



Rotokauri School 2018 Charter

including
Strategic Plan 2018 - 2020
and
Annual Plan 2018

This Charter and Strategic Plan contains:

Introduction Section

- Description of School and Community
- Overview
- Mission, Vision, Values and Attributes
- Principles of Rotokauri Curriculum
- Rotokauri School Teaching Framework
- Accelerated Learning at Rotokauri School
- Cultural Dimensions/Maori Achievement Statement
- Special Needs and Ability Statement
- Board of Trustees Undertakings



Strategic Section

- Strategic Goals
- Strategic Plan 2017-2020



Annual Section

- Annual Plan for 2018
- Student Achievement Targets/Improvement Plans

Procedure Section

- Consultation
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DESCRIPTION OF SCHOOL AND COMMUNITY

We are a full primary school on the fringe of Hamilton City. Our semi-rural school has a warm and welcoming atmosphere where our students are happy and engaged.



We are lucky to have the Hamilton Zoo within walking distance of our school. We have established a close relationship with the staff at the Zoo and make regular visits to their Education Centre. Our school makes a significant contribution to the regular planting at Waiwhakareke – the Natural Heritage Park an award-winning, inter-generational ecological restoration project. Lake Rotokauri is a local landmark within close proximity that we are very proud of.

Rotokauri School is growing in diversity, we have learners from within and outside our zone. This helps our students develop an appreciation and respect for others.

Our Rotokauri environment encompasses large playing areas and picturesque views. There is ample room for our students to explore their world and play a variety of games. We have an adventure trail flanking our spacious playing fields, tennis courts, a swimming pool, two playgrounds, and many hard surfaces for students to use in creative ways.



We have numerous community events: Car Show, Gala, Fishing Tournament, Agriculture Day, and whole school sporting events.

We have a connection with our local Marae and make regular visits as a whole school. We have established a positive relationship with the people of Waikere Marae.



We have a proud history, our school is over 104 years old. Our unique culture is something we are really proud of. We have a friendly family atmosphere with an open-door policy and an approachable and welcoming staff. We have a supportive Board of Trustees and a very proactive Parent Teacher Association.

Rotokauri is an 8 classroom school with a roll of 192 students. We have learning support staff who work beside teachers to support our learners with their individual needs. We have a Reading Recovery teacher who works on a one-on-one approach with an intense remedial reading programme. Our SENCO coordinator facilitates programmes to address the child as a whole learner. We have a friendly caretaker who is willing to accommodate the schools and teachers requests.

We value the concept of **T.E.A.M** (Together Everyone Achieves More). We encourage the **buddy system** for a supportive family feeling. We continually encourage parents to form a partnership with the school to support in their child's learning.



IT is used in all of our classrooms, integrated into our learning programmes as a tool. We continue to upgrade our IT to keep our laptops, iPads, and desk-tops up to date. We are well-resourced in all curriculum areas with pleasant learning environments. We have a well-stocked library where students can issue books

and DVDs for their own use.

We have an Enviro Programme where students are involved in a variety of activities that ensure they are caring for our world.

We provide Before and After School Care for our busy families.



Rotokauri School

STRATEGIC GOALS 2017-2020 OVERVIEW

Goal 1a Effective Learning

Students will actively engage in their learning through curiosity and creativity.



Goal 1b Effective Learning

Staff will be inspired and engaged in creating effective, quality meaningful programmes so students make progress with their learning.



Goal 2 Culture

To develop an inclusive school culture where whanau and community partnerships are nurtured and strengthened.



Goal 3 Environment

Develop physical learning environments to reflect the mission, vision and values of our school.



Goal 4 Governance

The Board of Trustees will confidently and effectively govern Rotokauri School.



ROKOKAURI MISSION AND VISION

MISSION:

Our positive environment will actively engage us all in learning.



VISION:

Together We Grow

- **Unity** (Kotahitanga)
- **Inclusive** (Manakitanga)
- **Guardianship** (Kaitiakitanga)

Together We Learn

- **Innovative** (Auahatanga)
 - **Happy** (Uruhau)
 - **Responsible** (Tuutika)

VALUES:

Persistence

This means that we don't give up, even when we are challenged.

Resilience

This means that we stay strong and overcome set-backs.

Integrity

This means being responsible for our choices and actions. It also means being fair and honest.

