

# Te Kauwhata Primary School

Charter ~ 2013



**Learning Together ~ Kia Ngatahi te Ako**  
**We C.A.R.E ~ Manaakitia**

# Te Kauwhata Primary School

## 'Learning Together'

Kia Ngatahi te Ako

Developing confident, connected,  
actively-involved life-long learners

who

### C.A.R.E



## 'Manaakitia'

### Our Community

Te Kauwhata is a small district with a strong community based on mutual support and co-operation. It provides services to rural hinterland. Viticulture, orchards, pastoral farming, export processing, corrections facilities and light manufacturing are amongst the diverse occupations in this community. Many sporting, cultural and social amenities are available. Sports, arts and activities such as scouting and guiding play a major role in catering for the leisure time of our community. Several large subdivisions have been established within the town boundaries with subsequent housing filling them, both as owner occupied and rental dwellings.

Some local people commute to work in other areas.

The school is located near the business centre and retirement village, and is one of two schools situated in the village. Te Kauwhata Primary is a contributing school catering for Years 1-6 while the second school, Te Kauwhata College, caters for Years 7-13.

There is a diversity of ethnic groups represented in the children at this school. Our Maori roll is approximately 31%, Pasifika approximately 4%, NZ European approximately 61%, with other ethnicities approximately 4%.

The children come from a diverse range of family occupations, in the main farming or horticulture and some local industries and more recently the local correction facility at Springhill.

Our community supports the school very strongly. Parental attendance and involvement at the various school functions is a feature. So too is our interaction with other schools in our cluster for cultural and sporting events, and for the transition of students both to and from the local pre-schools and college.

Te Kauwhata Primary is a decile 5 school with a strong and supportive Board of Trustees and a growing Whanau Support Group. Due to an increasing school population an enrolment scheme was implemented from term 2, 2011.

# Te Kauwhata Primary School Charter

## Cultural diversity

Our curriculum will acknowledge, reflect and celebrate New Zealand's cultural diversity, and value the histories and traditions of its people.

Indicators will be:

- Contexts for learning in English, The Arts and Social Sciences will reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community.
- Our school will offer opportunities for Kapahaka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extra-curricula.



## Maori dimension

Our curriculum will acknowledge the principles of the Treaty of Waitangi and the bi-cultural heritage of New Zealand. All learners will have the opportunity to acquire and develop knowledge of te reo Maori me ona tikanga.

Indicators will be:

- Te Reo and Tikanga is planned for
- Te Reo is used effectively in daily classroom interactions
- All learners have continued opportunities to improve their knowledge of Te Reo and Tikanga
- Local protocol / 'kawa' is respected and followed.

## Whanau Engagement

Our curriculum will draw on and recognise the expertise and support of whanau and community through, at minimum, annual Whanau Support meetings and the continued growth and development of a Whanau Support Group.

Such meetings and consultation will provide support, advice and guidance to the Board of Trustees and school management. Maori achievement and success will be shared. Maori representation on our Board of Trustees will be encouraged and supported.

Community and whanau support will be engaged to support teachers in the delivery of Te Reo and Tikanga and with the organisation of special events that reflect the Maori culture.

The Board of Trustees will review this charter as part of its ongoing self-review to inform and guide future planning. It will comply with legal requirements by submitting this document to the Ministry by the **1<sup>st</sup> of March 2013** and submitting an Analysis of Variance on student achievement by this date. Annual accounts. Including a complete Analysis of Variance will be submitted by 31 May 2013, as required.

The Principal will provide accurate and timely progress and assessment data, against National Standards, to the Board of Trustees and report against charter goals as part of her monthly BOT reports. Other staff members will contribute to these reports where applicable.

<b>2013 Overview</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>NAG 1</b> Curriculum	Principal and staff continue to develop curriculum implementation documents Review policy and procedures ~ Term 3			Approve all documentation for implementation 2014
<b>NAG 2</b> Reporting and Review	Review current policy and procedures	Approve NAG 2 for 2013		
<b>NAG 3</b> Personnel		Review current policy and procedures	Approve NAG 3 for 2013	
<b>NAG 4</b> Property and Finance	Priority: 2013-2018 5ya agreement	Review current policy and procedures	Approve NAG 4 for 2013	
<b>NAG 5</b> Health and Safety	Review current Internet and Media procedures		Review EOTC procedures	Behaviour Management review
<b>NAG 6</b> Legislation			Review policy and procedures	Approve NAG 6 for 2013
<b>Student progress and achievement</b>	2012 student achievement Start of year testing – summary, analysis, progress against 2012(Principal)	Mid year report – writing achievement (whole school)	Mid-year summary of progress towards National Standards	Interim EOY National Standards achievement Priorities for learning 2014
<b>Staff Professional Learning - Maths</b>	Feed back re Teacher Only Day 1 Feb (Principal)	Summary report (Principal) of 1 <sup>st</sup> two terms outcomes		End of year report (Principal) with recommendations/next steps for 2014
<b>Professional Learning Teams (PLTs)</b>	Established with goals for 2013	Mid-year update (PLT leader)		End of year report against goals (PLT leader)
<b>ICT Development</b>		Mid year up-date (ICT facilitator)		End of year report against strategic goals (ICT fac.)
<b>Whanau Groups / EnviroSchools</b>	Inaugural meetings and goal / project setting	Mid year update (each Whanau group)		End of year report against goals / projects (each group)
<b>Board of Trustees 2013</b>	Set election dates, begin process	Election and introduction of new BOT, new officers	Access training for new BOT, incl. Chairperson	Review of first 2 terms, set goals for 2013

