



Kaua e mutu kere noa iho

KĀWHIA SCHOOL CHARTER

**Kāwhia Moana
Kāwhia Kai
Kāwhia Tangata**

All students will be provided with

- the skills
- the knowledge
- the confidence and
- the self esteem

to enable them to participate fully as equal members in our society

Strategic Plan

Kawhia School 2011-2014

Improving Student Learning and Achievement

Developing a Quality Learning Environment

School Organisation and Structure

Numeracy

- Improved levels of achievement of all students across the school will be maintained through sound planning and delivery of strategy stages.
- There will be a school wide focus on knowledge learning.

Literacy

- Investigate and assess levels of reading comprehension across the school and with a particular focus in Years 4 – 8.
- Revise and select as necessary, assessment tasks to be used to collect data.
- Identify trends and patterns over time
- Plan for specific programmes based on identified needs

Learning Programmes and Teaching Delivery

- Major curriculum focus on Numeracy with a particular emphasis on teaching and learning through ICT
- Upskill in the teaching of writing
- School curriculum updated and implemented

Personnel and Professional Development

- King Country Coast ICT PD Cluster – three year contract to investigate how to utilise eLearning opportunities to engage and improve student learning and achievement
- Appraisals

Supporting Documentation

Property

- 10 year Property Plan

Human Resources

- Performance Management documents
- Appraisal programme

Curriculum

- School Self Review programme
- School wide planning and reporting
- On-going professional development

Finance

- Budget set for resources, professional development, staffing
- Applications for extra funding

Health and Safety

- Playground and classroom safety paramount

National Priorities

- Numeracy
- Literacy
- Quality Physical Activity
- Te Reo programmes
- National Standards/Nga Whanaketanga

School Priorities

- ICT and e-Learning
- Numeracy
- E rua ngā reo
- Literacy (oral language, reading, writing)
- Quality Physical Activity

MISSION STATEMENT

We will provide a quality education for all students in an environment that is positive, caring and safe.

Ratification of Charter

- Minuted at BOT meeting 23 March 2011

Submission to MOE

- Submitted 14 April 2011
- Targets submitted 14 April 2011

Values and Beliefs

Students should:

- be able to participate fully as equal members in our society
- have respect for themselves, for others and for property
- learn through a variety of styles
- work cooperatively alongside peers and adults alike
- learn in a supportive, friendly, safe and stimulating environment
- be encouraged to take risks in their learning and to accept that we learn by our mistakes
- be encouraged to think and work creatively
- be encouraged to value honesty, reliability and trust
- understand and accept expected boundaries
- develop the skills, knowledge, confidence and self esteem necessary for success

Cultural Diversity and Māori Dimension

Students should:

- value Te Reo and Tainuitanga
- recognise the importance and significance of tikanga Māori for the majority of our community
- be accepting of their own culture
- be accepting of other cultures and differences
- value each others heritage, culture and people
- reflect the nature of biculturalism in classroom activities
- be involved in Te Reo, Kapahaka and a variety of multicultural activities

Annual Plan: Kāwhia School 2011

Teaching and Learning Programme Development

Indepth Maths and Numeracy Professional Learning Support

Indepth Leadership and Assessment Support

Review planning and assessment tools and their effectiveness.

Analyse numeracy data, identify trends and patterns and set relevant targets.

Attend writing workshop – teacher only day and offer other writing courses as available

Continue to monitor schoolwide oral language, especially in the junior classes at entry level.

Further develop formative assessment across the school.

Continue working with Project Energize to ensure quality physical activity is provided to the students.

Continue with King-Country Coast ICT PD and attend relevant courses or meetings.

Finance

Professional Development for BOT
Budget
Continue working with Education Services Ltd – Financial Service Provider
Hurst - auditor

Property

Work with project manager for property upgrade
Develop 10 Year Property Plan
New 5YA
Investigate pool structure quality (leaks etc) – no interschool sports here
Decision made regarding Manual Block and any identified action taken
Top up sand in sandpit

Human Resources, Staffing, Professional Development, Performance Management

Professional development staff and Principal.

Annual Appraisal process implemented
Personal and school-wide objectives will reflect learning programmes development

Continuing staff development in Literacy and Numeracy/ICT.

Formative assessment to be embedded within school.

Relevant advisers and professional development offered to support professional learning goals

Principal to maintain contact with Leadership adviser and mentor.

Principal appraiser appointed.

EEO obligations will be met.

Staff appointed according to policy.