Diversity

This means we value all cultures in our community, accept people for who they are, and celebrate our differences.

Excellence

This means we value personal success.

ATTRIBUTES:

Collaborator

I am a collaborator when I listen to ideas and share my thinking with others.

Communicator

I am a communicator when I competently and effectively communicate using appropriate media.

Problem Solver

I am a problem solver when I identify a problem or issue, and identify the best possible solutions.

Questioner

I am a questioner when I ask a range of relevant questions to support the desired outcome.

Risk Taker

I am a risk taker when I am keen to give new things a go, displaying a positive attitude.



PRINCIPLES OF THE ROTOKAURI CURRICULUM

These principles guide the development and direction of the Rotokauri Curriculum.

<p><u>Learning To Learn</u></p> <p>Students will develop the skills to manage their own learning.</p> <p>Students will reflect on their learning process.</p>	<p><u>High Expectations</u></p> <p>Students will be encouraged to achieve personal excellence.</p> <p>Students will celebrate their own and others' successes.</p>	<p><u>Coherence</u></p> <p>Students will experience a balanced curriculum incorporating all learning areas, attributes and values.</p> <p>Students will be encouraged to make connections in their learning.</p> <p>Students will experience a supported transition to their next learning challenge.</p>	<p><u>Community Engagement</u></p> <p>Students will be positively supported by an actively involved learning community.</p>
<p><u>Inclusion</u></p> <p>Students will have their learning needs catered for in an equitable way.</p>	<p><u>Cultural Diversity</u></p> <p>Students will respect cultural differences and traditions.</p>	<p><u>Treaty of Waitangi</u></p> <p>Students will have the opportunity to learn Te Reo Māori.</p> <p>Students will be supported by the Māori community.</p> <p>The Tōtaiako competencies will be acknowledged in classroom practice.</p>	<p><u>Future Focus</u></p> <p>Students will explore future focused concepts such as sustainability, citizenship, enterprise and globalisation.</p> <p>Students will be involved in environmental sustainability practices.</p>

ROKOKAURI SCHOOL TEACHING

FRAMEWORK

Find the task

What do we need to do?



Link to what we know

What do I know about this already?



Identify needs

What do I need for the learning?



Gather questions

Where is the best place to get my questions from?

How am I going to get my answer?

How do I know my answers are right?



Have a go

What am I going to do?

Who am I going to share my information with and how?



Think - what next?

What would I do differently?

What would I change?

What do I do next?



ACCELERATED LEARNING AT

ROKOKAURI SCHOOL

Accelerated learning is planned and delivered in ways that make clear connections to the child's daily experiences and needs during instruction in the classroom.

At Rotokeauri School accelerated learning is -

- A student's learning progress that shows a noticeably faster, upward movement than might otherwise have been expected by the trend of their own past learning.
- An intervention that is in addition to effective classroom teaching in reading, writing and math.
- When schoolwide practices sustain student progress long term.

Guidelines

- Regular and consistent data gathering.
- Monitored and reported on (Management, Board).
- Management and Board to facilitate interventions and resources as required.
- Next steps are continually reflected on.
- Next steps are put into practice.
- Next steps can be flexible.
- Open communication between staff members.
- Transition across learning environments.
- Interventions driven by student's needs.
- Interventions are designed and facilitated by a skilled practitioner.
- Accessing outside agencies to support interventions.

CULTURAL DIMENSIONS

Cultural Perspectives

Our 2017 Charter places, through the strategic and annual plan a strong emphasis on developing meaningful relationships with our Māori community.

Rotokauri School curriculum is being reviewed to ensure that it recognises the unique position of Māori within New Zealand society. Hui with the Māori community will focus on unpacking what success for our Māori students looks like so that this curriculum can be responsive to our learners needs.

We are continuing to develop tuakana tēina relationships in our learning and teaching environment. We have developed a relationship with Waikere and will continue to build on this relationship.

We have currently got a Kapa Haka group. Our plan is to introduce this schoolwide to enhance culture and Te Reo knowledge and awareness.

Tikanga Māori and Te Reo Māori

Kapa Haka is a specialist subject in the Performing Arts category. Kapa can also fit into the Physical Education syllabus and Music and is offered here at Rotokauri School to meet the needs of students.

The students have excelled and are passionate about the knowledge, skills and expertise that are being provided for their benefit. This encompasses the historical journey of themselves as Māori, of the past, present and future.