# Strategic Plan 2013 – 2015 (Section 3)

## Future goals and direction @ TKP

Where we are at now...	Goals / indicators (Based on Curriculum Principles and National Administration Guidelines)	Strategies (How we will get there)	When...	Review (How we did, where to now?)
<b>Maori Achievement</b>				
<p><b>Maori enjoying education success as Maori</b></p> <p>Most Maori learners are achieving at comparable levels to our Pakeha / NZ European students. However in some learning areas, across some cohorts, assessment data shows a higher percentage of Maori learners below or well below National Standard expectations. We are also committed to sustaining and improving achievement for those students who are meeting or above these expectations.</p>	<ul style="list-style-type: none"> <li>Maori learners progress and achievement will continue to improve across all learning areas against National Standard expectations</li> <li>Our school curriculum and environment will visibly reflect more of the Maori culture and our local Maori community</li> <li>The <b>Treaty of Waitangi Principle</b> and its indicators will be evident with all staff supported in its implementation.</li> <li>Consultation and involvement with local whanau and the wider Maori community will be strengthened to support and determine future learning pathways</li> </ul>	<ul style="list-style-type: none"> <li>Continued whole staff development in the understandings and intended outcomes of the Ka Hikitia Strategy to further develop culturally responsive teaching practices</li> <li>Professional Learning opportunities for the Maori PLT as facilitators for further whole school development and learning</li> <li>Learners continue to develop ability to have ownership of their learning.</li> <li>Continued growth of everyday use of Te Reo and Tikanga Maori protocol across teaching and learning programmes</li> <li>Further strengthening of Whanau support group</li> <li>Ongoing funding and commitment to our Kapahaka group with view to increasing profile as an integral part of our kura.</li> </ul>	<p>Ongoing, reviewed x2 each year</p> <p>Commitment to Te Reo and Tikanga Maori component of professional learning at all full staff meetings</p> <p>X2 per year – 2013, review annually</p> <p>Ongoing</p>	

### Pasifika Achievement

<p><b>Supporting progress and achievement for our Pasifika students</b></p> <p>While our percentage of Pasifika learners is relatively low we are committed to raising the achievement of those who are achieving below and well below National Standards expectations, as well as sustaining and improving achievement for those students who are meeting or above these expectations.</p>	<ul style="list-style-type: none"> <li>• Pasifika learners progress and achievement will continue to improve across all learning areas against National Standard expectations</li> <li>• Our learning programmes will incorporate aspects of Pasifika to be more inclusive</li> <li>• Our school environment will recognise and reflect more of our Pasifika community</li> </ul>	<ul style="list-style-type: none"> <li>• Unpack and develop more of an understanding using the Pasifika Education Strategy</li> <li>• Provide more opportunity for Pasifika community to contribute to their education priorities</li> <li>• Consult with Pasifika Ministry support and liaison personnel</li> </ul>	<p>2013 – ongoing</p> <p>Review annually</p>
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### Learners with Special Education Needs