Management of change due to the school's falling roll with a particular focus on staffing.

Reporting in relation to the National Standards to parents and Board. Reporting in relation to Nga Whanaketanga to parents.

Priority Areas for Student Achievement:

- Literacy and Numeracy/Te Reo me Te Poutama Tau
- ICT/e-Learning – Hangarau whakawhitiwhiti/Ako-e
- Quality Physical Activity
- Takaro Āhua Tino Pai

Health and Safety

Continued monitoring of school and manual buses
Fruit in Schools continuing
Project Energize
As identified by the principal and BOT member in charge of Health and Safety portfolio

Review

Reporting Student Achievement to Parents/Caregivers

National Standards reporting to parents

Review policies and procedures as per schedule

Partnership with the Community

Communication: Regular newsletters, formal/informal interviews/contacts.

Collaboration: Where possible and practical parents will be included in decisions regarding their child. Working with Te Karri o Kawhia and other organisations that support the learning and welfare of Kawhia School students.

Consultation: Informal contacts, parent interviews, attendance at school communityhui, Kawhia Moana Children At Risk meetings, Participation in "Rock On" initiative, RTL management committee

Reflecting New Zealand's Cultural Diversity

Regular whole school and specialist group kapahaka programme.

Attendance at poukai – Rakaunui/Waipapa/Okapu/Maketu Marae.

Māori Immersion education available to all students

Integrated Te Reo programmes delivered in all classrooms.

ESOL programmes provided if required.

Numeracy Target 2011

<p>STRATEGIC GOAL Numeracy will be improved at all levels.</p>	<p>ANNUAL TARGET 2011 a. Anyone Year 4 that are at Stage 4 or below will move to at least Stage 5 by the end of the year to match the National Standards for the end of Year 4 b. Any Year 6 at stage 5 or below will be moved to at least stage 6 to match the National Standard for the end of Year 6</p>
<p>HISTORICAL POSITION Global strategy results from the past four years have not shown any significant gains in achieving national expectations in numeracy. The trend shows that the majority of students are achieving below the expected stages for their year. A barrier to children attaining expected stages is the low entry levels as they begin school. This was addressed last year by setting a numeracy target. From the analysis of variance, teachers identified the 'bush fires' and from that the annual target for 2011 was developed.</p>	<p>STUDENT GROUP Year 4 and Year 6 Although the entire school population will be reported on.</p>
<p>ACTION PLAN Meeting the target</p>	<p>Indicators</p>
<ul style="list-style-type: none"> - Build capacity to analyse, interpret and effectively use numeracy data in planning and teaching to develop differentiated learning - "Bushfires" identified - 'targeted learning groups' established and taught – monitored closely – adviser in-depth work 	<ul style="list-style-type: none"> Uses class data to identify target groups performing below expected levels - Forward planning / next steps - Improved knowledge of strategy stages / behaviours - Improved assessment knowledge - Children are accurately placed in teaching group with similar needs - Appropriate resources are used to support classroom learning
<ul style="list-style-type: none"> - Further develop pedagogical knowledge and effective numeracy practice 	<ul style="list-style-type: none"> -Inquiry based appraisal goal on numeracy decided by teachers - Modelling lessons by advisors - Classroom observations with reflective interviews to follow - National Standards and Nga Whanketanga are considered when assessing and teaching - Upskilled in administering / analysing of iKan/GLoSS tests / NUMPA
<ul style="list-style-type: none"> - Numeracy ICT teaching and learning experiences will be implemented and explored - Participation in King-Country Coast ICT PD 	<p>ICT is integrated in planning and is used purposefully during numeracy</p>
<p>ANALYSIS:</p>	

RECOMMENDATIONS:	
BUDGET: Māori and Numeracy Advisers Curriculum Resources Professional Development Numeracy Courses as available ICT PD Cluster	
CONSULTATION: School newsletter 7 April 2011 Ratified by Board of Trustees: 23 MARCH 2011 Reported to Board –	

	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
Yr 1		1B 1G	2B	2G					
Yr 2			1B	2G 1B	2G				
Yr 3				1B 1G	2G				
Yr 4			1B		2B 1G	1B			
Yr 5					1G 1B				
Yr 6					1B 1G	2G			
Yr 7						3G	2G		
Yr 8						2G	1B 3G		

	At Risk
	Cause for Concern
	Achieving at or above
	High Achievers

Based on the National Standards expectation at END of year

Results for 2011 Numeracy Target

Bold = "bushfire targeted" numeracy groups