We value the wisdom and guidance of the whānau and acknowledge the roles and responsibilities you each have in advancing the specific cultural and educational needs of Māori students predominately and encourage all students to participate, fostering positive relationships and sharing of cultural knowledge.

SPECIAL NEEDS AND ABILITIES

At Rotokauri School we aim for ALL students to experience educational success and achievement, irrespective of their ability. We believe that every child has the right to learn and be part of a welcoming, nurturing and safe environment. We foster and encourage collegial, supportive relationships between all stakeholders invested in our student's education to ensure the best possible learning experiences for them. Collaborative partnerships will include – the child, the parents/caregivers, whanau, teachers, Principal and agencies which support students with special education needs (e.g Child, Youth and Family, Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy).

Special educational needs/abilities can be for those children who have difficulty accessing the curriculum at their chronological age/level or for those children whose skills and talents exceed the curriculum expectation associated with their age/level. Rotokauri School will maintain a Special Education Needs register (including those children with special abilities) to ensure that those children who require additional learning support and/or extension are recorded and having their needs met.

At Rotokauri School we will endeavour to:

- Gather, collate and review data, progress and achievement of students on the Special Needs register.
- Use external agencies and expertise to provide additional support and/or funding to assist students. This may include (but is not limited to) Child Youth and Family, Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy, Ministry of Education specialists, Public Health, the Correspondence School, Health Camp, Child Development Centre.
- Use of teacher aides to support and facilitate support or extension programmes, either in class or withdrawal. Programmes may include: phonological awareness, Early Words, Oral Language.
- Provision of a Management Unit for the Special Needs Coordinator.

Board of Trustees Undertaking

Consultation

The Rotokauri School Board consults regularly with the Māori community and the wider community. Processes for consultation include School Newsletters, PTA and Board Meetings, Parent Teacher Interviews, hui Annual School Questionnaire, term-by-term hui, and informal conversations with parents.

Planning Year

Rotokauri School's planning year is December 1 to December 1. The implementation of the school's plans is from the beginning of the new school year.

School's Charter

The Rotokauri School Board will send an electronic copy of the School Charter to the Ministry of Education by March 1 each year, including a copy of the previous year's end-of-year National Standards student achievement data and an analysis of this data based on the requirements of NAG 2A, and a completed Analysis of Variance of the Charter Aims and Objectives; (AoV)

STRATEGIC PLAN 2017-2018

Strategic Goal	Strategic Objectives	DEVELOP 2017-2018	CONSOLIDATE 2019	SUSTAIN 2020
<p><u>Goal 1a</u></p> <p><i>Effective Learning</i></p> <p><i>Students will actively engage in their learning through curiosity and creativity.</i></p>	1.1 All students are engaged in and showing progress within the Rotokauri Curriculum	Review our transition programmes at Year 1 and Year 8 to ensure preparation for the students learning pathways	Refine our transition programmes at Year 1 and Year 8 to ensure preparation for the students learning pathways	Embed our transition programmes at Year 1 and Year 8 to ensure preparation for the students learning pathways
		Students being clear about what they are learning and why they are learning and be able to talk about their learning journey	Ensure practices that promote clarity of learning are clear and consistent school wide	Ensure practices that promote clarity of learning are clear and consistent school wide
	1.2 Māori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Māori	Develop a Maori Achievement Action Plan that includes development of Maori Tikanga, language and heritage in our curriculum.	Implement the Maori Achievement Action Plan.	Implement the Maori Achievement Action Plan.
		Provide access to professional kapa haka tuition for all students.	Provide access to professional kapa haka tuition for all students.	Provide access to professional kapa haka tuition for all students.
	1.3 Pasifika students are engaged in their learning and are achieving educational success with pride in their unique identities, languages and cultures	Develop a Pasifika Achievement Action Plan that includes development of Maori Tikanga, language and heritage in our curriculum.	Implement the Pasifika Achievement Action Plan.	Implement the Pasifika Achievement Action Plan.