<p><b>Supporting inclusion for students with special education needs</b></p> <p>There is a percentage of learners who are currently not meeting learning expectations for a variety of learning and behavioural reasons. We also have 2 ORs students on our role. We are currently reviewing the programmes put in place for these learners and ensuring quality data is being kept to monitor their progress and achievement</p>	<ul style="list-style-type: none"> <li>• All learners will continue to receive a quality education based on equity and needs</li> <li>• The <b>Principle of Inclusion</b> and its indicators will be evident across all teaching and learning</li> <li>• A Special Learning Needs register will be up-to-date and reflect our current school role, needs and achievements.</li> <li>• Policy and procedures will reflect clear guidelines for identifying and catering for GaT students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will continue to plan programmes of learning for all special learning needs and ensure any support staff involved are fully involved and informed.</li> <li>• BOT funding will target specialized programmes of learning that reflects the learning needs</li> <li>• External agency / MOE expertise will be sought when school resources are expended or not achieving the desired outcomes</li> <li>• Our SENCO will be aware of all students with special learning needs, their current</li> </ul>	<p>Ongoing, reviewed regularly by SENCO</p> <p>Ongoing as required, reviewed annually to support following year's budget</p> <p>Ongoing</p> <p>Regularly reviewed with all staff concerned</p>
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<p>carefully. We pride ourselves on how we include these learners in all aspects of learning and school life, and our commitment to resourcing a strong pool of teacher aides to support their learning and alternative approaches. There is also a small group of learners who present as Gifted and Talented. There is a need to refine procedures for identifying and monitoring the progress and achievement of these children.</p>		<p>programmes and interventions, as well as maintain the Special Needs Register</p> <ul style="list-style-type: none"> <li>• A teacher will be appointed / designated to cater for any ORs funded students and liaise regularly with SENCO and classroom teachers</li> <li>• Professional learning will be accessed where necessary to support and enhance teacher's knowledge and understanding of unknown / difficult learning or behaviour needs</li> <li>• As above also for GaT learners</li> </ul>	<p>Ongoing – budget to have provision for such needs</p> <p>2014 - 2015</p>	
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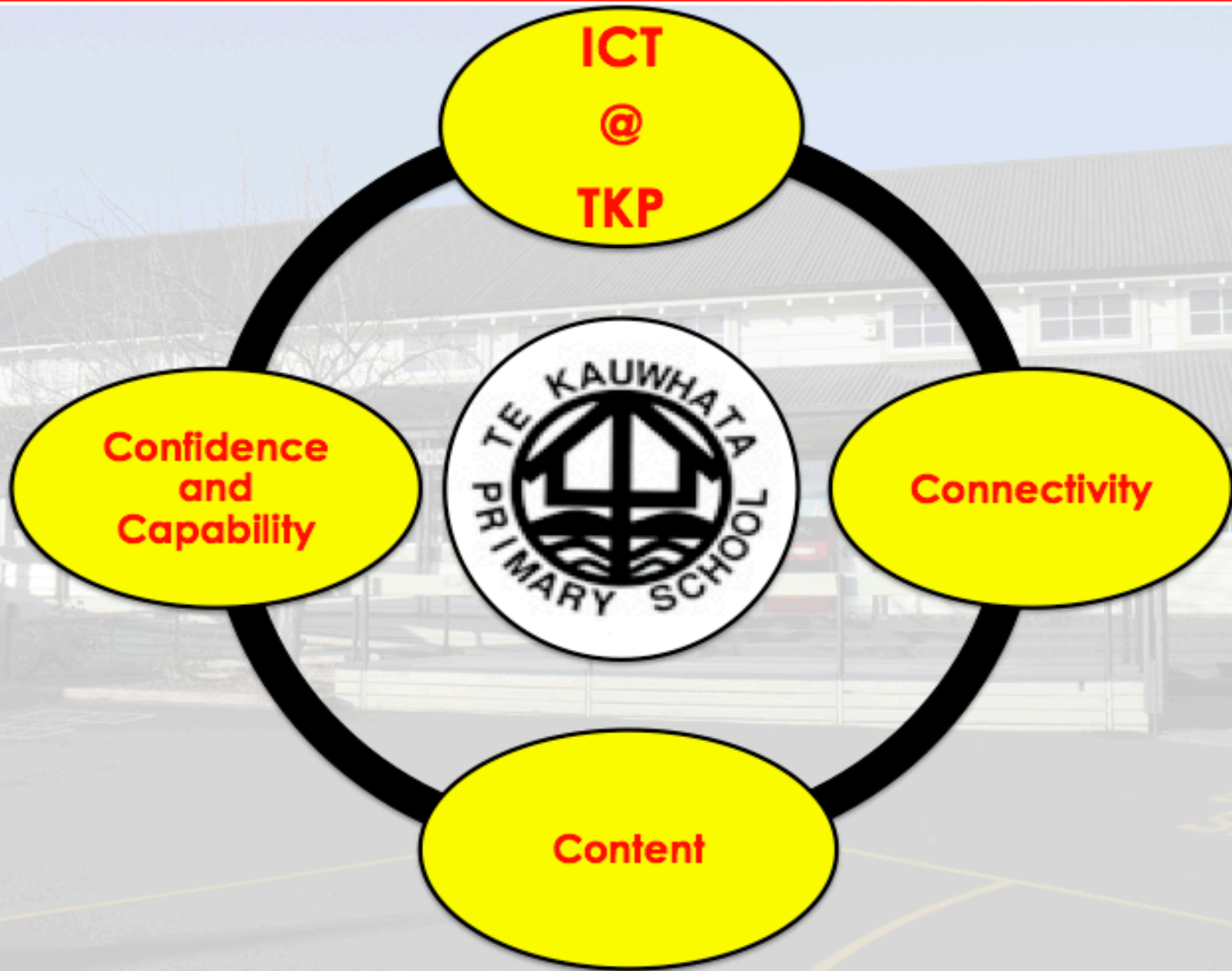
### Local Curriculum ~ Principles

