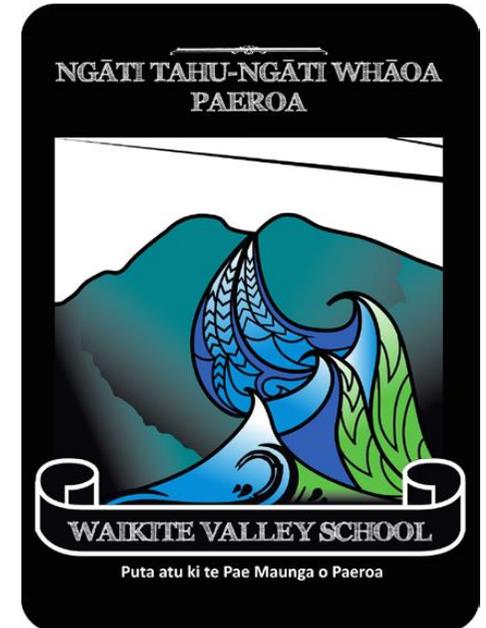


School Charter Strategic and Annual Plan for Waikite Valley School 2018 - 2021



Principals' endorsement:	Teresa Topp
Board of Trustees' endorsement:	Shelley Muller (Chair), Katie Wheeler, Andrew La Grouw, Henry Worsp, Cameron Negus, Lisa Dinning (Staff Representative)
Submission date to Ministry of Education:	14/3/2018

Waikite Valley School 2018 - 2021

Introductory Section - Strategic Intentions

Mission Statement	Waikite Valley School – Developing Learners for Life
Vision	The school in partnership with the community aims to develop the person for life, using high quality learning opportunities pitched to individual needs.
Values	<p>We are:</p> <ul style="list-style-type: none"> ☞ Proud ☞ Enthusiastic ☞ Respectful ☞ Caring ☞ Confident ☞ Curious
Principles	<p>We believe all students at Waikite Valley School will learn best when:</p> <ul style="list-style-type: none"> ☞ They are equipped with the foundation learning skills of numeracy and literacy. ☞ They are actively involved in goal setting and are encouraged to take responsibility for their own learning. ☞ Their beliefs, opinions and ideas are valued. ☞ They are in a safe, caring and positive environment. ☞ They are provided with, and involved in powerful, authentic and cooperative inquiry learning experiences that cater to a wide range of learning styles. ☞ They experience success. ☞ They are encouraged to think deeply, reflect on their learning and to take risks. ☞ They are in a stimulating supportive environment where their efforts are proudly celebrated and valued. ☞ They are challenged to be the best they can be. ☞ There is a strong partnership between home and school that incorporates the shared values of the school. ☞ All students have the ability to learn and have a right to an inclusive education.
Māori Dimensions and Cultural Diversity	<p>Consistent with our beliefs we will reflect cultural diversity through a variety of activities such as Kapa Haka, ka hikitia, Pet Days, Sports Exchanges, guitar sessions, language classes, learning songs and greetings in languages other than English.</p> <p>The Unique position of the Maori Culture</p> <ul style="list-style-type: none"> ❖ We understand, value and appreciate the principles of the Treaty of Waitangi. ❖ This is enhanced through incorporating Te Reo Maori and Tikanga Maori through a school wide Ka Hikitia programme. Classes will move between cultural learning experiences such as Te Reo, Kapahaka, Art, and Waiata. ❖ Our school houses reflect our local iwi – Tahu & Whaoa. ❖ We attend our local marae when hui are being held to create a tie to our local tangata whenua. ❖ School logo developed with ongoing consultation with local iwi (ngati tahu-ngati whaoa). The school logo image ties in strongly with the local geography and tangata whenua.

We will take reasonable steps to incorporate Tikanga Maori into the school's curriculum. Responsibility has been taken to integrate the principles of Ka Hikitia across all learning experiences and school operations, in addition to weekly school wide Ka Hikitia sessions.