	1.4 Students with special learning needs are present, participating, progressing and belonging and have appropriate targeted support.	Develop guidelines and procedures around support for at-risk students and students with special abilities (SENCO role). Monitor programmes and school events/activities to ensure that every student has equitable access to the curriculum.	Fine tune programmes and school events/activities to ensure that every student is able to participate.	Review opportunities for the year.
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Strategic Goal	Strategic Objectives	DEVELOP 2017-2018	CONSOLIDATE 2019	SUSTAIN 2020
<p>Goal 1b:</p> <p><i>Effective Teaching</i></p> <p><i>Staff will be inspired and engaged in creating effective, quality meaningful programmes so students.</i></p>	1.1 Improved teaching pedagogy and practice	Teachers investigating the standards required by the Practicing Registered Teachers Criteria	Teachers beginning to perform to the standard required by the Practicing Registered Teachers Criteria	All teaching staff will be operating a dynamic portfolio which meets the requirements of Rotokauri School and Education Council
		Teachers are unpacking indicators outlined in Ta Taiako	Teachers practice reflects the indicators outlined in Ta Taiako	Ta Taiako is embedded in Teachers practice
		Teacher capability is beginning to reflect in student progress, teacher inquiry and teachers' reflection	Teacher capability consistently reflects in student progress, teacher inquiry and teachers' reflection	Teacher capability consistently reflects in student progress, teacher inquiry and teachers' reflection
		Performance management, teacher inquiry and PD will be linked to school annual goals	Performance management, teacher inquiry and PD will be linked to school annual goals	Performance management, teacher inquiry and PD will be linked to school annual goals
		Improve teaching in the target learning areas	Improve teaching in the target learning areas	Improve teaching in the target learning areas
		Syndicate leaders to monitor classroom programmes using Best Practice recommendations	Syndicate leaders to monitor classroom programmes using Best Practice recommendations	Syndicate leaders to monitor classroom programmes using Best Practice recommendations
		Inquire into strong foundational learning in Years 1-2	Implement strong foundational learning in Years 1-2	A strong foundational learning programme is improved as an ongoing process at Rotokauri School
		From PLD and teacher inquiry teachers to identify	From PLD and teacher inquiry Teachers to identify areas for	From PLD and teacher inquiry Teachers to identify

		areas for improvement in teaching for the target area using data, design plans to accelerate achievement, implement plans and then evaluate progress using follow-up data	improvement in teaching for the target area using data, design plans to accelerate achievement, implement plans and then evaluate progress using follow-up data	areas for improvement in teaching for the target area using data, design plans to accelerate achievement, implement plans and then evaluate progress using follow-up data
		Teachers to review curriculum areas of Science and Oral Language including consultation with students and whānau	Teachers to review curriculum areas of The Arts and Technology including consultation with students and whānau	Teachers to review curriculum areas of Health and P.E. and Social Sciences including consultation with students and whānau
	1.2 Staff will participate in collaborative partnerships	Develop capability of the senior leadership team to support the teaching and learning across the school. Develop capability of others through allocation of units.	To continue to develop the capability of the senior leadership team to support the teaching and learning across the school. Develop capability of others through allocation of units.	To continue to develop the capability of the senior leadership team to support the teaching and learning across the school. Develop capability of others through allocation of units.
		Teachers are planning and moderating within their teams	Teachers continue to plan and moderate within their teams	Planning as a team and moderating are embedded in teaching practice
		Teachers trust and respect colleagues	Teachers develop a partnership with a critical colleague	Collaborative partnerships become part of practice and Rotokauri School
		Continue to link schoolwide targets, target children, teacher inquiry and our teacher performance procedure to provide a streamlined approach to teacher learning and improved student outcome	Continue to link schoolwide targets, target children, teacher inquiry and our teacher performance procedure to provide a streamlined approach to teacher learning and improved student outcome	Continue to link schoolwide targets, target children, teacher inquiry and our teacher performance procedure to provide a streamlined approach to teacher learning and improved student outcome

		Develop a strong ownership and awareness of how our Rotokauri School Curriculum provides all learners (including priority learners and those with Special Education needs) with opportunities to have educational success using PLD to support this.	Develop a strong ownership and awareness of how our Rotokauri School Curriculum provides all learners (including priority learners and those with Special Education needs) with opportunities to have educational success using PLD to support this.	Review and refine Rotokauri School Curriculum that provides all learners (including priority learners and those with Special Education needs) opportunities to have educational successes