<p><b>Learning to Learn / High Expectations</b> Staff and students are developing their ability to be reflective learners, taking responsibility for their own learning processes. Using the 'Teaching as Inquiry' model, and 'Assessment for Learning' practices are not evident consistently across the school, impacting on the progress and achievement of learners.</p>	<ul style="list-style-type: none"> <li>• Learners can talk about their strengths and weaknesses, setting challenging but achievable goals for future learning</li> <li>• Teachers use 'rich' assessment data to set meaningful targets for all learners</li> <li>• Teachers consistently and effectively use 'Teaching as Inquiry' and 'Assessment for Learning' principles to inform new learning.</li> <li>• Teaching, learning and assessment reflect meta-cognitive and Key Competency development</li> <li>• E-learning approaches are incorporated</li> <li>• All learners are 'curious' to know and discover more!</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning and consolidation for all staff specific to 'Teaching as Inquiry' and 'Assessment for Learning' principles</li> <li>• Continue to grow appraisal process as one of self-reflection and learning (linked to Math's professional learning with Bruce Moody, 2013 - 2014)</li> <li>• Key Competency development / re-focus. Understanding the KCs, unpacking and using the new KC online tools</li> <li>• Supported implementation of ICT framework (also see ICT strategic plan)</li> </ul>	<p>2013 – ongoing Review ongoing</p> <p>2013 Review end of 2013 for 2014</p> <p>2013 - 2014</p> <p>2013 - 2015 Review annually</p>	
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<p><b>Coherence</b> A new Charter and Vision / Values statement have been created, along with our revised local curriculum. Pathways for further learning are not as clear and consistent as they could be.</p>	<ul style="list-style-type: none"> <li>• Our vision is shared and modeled by all</li> <li>• There is consistent understanding and knowledge of current pedagogy evident through quality teaching and learning programmes school-wide.</li> <li>• Contexts for learning reflect the school's curriculum.</li> <li>• Further learning is evident through knowledge and use of higher order thinking skills</li> <li>• Learning Zones are print rich environments that reflect current teaching and learning across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide focus continues as we bring our vision and values to life through all aspects of teaching and learning.</li> <li>• Continue to explore through review and consultation contexts for learning that are relevant to our local curriculum priorities</li> <li>• Teachers work more collaboratively to continue to develop cohesion across the school for own and students learning</li> </ul>	<p>2013-ongoing. Review each year to determine priorities.</p> <p>Review mid and end of year, plan for 2013 – 2015</p> <p>Introduce 'teacher buddy' concept 2013 Review mid and end of year for further development 2014-2015</p>	
<p><b>Community Engagement</b> The school is supported strongly by the community. Recent consultation with the community and the growth of a Whanau Support group has provided valuable responses. There is an 'Open Door Policy' at school.</p>	<ul style="list-style-type: none"> <li>• Our school community is regularly consulted about the school curriculum and learning, including whanau support.</li> <li>• Support and skills of whanau and community are utilised wherever appropriate and possible.</li> <li>• Student-led conferences are understood and supported by all the school community.</li> <li>• Parents / caregivers and the wider school community are actively involved in school activities.</li> <li>• Our 'open door' policy is maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to consult annually with school community via students interviewing parents/ caregivers and/or parent surveys and discussions</li> <li>• Where possible increase local community involvement / expertise in school initiatives</li> <li>• Continue to promote and support Whanau Support group</li> </ul>	<p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>	
<p><b>Future Focus</b> TKP is an Enviro-School with some whole-school initiatives well embedded. Peer Mediators play an important role in modeling and supporting our values. Issues of 'future focus'</p>	<ul style="list-style-type: none"> <li>• Learners understand the concept of 'sustainability' through the principles that underpin being an 'Enviro-School'.</li> <li>• Citizenship is modeled through the 'Cool Schools' programme and TKP values; this incorporates digital citizenship.</li> <li>• Learners seek to solve problems by exploring a wide range of possibilities with a view to future outcomes and impact.</li> <li>• Learners grow to become global citizens and understand the significance of this for today and the future.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide Enviro foci determined as part of our local curriculum each year.</li> <li>• Peer mediator facilitators released fortnightly to work with mediation team in their variety of roles.</li> </ul>	<p>2013 – ongoing, reviewed in T4 each year</p> <p>Ongoing, reviewed annually</p>	



<p>are ready to be explored further.</p>		<ul style="list-style-type: none"> <li>TKP Values &amp;Key Competencies linked to peer mediation principles to support school behaviour management plan – continue to grow the process of 'mediation' across the school</li> <li>In-depth focus on Future Focus Principle</li> </ul>	<p>Ongoing</p> <p>2014-2015</p>	
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Goals	2013	2014	2015	Notes / considerations
<p style="text-align: center;"><b>Connectivity @ TKP</b></p>	<p>To provide and maintain an infrastructure that enables the use of ICT hardware, software and tools that support 21<sup>st</sup> Century teaching and learning, that includes:</p> <ul style="list-style-type: none"> <li>• Meeting our e-learning and e-administration needs</li> <li>• Timely and effective ICT support</li> <li>• Access to a reliable, high speed Internet connection (Rural Broadband roll-out to schools)</li> <li>• Appropriate security and privacy controls</li> <li>• A learning Management System (LMS) to support home/school partnerships and celebrating successes (Parent Portal)</li> <li>• Systems for accessing resources and collaborating online</li> <li>• A robust library system accessible school-wide</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>• Increased knowledge and understanding of the importance of ICT and information literacy by our families and school community</li> </ul>			
	<ul style="list-style-type: none"> <li>• Continue to look to introduce Parent Portal on e-Tap</li> <li>• Continue to investigate use of Google aps for ed. trial In Years 4-6</li> <li>• School radio station – live from start of T3</li> <li>• Review structure and purpose of suite</li> <li>• Use i-Cloud for collation and cataloguing of resources</li> <li>• Develop class Blogs and Wikis linked to school website</li> <li>• Trial portable devices as tools for learning</li> <li>• Investigate UFB connection options, connect T2</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of portable devices eg. I-pods, I-pads</li> <li>• All school resources catalogued – i-Cloud</li> <li>• Review Year 1-3 classroom computers and viability of upgrade or renew.</li> <li>• Full use of Google aps and cloud-sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support infrastructure to ensure robustness and reliability</li> <li>• Continued purchase of ICT tools to grow ICT capabilities across the school</li> </ul>	<p>2013 budget items:</p> <ul style="list-style-type: none"> <li>• Back-up hardware</li> <li>• Radio station equipment and necessary changes to upstairs room in library for studio</li> <li>• Power packs for laptops</li> <li>• Purchase of teacher laptops considered worthwhile keeping</li> <li>• Wireless upgrade (funding application)</li> <li>• UFB connection</li> <li>• Purchase of further portable devices (explore possibility of iPad minis as they become available more readily 2013 - 2014)</li> </ul>

## Content @ TKP

To ensure all learners (teachers and children) are aware of the scope and purpose of ICT tools and digital content available to support and enhance 21<sup>st</sup> Century teaching and learning; including:

- The Internet (Web 2.0 tools)
- Digital outcomes – Pod casts, multi-media presentations, camera and video use, easl-speak microphones
- Assessment methods using ICT tools
- Collaboration and communication both locally and globally
- Interactive / hands-on learning approaches
- E-portfolios

- Develop 'Code of Conduct' to be responsible when using ICTs – protecting our resources
- Continue expanding use of ICT tools through curriculum integration
- Establish 'On Air @ TKP' set-up crew and begin preparations for going live in T3 – major focus for 2013
- Begin to collate a bank of resources developed to support learning areas
- Increased use of SMS system by teachers for tracking and collating progress and achievement – including use of parent portal
- Develop BYOD policy

- Launch 'learning bank' of resources that support learning areas and current ICT initiatives
- Continue to grow expertise with radio station – ensure sustainability through T4 training programme
- Introduce e-portfolios as a record of learning, provide PL for this using Google aps
- Investigate studio for video recording options

- Purchase equipment to enhance video / TV recording options
- Continue to keep abreast of current ICT initiatives that link to school goals and philosophy.

- 2013 budget considerations**
- Materials for coding of resources
  - Prof. learning as appropriate for staff

**Confidence  
and  
Capability  
@  
TKP**

To enhance teaching and learning opportunities through the professional learning, knowledge and understandings of teachers as facilitators of learning in the 21<sup>st</sup> Century:

- Teachers have the confidence and capability to effectively integrate e-learning into their professional practice
- Teachers use online communities of practice to strengthen collegial support and professional dialogue.
- An understanding of literacy's related to e-learning and their relationship to the key competencies.

- Continue to grow competence and expectations of teachers as 21<sup>st</sup> Century educators
- Next stage professional learning – Interactive teaching stations
- Introduce tools for assessment purposes (also linked to content)
- Learning @ School/ U-Learn professional learning opportunities Exploring multi-modal literacies and their place in 21<sup>st</sup> century learning

- ICTs for assessment
- Digital outcome expectations for all teachers
- Learning @ School; U-Learn professional learning opportunities
- Online Teacher-appraisal system implemented with adequate support and training

- Look to have whole school attend U-Learn conference
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- Purchase of relevant texts for professional reading
- Continue interface subscription – as a resource for teachers
- Option for teachers to attend U-Learn using personal professional learning budget

## 2013 @ TKP (Section 4)

### Annual Plan

Area/s to target	Link to NAG/s	How?	Who?	When?	Budget/ Resources	Follow-up /reporting
<b>Maori Achievement</b>						
<p><b>Maori enjoying education success as Maori</b></p> <p><b>2013 Priorities:</b></p> <ul style="list-style-type: none"> <li>• Decrease percentage of students achieving below or well below expectations across all learning areas</li> <li>• Further develop teacher confidence and competence using Te Reo</li> <li>• Develop an increased understanding of the Ka Hikitia strategy</li> <li>• Strengthen Whanau support group engagement</li> </ul>	<p><b>1, 2, 2a</b></p>	<ul style="list-style-type: none"> <li>• Revisit / reinforce Assessment for Learning strategies and expectations to further develop student ownership of learning</li> <li>• Use the teacher as inquiry process more efficiently to target teaching and learning</li> <li>• Appointment of Kaiawhina to work with and support our Maori learners</li> <li>• Incorporate a specific Te Reo focus into all staff meetings linked to school curriculum overview</li> <li>• Professional learning for Maori PLT around Ka Hikitia strategy – webinars and MOE course</li> <li>• Hold 2 Whanau meetings to continue to grow Whanau support, individual invitations to Whanau and members of community</li> <li>• Encourage and promote Whanau representation on BOT</li> </ul>	<p>All teachers</p> <p>Led by school leaders – all staff involved</p> <p>Led by PLT Leader and team</p> <p>School leaders and Maori PLT</p> <p>BOT / Principal</p>	<p>Ongoing through staff and team meetings and appraisal system</p> <p>Ongoing – full staff meetings</p> <p>Webinars as per online schedule MOE Course – July</p> <p>Terms 1 and 3</p> <p>Whanau meeting, T1</p>	<p>Curriculum Online resources Clarity in the Classroom text</p> <p>21.25 hours per week – term time only budget commitment</p> <p>Classroom Te Reo resources – approx. \$100 per classroom</p> <p>No cost webinars \$25 per person for MOE course + travel + relievers</p> <p>Cost of food and refreshments</p> <p>BOT training following election</p>	<ul style="list-style-type: none"> <li>• Ongoing monitoring and tracking of assessment data</li> <li>• Principal reporting to BOT clearly indicates Maori student progress and achievement</li> <li>• Review of learning needs each term to determine best use of Kaiawhina time to support learning</li> <li>• Feedback to BOT</li> <li>• Knowledge and learning shared with staff via focused staff meetings</li> <li>• Personal acknowledgement to those who attended meetings</li> <li>• Establish email / mail tree to ensure ongoing communications</li> </ul>