If a parent requests a higher level of Te Reo Maori and Tikanga Maori the staff and family will explore opportunities that may include one or more of the following:

- Dual enrolment with the Correspondence School.
- Provide further opportunities through the child's classroom activities through taped/digital resources, computer programmes and resources etc.
- Using local resource people who are willing to assist and who have the expertise.
- They may be assisted through seeking advice from local Kura Kaupapa Maori.

In 2018 the school will visit our local marae to learn about the carvings and stories of the wharenui, tikanga and geography of our whenua. This will be negotiated at a time suitable for local iwi members to facilitate, with the hope that whanau, BOT members and staff will fully engage with the learning and take back to our school planning and learning.

Baseline Data or School Context	
Students' Learning	All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.
Student Engagement	Students are given a high degree of student agency, through strategically crafted approaches by the experienced teachers. This ensures a high level of engagement and self-motivation, developing learners for life.
School Organisation and Structures	<ul style="list-style-type: none"> ☞ We ran four effective classrooms in 2017 and will continue this as long as funding allows – we are working hard to increase the roll so that the Ministry Funded teachers will provide funding for this in 2019. ☞ We have 4 experienced, vibrant and high quality teaching staff and 1 provisionally registered teacher who will continue to work towards the Education Council Teaching Standards. We have wonderful, rural students who embrace their learning. ☞ The school welcomes and embraces all students and endeavors to provide the best environment to suit the individual requirements of each child. ☞ In 2018 we will endeavor to employ a reading recovery teacher to work with students from 2-3pm daily. This will allow the in school reading recovery trained teacher to spend her full time working with the new entrant class (up to 20 students in 2018). ☞ The school has magnificent grounds with excellent facilities including a library, large all-weather astro turf, swimming pool, playground, bmx/mountain bike pump track and extensive playing fields. The school is well resourced with computers, laptops, data projectors, interactive screens, visualizers, tough digital cameras, ipad minis and i-pads. ☞ The ethnic makeup of the school is 22% Maori and 78% Pakeha/European students. ☞ A school wide Ka Hikitia program is in its eighth successful year. We are grateful for the excellent tuition and support of Matua Grant Hohepa. ☞ There is a high level of support for the EnviroSchools ethic and we should achieve our Silver Award in 2018
Review of Charter and Consultation	<ul style="list-style-type: none"> ✓ Waikite Valley Family Hui was held Term 1 2017 to establish aspirations of parents for the school and the future direction for our Charter. We had targetted 50% of whanau participating. This was followed up with 2 further consultation sessions in 2017 about our school vision, charter and future focussed learning. The learning and feedback that was received is reflected in this charter document. We will carry out 2 consultation sessions in 2018 to touch base with whanau, then facilitate an exhaustive review again in 2019 to ensure we are meeting the needs and aspirations of the community. ✓ Survey carried out in regards to uniform (4 surveys adding detail & investigating community wants/needs) - 2015 ✓ Survey carried out in regards to developing a new school 'motto' for the students. 2 rounds of ideas sent home with excellent percentage of responses – concluded with school motto – “I have a Dream”. ✓ Principal attended the local iwi agm hui 2014, staff also attended in 2015 and 2016. This was to awahi Matua Grant in his support of our local schools, including ours. ✓ Parents & local community visit school regularly to discuss focus and direction of learning with staff. ✓ Parent workshops held to foster development of home-school partnership, particularly in regards to writing and maths. 2017 to further focus on health and reading. 2018 to revisit maths and writing. ✓ Open door policy to office & Principal. Board Chair and members available for community suggestions.