Strategic Goal	Strategic Objectives	DEVELOP 2017-2018	CONSOLIDATE 2019	SUSTAIN 2020
Goal 2 <i>Culture</i> <i>To develop an inclusive school culture where whanau and community are nurtured and strengthened.</i>	2.1 Wellbeing Nurture the personal growth and development of all students.	Promote the school vision and values through class goals, syndicate goals and school goals.	Promote the school vision and values through class goals, syndicate goals and school goals.	Promote the school vision and values through class goals, syndicate goals and school goals.
		Participate in PB4L programme.	Implement actions from research in the PB4L programme	Sustain actions from research in PB4L
	2.2 Community engagement Provide a wide range of opportunities for whānau to engage with our school.	Regularly consult with our families/whānau to ensure we are working in partnership.	Regularly consult with our families/whānau to ensure we are working in partnership	Regularly consult with our families/whānau to ensure we are working in partnership
		Review how we report to parents and ensure they are receiving timely and accurate information about their achievement of their child/children.	Maintain our effective reporting systems to parents/ whānau and adjust and refine as required	Maintain our effective reporting systems to parents/ whānau and adjust and refine as required
	2.3 Culturally responsive Strengthen our inclusive culture that values and celebrates diversity (link to Maori Achievement Plan).	Investigate protocol of a pōwhiri when welcoming new staff members and students.	Follow protocol of a pōwhiri when welcoming on new staff and students	Follow protocol of a pōwhiri when welcoming on new staff and students
	2.4 Leadership Empower students and staff to accept and take on new challenges.	Leadership opportunities will be available for students and staff to grow leadership capabilities.	Continue to offer a range of leadership opportunities for students and staff	Review leadership opportunities available for students and staff

Strategic Goal	Strategic Objectives	DEVELOP 2017-2018	CONSOLIDATE 2019	SUSTAIN 2020
<p><u>Goal 3</u></p> <p><i>Property and Environment</i></p> <p><i>To enhance a functional, attractive and safe physical environment.</i></p>	3.1 To enhance a functional, attractive and safe physical environment.	In response to roll growth, establish time lines and engage professional support to complete the building of new classrooms and demolition/removal and landscaping of existing buildings as required.	In response to roll growth, establish time lines and engage professional support to complete the building of new classrooms and demolition/removal and landscaping of existing buildings as required.	In response to roll growth, establish time lines and engage professional support to complete the building of new classrooms and demolition/removal and landscaping of existing buildings as required.
	3.2 To effectively utilise the potential of our physical environment to meet the future needs of our community.	Have a clear direction for the school's property needs and plan for the future based on 'master plan'.	Be implementing the school's master plan for property in place and development	Continually upgrade our environment and ensure maximum usage by the students for all seasons

Strategic Goal	Strategic Objectives	DEVELOP 2017-2018	CONSOLIDATE 2019	SUSTAIN 2020
<p><u>Goal 4</u></p> <p><i>Governance</i></p> <p><i>The Board of Trustees will confidently and effectively govern Rotokauri School.</i></p>	4.1 Ensure that student progress through effective governance is the major focus of the BOT.	Ensure that Student achievement data and progress against targets and goals is monitored through principal's reports to the board and review processes. Trustees are committed to attending professional development workshops.	Ensure that Student achievement data and progress against targets and goals is monitored through principal's reports to the board and review processes. Promote Professional Development opportunities to trustees (such as the annual STA conference and workshops).	Ensure that Student achievement data and progress against targets and goals is monitored through principal's reports to the board and review processes. Promote Professional Development opportunities to trustees (such as the annual STA conference and workshops).
	4.2 Ensure a succession plan is in place for new trustees with the triennial BOT elections in 2019.	A process for identifying / encouraging people to put themselves forward as candidates is in place. Induction pack for new trustees - promotion of the role of a trustee through personal voice of current elected trustees, policy included in Governance Policies.	-A process for identifying / encouraging people to put themselves forward as candidates is in place Induction pack for new trustees - promotion of the role of a trustee through personal voice of current elected trustees.	Review the Governance Handbook
	4.3 Community Engagement: explore ways of strengthening communication between home and school.	Survey parents – questionnaire and interview.	Targeted Survey of parents based on Reading, Writing, Maths.	Survey parents – questionnaire and interview.
	4.4 To develop and implement an action plan in response to ERO recommendations.	Develop an action plan and implement.	Review and refine action plan	Review 2020 ERO recommendations and develop action plan.