## Pasifika Achievement

Area/s to target	Link to NAG/s	How?	Who?	When?	Budget/ Resources	Follow-up /reporting
<p><b>Supporting progress and achievement for our Pasifika students</b>  <b>2013 priority:</b></p> <ul style="list-style-type: none"> <li>Develop clear statements of intent and policies that support educational success for Pasifika learners</li> </ul>	1, 2, 2a	<ul style="list-style-type: none"> <li>Explore Pasifika Education strategy, liaise with MOE where required to clarify</li> <li>Include Pasifika learning statement in Curriculum Design and Implementation plan</li> </ul>	<p>Principal / DP initially</p> <p>Share with BOT</p> <p>Filter through to staff</p>	Ongoing 2013	Ensure all teachers have access to relevant documents	<ul style="list-style-type: none"> <li>Regular reporting to BOT</li> <li>Consult with parents / caregivers to gain their voice about their children's learning</li> </ul>

## Learners with Special Education Needs

<p><b>Supporting inclusion for students with special education needs</b>  <b>2013 Priorities:</b></p> <ul style="list-style-type: none"> <li>Targeted learning programmes implemented for literacy and numeracy</li> <li>Re-introduce the HPP programme to increase literacy development and success</li> <li>Continue to improve tracking and analysis of progress and achievement of those students on special programmes</li> </ul>	1, 2, 2a, 5	<ul style="list-style-type: none"> <li>DP will facilitate and teach small groups and individual children to support accelerated learning in core areas</li> <li>HPP training facilitated in T4, 2012. Training and support to continue during 2013</li> <li>Programme to be implemented from T1 following initial pre-testing of children identified through end of year assessment data and teacher observations.</li> <li>Review and revise current Special Needs register and assessment documents, make necessary changes</li> </ul>	<p>DP/SENCO – consult with teachers re needs</p> <p>DP/SENCO Principal 6 tutors</p> <p>Kathryn Bluett - trainer</p> <p>Principal DP/SENCO</p>	<p>Ongoing from mid T1 – mid T4</p> <p>From Term 1 Ongoing monitoring</p> <p>Term 1 and 2 Evaluate changes T4</p>	<p>Exercise books where needed Corner Shop space used for teaching sessions</p> <p>Budget \$1000 for picture books and Whanau reading room decorating</p> <p>\$30 voucher per term per volunteer as a Koha / thank you</p> <p>Cost of trainer \$50.00 per tutor; \$100 DP + travel</p>	<ul style="list-style-type: none"> <li>Report to Principal at end of Term 2 and mid Term 4 on student progress and achievement, presented to BOT</li> <li>Special Needs register kept up to date as children enter and exit the programme</li> <li>Daily lesson sheet completed by tutors</li> <li>Pre-mid-and post testing data collated and analysed, report to BOT end of 1<sup>st</sup> year.</li> <li>Report to BOT x2 each year on progress and achievement (DP / Principal)</li> </ul>
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<ul style="list-style-type: none"> <li>Continued success of Reading Recovery Programme</li> </ul>		<ul style="list-style-type: none"> <li>Training for new reading recovery teacher</li> <li>Continued focused liaison between R/R teacher and classroom teacher</li> </ul>	Principal DP/SENCO R/R tchr Teachers	Ongoing 2013	Staffing/funding 0.15 EFT Travel cost for training \$40.00 per trip to Hamilton R/R Centre	<ul style="list-style-type: none"> <li>Regular updates and liaison with Principal/DP</li> <li>Annual report on progress and achievement</li> <li>Ongoing monitoring for discontinued students over time</li> </ul>
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### Local Curriculum ~ Principles

Area/s to target	Link to NAG/s	How?	Who?	When?	Budget/ Resources	Follow-up /reporting
<p><b>Learning to Learn / High Expectations</b> <b>2013 priorities:</b></p> <ul style="list-style-type: none"> <li>Continue to grow appraisal process and teaching as inquiry effectiveness to improve learning outcomes</li> <li>Teaching and learning reflects Key Competency development</li> </ul>	1, 2, 2a, 3	<ul style="list-style-type: none"> <li>Math's professional learning to focus on observation and feedback model and include all teachers as observers and being observed.</li> <li>Teaching as Inquiry model with specific focus on improving Maths understandings, delivery and outcomes</li> <li>Revisit and review understanding of the Key Competencies – link to Maths professional learning initially</li> <li>Explore new Key Competency online tool</li> </ul>	All teachers Bruce Moody (math's consult)  B Moody  Senior M/Ment	3 teacher call-back days (Jan, May, Oct) 8 in-school days 4 staff meetings (all with Bruce Moody)  Ongoing As above – contract with B Moody  Term 2	\$10,000 consultant costs Replenish / replace math's equipment if necessary  Professional readings Online tool	<ul style="list-style-type: none"> <li>Regular updates to BOT as professional learning progresses</li> <li>Comparison of progress and assessment data – report on difference being made</li> </ul>
<p><b>Coherence</b> <b>2013 priorities:</b></p> <ul style="list-style-type: none"> <li>Continue to bring alive and demonstrate our vision and values across all aspects of teaching and learning</li> <li>Collaborative review of contexts for learning</li> </ul>	1, 2	<ul style="list-style-type: none"> <li>Reflect on teaching and learning with self, others and children to identify how we are 'living' our vision and values</li> <li>Continue to 'unpack' what our vision and values look like – initially with focus on Maths</li> <li>Consult with all stakeholders via interview/survey, conversations (also links to Community Engagement goal below)</li> </ul>	Ongoing with Maths prof. learning Staff / team meetings  BOT Staff Community Students	B Moody, Maths consult.  All staff  Term 3, tie in with Student Led Conference week	Professional readings TKP Curriculum overview  Possible Survey Monkey sub. for 1 month Copying costs	<ul style="list-style-type: none"> <li>Collate feedback, report to staff and BOT</li> <li>Use information for 2014 contexts of learning</li> </ul>