Strategic Section

Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
<p>To bring the school up to date with it's learning environments</p> <p>To ensure our buildings are temperature efficient</p> <p>To maintain the school, at the least in terms of health & safety</p> <p>To put in place our next 10YPP – commence the 5YA accordingly</p>	<p>By the end of 2018 we hope that:</p> <ul style="list-style-type: none"> ☞ All learning spaces are dynamic, colourful, engaging modern learning environments ☞ All aspects of the school site are safe ☞ All buildings are temperature efficient ☞ All inspections & assessments are conducted and reports used to inform 10YPP 	<p>To use our Government Funding to support the student learning, engagement and achievement levels.</p> <p>To ensure we close our school year with surplus money in our school accounts.</p> <p>To fundraise through events, PTA support, Charitable Grants & donations to make up the difference between Government Grants & spending.</p>	<p>We will continue to use our funding strategically in order to ensure our students are provided with the best learning opportunities, this means adequate staffing, resourcing and learning excursions.</p> <p>In order to make up the shortfall from Government funding, we will need to be committed to raising funds.</p>
Personnel	Short Report	Community Engagement	Short Report
<p>Increase our staffing to 4FTTE (through consistent & steady roll growth – goal of 75 students).</p> <p>Use our 0.2 Reading Recovery allowance to support our younger students who need a boost with their reading strategies.</p> <p>Use our CAAP plans for literacy and numeracy to continue the work from ALL and ALiM over the past 3 years. Monitor and track students who have been involved.</p>	<p>Continue initiatives designed for roll growth and maintenance (after school care etc.). Keep requesting community input as to how to better serve our community needs. Put substantial resources into our GPA program (Year 7-8)</p> <p>Reading Recovery to take place 2-3pm.</p>	<p>Keep requesting community input as to how to better serve our community needs.</p> <p>Engage our community through regular communication:</p> <ul style="list-style-type: none"> ● website ● newsletter ● text messages ● emails ● Kanohi ki te kanohi <p>Keep encouraging visits from community members</p>	<p>Our community is invested in the success of the school and we have a proud history of community support. Our PTA is very active in it's role of supporting the BOT & students. We will continue to facilitate open & honest conversation with community members & school whanau to ensure we are best meeting the learning & pastoral needs of our students.</p>

DRAFT - Annual School Improvement Plan 2018 – SUMMARY

Domain	Achievement Challenge	Annual Goal	Target
Learning and Teaching	<ol style="list-style-type: none"> 1. Keep learning relevant and authentic to learners 2. Focus on targeting the basics with students below national standards 3. Ensure student agency 4. Schoolwide implementation of our mindfulness and wellbeing program based around positive psychology (following on from our work in 2017). Embed using the process in <i>Practising Positive Education:</i> A guide to Improve Wellbeing Literacy in Schools (Paula Robinson) 	<ol style="list-style-type: none"> 1. Curriculum is responsive 2. Curriculum is based on developing the 4 R's (reciprocity, reflectiveness, resourcefulness & resilience) 3. Students are active agents in their learning & developing their curriculum 4. Explore a science curriculum promoting curiosity, awe, wondering & observation 5. Mindfulness and Wellbeing program visible in classrooms, students can espouse ideas & beliefs associated 	<ol style="list-style-type: none"> 1. 100% of students achieving within or above national standards in reading, writing & math 2. All students have voice, are motivated & engaged = learner agency 3. All students are developing a powerful learning mindset & using language appropriate to this 4. All students will practise & describe mindfulness & wellbeing practices
Community Engagement	<ol style="list-style-type: none"> 1. To maintain the historic and ongoing engagement of the community in the running and culture of the school 2. To ensure the families continue to provide open and honest feedback in regards to their child/ren's education 	<ol style="list-style-type: none"> 1. All parents and caregivers communicate with the teachers regularly and attend interviews. 2. Aspirations of the community are reflected in the school curriculum & environment 	<ol style="list-style-type: none"> 1. 100% of parents involved in learning conversations with teachers. 2. 100% attendance at school hui 3. 100% return of school surveys 4. Families are visible on and around school grounds daily
Property	<ol style="list-style-type: none"> 1. To bring the school up to date with it's learning environments 2. To ensure our buildings are heat efficient 3. To maintain the school, especially in terms of health & safety 	<ol style="list-style-type: none"> 1. Plan roof, insulation & ceiling upgrades on Rooms 3&4 (including toilet block and cloakbays) 2. Plan upgrade of Rm 3 & 4 to Flexible Learning Areas 	<ol style="list-style-type: none"> 1. All learning spaces are dynamic, colourful, engaging modern learning environments 2. All aspects of the school site are safe 3. All buildings are temperature efficient
Retention of students	<ol style="list-style-type: none"> 1. Increase staffing in order to maintain 4 effective classrooms 2. Continue to grow our Year 7 & 8 programmes & incentives 3. Create unique, rewarding and educationally engaging opportunities for all of our students 	<ol style="list-style-type: none"> 1. Retain all Year 6 students for Year 7, 2019 2. Retain all Year 7 students for Year 8, 2019 3. Ensure all students in our catchment area attend our school (Y1-8) 	<ol style="list-style-type: none"> 1. Stabilize roll at an average of 75 students 2. Have at least 10 students in Year 7 & 8

