOT informed of variations of 10% or more of annual budget •Depreciated assets replaced as needed •Computer replacement scheme in place •Manage schools finances with a focus on sustaining finances to develop strategic plan •Apply to Charitable organizations to supplement school finances 	<ul style="list-style-type: none"> •Review and implement 5 and 10 year property programme using consultant •Develop and have approved annual budget •Monitor monthly accounts •Keep BOT informed of variations of 10% or more of annual budget •Depreciated assets replaced as needed •Computer replacement scheme in place •Manage schools finances with a focus on sustaining finances to develop strategic plan •Apply to Charitable organizations to supplement school finances 	<ul style="list-style-type: none"> •Review and implement 5 and 10 year property programme using consultant •Develop and have approved annual budget •Monitor monthly accounts •Keep BOT informed of variations of 10% or more of annual budget •Depreciated assets replaced as needed •Computer replacement scheme in place •Manage schools finances with a focus on sustaining finances to develop strategic plan •Apply to Charitable organizations to supplement school finances

Paterangi School Strategic Plan 2017-2020

People

People Goal: provide pathways for all people to develop to their highest potential

Strategic Outcomes	2017	2018	2019	2020
<u>Staff</u>	<ul style="list-style-type: none"> •Annual Appraisal process pathway for staff to develop into areas of expertise •Develop staff as desired (curriculum experts, model teachers, lead teachers, further study) •Job descriptions reflect individual and school strategic priorities. 	<ul style="list-style-type: none"> •Annual Appraisal process pathway for staff to develop into areas of expertise •Develop staff as desired (curriculum experts, model teachers, lead teachers, further study) •Job descriptions reflect individual and school strategic priorities. 	<ul style="list-style-type: none"> •Annual Appraisal process pathway for staff to develop into areas of expertise •Develop staff as desired (curriculum experts, model teachers, lead teachers, further study) •Job descriptions reflect individual and school strategic priorities. 	<ul style="list-style-type: none"> •Annual Appraisal process pathway for staff to develop into areas of expertise •Develop staff as desired (curriculum experts, model teachers, lead teachers, further study) •Job descriptions reflect individual and school strategic priorities.
<u>BOT</u>	<ul style="list-style-type: none"> •Employ new staff as required to meet needs of school •Effective governance by setting future direction, monitoring and evaluating outcomes 	<ul style="list-style-type: none"> •Employ new staff as required to meet needs of school •Employ support staff to compliment learning focus •Effective governance by setting future direction, monitoring and evaluating outcomes 	<ul style="list-style-type: none"> •Employ new staff as required to meet needs of school •Employ support staff to compliment learning focus •Effective governance by setting future direction, monitoring and evaluating outcomes 	<ul style="list-style-type: none"> •Employ new staff as required to meet needs of school •Employ support staff to compliment learning focus •Effective governance by setting future direction, monitoring and evaluating outcomes
<u>Students</u>	<ul style="list-style-type: none"> •Students able to talk about their learning goal for the term / write, draw or speak about a positive experience at the school 	<ul style="list-style-type: none"> •Students able to talk about their learning, why and how they learn. •Students able to talk about their learning goals for the term / write, draw or speak about a positive experience at the school 	<ul style="list-style-type: none"> •Students able to talk about their learning, why and how they learn. •Students able to talk about their learning goals for the term / write, draw or speak about a positive experience at the school 	<ul style="list-style-type: none"> •Students able to talk about their learning, why and how they learn. •Students able to talk about their learning goals for the term / write, draw or speak about a positive experience at the school