<ul style="list-style-type: none"> <li>Continue to grow cohesion through teachers working collaboratively</li> </ul>		<ul style="list-style-type: none"> <li>Establishment of 'teaching buddies' for planning and collaborating</li> <li>Meeting schedule to include full staff, team and buddies. All meetings to have a learning focus and/or sharing of student learning focus (as part of Teaching as Inquiry)</li> <li>Introduction to observing and giving feedback (appraisal and maths) to begin with teacher buddy</li> </ul>	All staff Principal leading review	Ongoing – review end of T2 and T4	Professional readings Purchase of reference texts where necessary  Appraisal documentation – observation and feedback template	<ul style="list-style-type: none"> <li>Collate feedback from reviews and evaluations to guide decisions for 2014 and beyond</li> <li>Summary of success to BOT</li> </ul>
<b>Community Engagement 2013 priority</b> <ul style="list-style-type: none"> <li>Increase local community involvement / expertise in school initiatives</li> </ul>	1, 2, 5	<ul style="list-style-type: none"> <li>Explore and discover local expertise and human resources that could contribute positively to our local curriculum initiatives</li> </ul>	BOT Staff	Initial approached T1, then ongoing as necessary	Local Chatter newspaper School website School newsletters Posters and media in local community	<ul style="list-style-type: none"> <li>Collate a list of 'human resources and expertise'</li> <li>Acknowledge support by holding a 'thank you' morning tea in Term 4</li> </ul>
<b>Future Focus 2013 priorities:</b> <ul style="list-style-type: none"> <li>TKP Values and Key Competencies linked to peer mediation principles to support school behaviour management plan – grow the process of mediation across the school.</li> </ul>	1, 2, 5	<ul style="list-style-type: none"> <li>Teacher call-back day – focus on what peer mediation looks like – class, staffroom, playground</li> <li>Teacher re-familiarise / familiarize themselves with Peace Foundation resources for teaching and learning programmes</li> <li>Booster focus during first 6 weeks of Term 1 as part of We C.A.R.E</li> <li>Ongoing focus during staff meetings, examples of activities that worked well, continuing to unpack the mediation process.</li> </ul>	Peer Mediator co-ords.  Whole staff	Call back day – Jan 31  Staff meetings  Ongoing throughout year – review mid and end of year	Purchase of Cool School's resources, including poster sets for around school \$500	<ul style="list-style-type: none"> <li>Review of Behaviour management in T4 to reflect new understandings and practices</li> <li>Update as appropriate</li> </ul>

## Te Kauwhata Primary School Curriculum Overview ~ 2013

Our **school's curriculum** is underpinned by the **Values** of We C.A.R.E ~ Manaakitia, and the **Principle's** indicators that drive our teaching and learning practices and programmes.

### EnviroSchools Philosophies and Understandings

Annual priority: Learning for Sustainability

Maori Perspective: Whakapapa, Tangata Whenua

**Literacy and Numeracy are CORE areas** of learning and will be taught instructionally at **least 4 times** per week.

Overviews by teachers each term will identify specific needs, goals and evaluation for all learners.

Term 1 Feb 4 – April 19		Term 2 May 6 – July 12		Term 3 July 29 – Sept 27		Term 4 Oct 14 – Dec 18	
Weeks 1 - 6	Weeks 7 - 11	Weeks 1 - 4	Weeks 6 - 10	Weeks 1 - 4	Weeks 6 - 9	Weeks 1-5	Weeks 7-10
We C.A.R.E Cool Schools Cyber Safety Sea Week #5	<b>Yesterday, Today, Tomorrow</b> <i>Inanahi, Naianei, Aorua</i> <b>Big Idea:</b> Understanding Our Past Helps us Imagine Possible Futures	WOW Week: Books Alive	<b>Beyond Our Shores</b> <i>Ki tua o Aotearoa</i> <b>Big Idea:</b> New Zealand is part of a Global Community	WOW Week: Science	<b>We C.A.R.E about Sustainability</b> <i>Manaakitia ki wbakauka</i> <b>Big Idea:</b> I can make use of this!	WOW Week: The Arts	Reflect and Celebrate Year 6 Camp Year 5 L/Ship
<b>Te Reo Maori Foci:</b> <i>Nga Mibi / Pepeha</i>	Holidays	<i>Taku Whanau</i> <i>Nga Inga Maori</i>	Holidays	<i>Nga ra o te wiki:</i> <i>Nga marama</i>	Holidays	<i>Ko wai?</i> <i>Kel hea?</i>	

### The Arts

Students will use Dance, Drama, Music and Visual Arts to communicate ideas and messages across other curriculum areas.  
Each year one WOW Week will be dedicated to skills and practices specifically linked to The Arts.  
Teacher planning will reflect integration of The Arts.