School: Waikite Valley School			
Domain: Retention of students/ Stabilize school roll of 75			
Strategic Goal: To establish a school roll of 75		Annual Goal: To maintain a school roll of 75 & retain at least 10 students in Year 7 & Year 8	
Baseline data: <i>Where are we now?</i> At the close of school in December 2017 we have 70 students .		Targets: Hold school roll of more than 70 for the entire 2018 school year, looking to go into 2019 with 80 students. Achieve a roll of 75 to advance FTTE entitlement to 4.8.	
Key Improvement Strategies <i>What will we do? When? Who is responsible?</i>			Indicators of Progress <i>What will we see? When?</i>
When	What	Who	
Term 1-4	Continue to focus attention on improved senior school experiences – EOTC per term, leadership opportunities, technology sessions at local Intermediate, international languages engagement , careers education & instrument tuition, collaboration with other intermediate students.	Senior Class, Mr Topp, Mrs Topp	Senior students (Y5-8) engaged in school, displaying student agency, future planning includes clear decisions to stay at WVS through intermediate years.
Term 1-4	Monitor needs of current students and their families to gauge that school is creating learning opportunities appropriate to their needs. Consolidate effective range of communication strategies.	Principals, Teachers, Parents, Students	Families comfortable voicing concerns, needs & strengths regarding school. Parents consulted over future planning of school. Range of methods of feedback and communication established. Principal has open door policy with very regular visits from a range of families for a range of reasons.
Term 1-4	Advertise proactively (word of mouth & using local media), website & road signage to draw attention. Consolidate concept of GPA (Graduate Pathways Academy) – focus on adolescent aspects of year 7/8 and the ‘Pathway’ to high school. Embed concept of GPA community-wide as well as in school and promote as something younger students aspire to be part of.	Principal, BOT	Prioritize in planning, staffing & budget. Build on and consolidate positive attitudes towards WVS. Gain positive attention of families in our region, build a very strong sense of pride amongst students, whanau and staff. Communicate widely in E-News & school newsletter, school website to ensure school profile is ‘out there’. Consolidate positive momentum of school reputation. Ensure bus route is effective & services our area well. Consolidate positive, proud sense of belonging in school community.
Term 1&2	Liaise with Kindergarten on site. Establish a transition program to support students who are moving into our junior classroom adjust to change of environment and staff.	Principal, BOT, Junior teacher/s	Allow time & resources for junior teacher to meet with kindy manager to ensure smooth transition of skills, knowledge and expectations from one site to the other. Look at intersections and movement from Te Whariki to NZC. 4-year olds visit school on a regular basis.
Monitoring: <i>How are we going?</i>			
Resourcing: Investigate resources & support provided by MoE, DairyNZ & Ministry for Primary Resources for 2018 career program for Year 7-8 students. Senior students, teachers and Principal to organize EOTC opportunities. Communication through range of means. Use school minivan to support collaborative trips to other schools like ours to work with their Year 7-8 students (sport, culture, cross-curricula). Allow release of junior teacher to visit Kindergarten, ensure reciprocity is occurring.			