### Health & PE

Term 1:	Term 2:	Term 3:	Term 4:
We C.A.R.E ~ settling in	Relationships with Other People	Healthy Communities and Environments	Personal Health and Physical <i>Dex't</i> / Life Education Weeks 5-6
← Movement Concepts and Motor Skills →			
Aquatics Triathlon	Jump Rope Ball handling skills	Cross Country (fitness) Ball handling skills	Athletics Water Safety
Project Energize: Bikewise,	Team Building Games / activities	Fitness over distance / warm ups/downs / Food for Energy / Runathon	Fitness is Fun! / Personal Challenge Nude Food / 5 + A Day
Sport Waikato: Aquatics	Hockey	Winter codes - soccer / netball	Athletics   Run, Jump, Throw

## Achievement Targets @ TKP ~ 2013

National Standard	Target references	Current achievement Beginning of 2013	Expected achievement End of 2013	Evaluation / Outcomes
Mathematics	<ul style="list-style-type: none"> <li>• New Zealand Curriculum</li> <li>• National Standards (Mathematics)</li> <li>• Numeracy Framework</li> <li>• Te Kauwhata Primary Curriculum Principles and Indicators</li> <li>• Te Kawuhata Primary School Curriculum Design and Implementation Plan (draft)</li> <li>• NAG 1 and 2 Policy and Procedures</li> </ul>	<p><b>At or above national Standard</b></p> <ul style="list-style-type: none"> <li>• 78.5% of all students</li> <li>• 83.1% of all Maori students</li> <li>• 71.4% Pasifika students</li> <li>• 77.7% of boys</li> <li>• 79.2% of girls</li> <li>• 92.8 % after 1 Year</li> <li>• 75% after 2 Years</li> <li>• 77.1% after 3 years</li> <li>• 81.3% at end of Y4</li> <li>• 73.7% at end of Y5</li> <li>• 73.9% at end of Y6</li> </ul> <p><b>Maori achievement</b></p> <ul style="list-style-type: none"> <li>• 86% of Maori girls</li> <li>• 79% of Maori boys</li> </ul> <p><b>Pasifika achievement</b></p> <ul style="list-style-type: none"> <li>• 60% of Pasifika boys</li> <li>• 71% of Pasifika girls</li> </ul>	<ul style="list-style-type: none"> <li>• <b>85% of all students will be achieving at or above the National Standard</b></li> <li>• <b>85% of Maori boys will be achieving at or above the National Standard</b></li> <li>• <b>There will be at least a 10% improvement in the number of Pasifika students achieving at or above the National Standard</b></li> </ul>	
	<p style="text-align: center;"><b>Actions to Achieve</b></p> <ul style="list-style-type: none"> <li>• Engagement of Math's Consultant for whole school professional learning – 3 x teacher call back days; 8 x days in school; 4 x staff meetings                             <ul style="list-style-type: none"> <li>○ Foci areas:                                     <ul style="list-style-type: none"> <li>▪ Struggling Learners – removing barriers</li> <li>▪ Conceptual Frameworks and developing a shared language of math</li> <li>▪ Assessment – Making OTJs</li> <li>▪ Observation and Feedback</li> <li>▪ Key Competencies</li> </ul> </li> </ul> </li> <li>• Observation and feedback – further development of model school-wide linked to appraisal programme</li> <li>• Refining of setting learning intentions and clarifying the learning</li> <li>• Further development and sharing of targeted maths learning programme</li> <li>• Regular foci on maths at all staff, team and buddy meetings</li> <li>• Regular moderation of current learning and reviewing and analysis of assessment data/information</li> <li>• Parent / child math's picnic evening</li> </ul>	<p style="text-align: center;"><b>Staff / Personnel</b></p> <p>Bruce Moody – consultant in consultation with Principal and staff</p> <p>Bruce as observer and teacher Teacher / Teacher (buddy classes)</p> <p>Management team / Maths PLT DP with Teachers and T/Aides</p> <p>Principal and DP to lead Team leader with teams Buddy teachers with each other</p> <p>Principal / DP – Bruce as guest</p>	<p style="text-align: center;"><b>Budget / Timeframe</b></p> <p style="text-align: center;">\$10,000 Across the year Review and evaluate for 2014</p> <p>\$500 to top up some equipment</p> <p>Ongoing through the year Teacher Aide hours</p> <p>Ongoing through year</p> <p style="text-align: center;">Term 4</p>	

## School Operations, Governance and Management ~ 2013 (Section 5)

### Curriculum

Key school documents that inform the Te Kauwhata Primary School Charter relating to curriculum include:

- Te Kauwhata Primary School Curriculum Framework (Principle and Indicators)
- Curriculum Design and Implementation Plan (currently in draft; full implementation 2014)
- Student Assessment Overviews (Years 1-3 and Years 4-6)
- NAG 1 Policies and procedures
- Te Kauwhata Primary School Strategic Plan and Annual plans

### Finance

Key school documents that inform the Te Kauwhata Primary School Charter relating to finances include:

- Annual budget
- 10 year Property Plan
- SUE Reports
- Assets Register
- Auditors Reports
- NAG 4 Policies and procedures; Te Kauwhata Primary Strategic and Annual Plans

### Human Resources

Key school documents that inform the Te Kauwhata Primary School Charter relating to human resources include:

- Job descriptions and Roles and Responsibilities Schedule
- Performance agreements and Appraisal documentation
- Staff Handbook
- School Parent Information Pack
- Accidents and Medical register
- NAG 3 Policies and procedures; Te Kauwhata Primary Strategic and Annual Plans

### Property

Key school documents that inform the Te Kauwhata Primary School charter relating to property include:

- 10 year Property Plan and 5YA Property schedule (new 5ya being entered into 2013)
- NAG 3 Policies and procedures
- Insurance policies
- Hazard register
- Te Kauwhata Primary Strategic and Annual Plans

**NAG 5 Policies and procedures inform all aspects of Health and Safety in line with all current legislative requirements and regulations.**