School: Waikite Valley School			
Domain: Learning & Teaching			
Strategic Goal: 100% engaged students achieving within and above national standards in all core subjects		Annual Goal: Implementing a responsive curriculum that allows students agency in their learning	
Baseline data: December 2017 Maths = 79% at and above Nat.Std (cf 75% 2016); Reading = 63% at and above Nat.Std (CF 77% 2016); Writing = 51% at and above Nat.Std (cf 77% 2016).		Targets: 100% of all students achieving within and above national standards in all core subjects by December 2018	
Key Improvement Strategies			Indicators of Progress
When	What	Who	
Term 1-4	Maths CAAP strategies followed. Priority students below national standards in Maths will be identified & targeted in planning, with resources allocated as needed to ensure accelerated progress.	PRINCIPAL LEAD TEACHER (S.PEARSON) Teachers	Improved results in GLOSS & IKAN. Improved national standards results. Improved self-esteem and self-image of students regarding themselves as mathematicians.
Term 1-4	ALL3 project/initiative (target students for accelerated learning sessions) – WRITING/READING CAAP followed and effective strategies from the initiative implemented in 2017. Use flowchart to identify students at risk and ensure targeted, strategic planning to ensure accelerated progress.	PRINCIPAL LEAD TEACHER (L.DINNING) Teachers	Improved results in AsTTle writing, STAR, spelling tests and day to day writing tasks. Improved national standards results. Improved self-esteem and confidence of students in regards to seeing themselves as authors, and taking part in personal reading tasks.
Term 1-4	Student engagement through allowing curriculum choice, flexible & creative learning tasks, innovative pedagogy	STAFF & STUDENTS	Students guiding the teacher with their curriculum choices. Responsive learning programs. Happy, engaged, motivated students making outstanding progress.
Term 1-4	Reading Recovery program to run for 1 hour a day (2 x 30 min sessions). Four 6 year old students to receive support over the year.	RR TEACHER (L.DINNING) PRINCIPAL	6 year olds who need a reading boost will receive support from data driven, theory based reading support program. Students achieving national standards in reading.
Term 1-4	100% engaged students participating in Wellbeing and mindfulness exercises on a daily basis	All Staff	5-10 minutes a day on Cosmic Kids Yoga or Zen Den. Students talk about grit & resilience. Students and staff use strategies to alleviate stress, anxiety and self-doubt.
Monitoring:			
5. Resourcing: Ministry of Education funding and resources. BOT funding for 0.1 reading recovery teacher & Ministry of Education funding for 0.1 reading recovery teacher (total 0.2 RR). Use <i>Practising Positive Education: A guide to Improve Wellbeing Literacy in Schools</i> (Paula Robinson) as primary resource – follow thorough process to ensure sustainable, embedded and effective use of Positive Psychology in our school, which should filter through to our family homes and wider community.			

School: Waikite Valley School			
Domain: Community engagement			
Strategic Goal: That 100% of our school whanau are actively engaged in their children's learning		Annual Goal: Aspirations of the community are reflected in the school environment and curriculum	
Baseline data: Attendance at social school events/evenings (approx. 75% of families present) Attendance at curriculum based events/evenings (approx. 75%) – however, 98% at interviews and conferences Attendance at future focused/planning events/evenings (approx. 25%)		Targets: 100% of parents involved in learning conversations with teachers. 100% attendance of parents at school evenings/events. 100% parent engagement in surveys/questionnaires.	
Key Improvement Strategies <i>What will we do? When? Who is responsible?</i>			Indicators of Progress <i>What will we see? When?</i>
When	What	Who	
Term 1, 3 & 4	Hold parent/teacher conferences in Term 1 and student-led conferences in Term 3. Parent/Teacher interview in Term 4 to unpack reports & 'what they mean'. Term 1 conferences largely parent led; Term 3 conferences student-led with high level of student input; Term 4 interviews led by Teacher to unpack overview of student progress, strengths & challenges.	Teaching staff, students & parents	100% of parents involved in learning conversations with teachers & their children
Term 1-4	Run community curriculum workshops (maths, reading, science, writing) – one a term Seek community consultation on Health Curriculum. Continue Digital Citizenship curriculum development in consultation with community.	Teaching staff, parents, students, wider community	Over 85% attendance averaged across all evenings Parents engaged with supporting development of local curriculum that meets their aspirations
As arises over 2018	Seek community feedback on initiatives & innovations within school	Wider community	Over 85% return of surveys/questionnaires, average of 50 people attend community hui
Term 1-4	Invite community members to visit, help with curriculum delivery, add content knowledge to specialist areas	Parents, wider community, teachers	Community members in school working with students/staff
Term 1-4	Work to establish a whanau group or Maori community of families to enable shared voice and a place to access aspirations of our Maori community for their children.	Principal, BOT, Maori parents	Established by Term 2, with monthly meetings to talk on a range of topics.
Monitoring: <i>How are we going? Where are the gaps? What needs to change?</i>			
Resourcing: Budget for provisions at community workshops (\$50 per workshop @ 1 a term = \$200), teachers to prepare sessions & attend evenings, keep accurate records with dates of meetings and attendance registers. BOT to plan & run community consultation on charter development/future focus of school & health curriculum. Work to establish whanau group for Maori families in the community to have a shared voice.			

School: Waikite Valley School			
Domain: Property			
Strategic Goal: To create a learning environment that supports current, up-to-date, transformational pedagogies and learning styles		Annual Goal: To modernize room 3 & 4, make better use of our auxiliary buildings and improve our indoor/outdoor flow for learning. Continue to phase in modern furniture and equipment conducive to modern pedagogies and learning styles.	
Baseline data: <i>Where are we now?</i> Two classrooms renovated with insulation, furniture, a learning loft & cave, tiered seating and colourful environment conducive to learning. 2 classrooms look straight out of the 1950's, little/no insulation and tired door fixtures.		Targets: <i>Where do we want to be at the end of 2018?</i> Students encountering engaging, student-led learning in four modern learning spaces with a range of furniture to allow choice and exploration.	
Key Improvement Strategies			Indicators of Progress <i>What will we see? When?</i>
When	What	Who	
Term 1	Set up library to be effective learning space that contributes to learning that takes place in the school. Edge Library software utilized by all staff and student librarians. School Librarians effectively running daily circulation tasks. Employ librarian for 6 hours a week to maintain library.	Teachers, Principal, student librarians, Nat. Lib. Coordinator, parent volunteer	Library up and running, with very regular use that enhances learning in school. Modern furniture and environment to create enthusiasm around reading & our school library.
Term 1-2	Encourage Rm1-2 classrooms to function as shared space. Teachers to explore opportunities to use the space to enhance student learning.	Principal, BOT, community, school whanau	All teachers working collaboratively, learning accelerated with smooth transition from Year 1-2 towards Year 3-4.
Term 1-2	Continue improving Intermediate learning environment in Room 3 – looking at greater numbers (10-12 students). Improving desks/tables in Room 4. Cleaning out and improving resource area, old dental clinic, math resource space.	Principal, Caretaker, staff	All areas of the school being set up for effective teaching and learning, and utilized to their full potential.
Term 3-4	Clean and weed out unnecessary resources in auxiliary buildings.	All staff	Tidy all learning areas, resource areas & storage areas. Rationalize & ensure everything relevant is being used.
Term 3-4	Update furniture to suit modern learning spaces.	All staff	Furniture that promotes student learning in appropriate spaces. Furnishings that are vibrant, welcoming & energetic.
Monitoring: <i>How are we going?</i>			
Resourcing: 5YA & 10YPP funding. PTA fundraising. Any approved grants that meet the needs of key improvement strategies.			

