

Putaruru Primary School Charter 2022



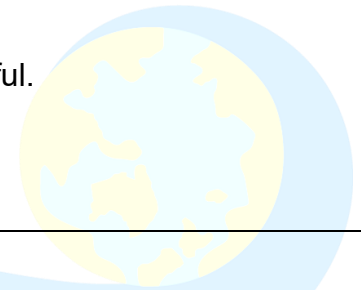
Cultural Diversity and Māori Dimension

Treaty of Waitangi

- The principles of the Treaty of Waitangi will underpin all classroom learning.
- We will show respect for each other and respect individual differences.
- We will show respect for other cultures and diversity in the community.
- We will be actively involved in bicultural activities: Kapa Haka, Te Reo, Tikanga Māori.
- Māori language and art will be an integral part of all class programmes and be visible throughout the school.
- A multi-cultural perspective will be incorporated into class programmes where possible.
- Promoting board membership to Māori parents and whanau.

Māori Potential Approach

- A shared school wide understanding that all Māori students have the potential to excel and be successful.
- Expectation for success supported by families, whanau, community and Māori organisations.
- Learning and teaching programmes are tailored to the student.



Regular Consultation with our Māori Community

- Surveys
- Hui
- Informal discussions
- One to one interviews etc
- Consult Kaumatua

Our School and its Community

Putaruru Primary is located in the small rural town of Putaruru in the South Waikato District. It was established in 2004 with the merger of 3 town and 1 country school. We are a state contributing school catering for students in Y0 – Y6. Our roll numbers range between 170 and 230. The Putaruru Primary School population is made up of 65% Māori, 30% European and 5% other. Putaruru Primary School has 10 permanent classrooms, a hall, library, computer suite and a kitchen. The school is set in large park like grounds. There are three adventure playgrounds, a 25 m swimming pool, a permanent Ki-o-Rahi field, 1 kilometre bike track and a native bush area. The community is encouraged to use the grounds outside school hours.



Mission Statement

We provide a positive environment where each child is empowered to learn

The following values will be promoted and modeled at Putaruru Primary School

<u>Citizenship</u>	<u>Excellence</u>	<u>Life-Long Learner</u>
A good citizen will: <ul style="list-style-type: none"> • Show respect • Have integrity • Show empathy • Show manaakitanga 	Excellence is: <ul style="list-style-type: none"> • Being literate and numerate • Being confident and independent • Actively seeking new ideas and knowledge • Thinking critically and creatively 	A life long learner will: <ul style="list-style-type: none"> • Show resilience • Show perseverance • Strive for personal success • Show responsibility

Putaruru Primary School Strategic Plan 2021 - 2023

Strategic Goal One: In Literacy and Numeracy all students will be achieving at their full potential.

To have 75 % of all students achieving at or above the appropriate Curriculum Level in Reading Writing and Mathematics

Comprehensive high quality classroom programmes based on school curriculum.

Teaching as Inquiry part of everyday practice.

Appraisal system embedded. Observation of teachers conducted as part of normal 'teaching as inquiry' processes. E.g. class visits, walk through, appraisal observations, on-line appraisal entries.

Teachers are supported to improve pedagogy, teaching, learning and assessment practice, which will lead to increased student progress and achievement.

Students below and well below the appropriate curriculum level are identified by teachers and individualised programmes put into place.

All teachers will report regularly on progress of their below cohort monitored students.

School wide professional development on student agency with Evaluative Associates

Better Start Literacy Approach professional development for Y0-2 teachers

Provided targeted programmes to meet the needs of our learners.

Teacher Aides scheduled to assist teachers to meet the learning needs of students on special needs register.

Teacher aides provided with appropriate professional development to support children with special needs.

Enrichment opportunities set up to boost student achievement.

Digital technologies embedded in programmes

Literacy and numeracy will be integrated across our school curriculum and encompass our school and community environments

A shared school wide understanding that all students have the potential to excel and be successful.

Strategic Goal Two: Māori students are engaged in their learning and are achieving educational success as Māori, with pride in their unique identity, language and culture.

To have 75 % of Māori students achieving at or above the appropriate Curriculum Level in Reading, Writing and Mathematics.

School will promote the principles of Ka Hikatia and Tataiako

All teachers are aware of the strength, needs, and agency with respect to Māori learners.

Teachers will use pedagogies that are highly effective with Māori learners

Māori learners will know their teacher cares about their learning, has high expectations and will help them succeed.

Māori learners are involved in and take responsibility for their own learning.

Teachers will build culturally responsive classroom environments

Kapa haka groups well established and performing at a variety of events

The Māori community contributes to strategies for improving student achievement

Review and revise the Learning Te Reo as a Second Language Plan

When reviewing the school curriculum ensure that it reflects and values, Māori identity, language and culture and ensures success for Māori as Māori.
Review and revise the Māori Student Achievement Plan yearly.
Strategic Goal Three: Ensure a positive and safe environment that focusses on a culture of respect and inclusiveness.
Induct new teachers into the school PB4L programme.
Regular review of PB4L matrix and lesson plans.
Regular teaching of PB4L lesson plans
Tier 2 PB4L systems continue to be developed.
Data collected and collated to identify areas for future improvement and report to BOT.
SENCO identifies and monitors students with special needs and makes referrals to appropriate agencies
Monthly Health and Safety meetings held by the Safety Committee.
New staff trained in Incredible Years for Teachers programme
Strategic Goal Four: Build positive, inclusive partnerships where parents, whanau and community are empowered to participate fully in their children's learning.
Report to students and their parents on the student progress and achievement in relation to Curriculum Levels twice a year.
Ongoing regular communication with parents and the wider community through the weekly newsletter, facebook, website and local newspapers 'The Prattler' and 'South Waikato News'
The school will continue to build strong home-school partnerships by funding .4 teacher release to lead initiatives.
A wide variety of opportunities are provided for parents to be involved in the school.
Strategic Goal Five: To provide a range of experiences for children to participate in, and excel at, in sport, academic, cultural, creative and performing arts.
The school curriculum is further refined to meet the needs of our students and the community.
Teachers are encouraged to develop their own talents and passions and to share these with the students.
Continue to encourage students to take part in a wide variety of activities and experiences to find their passions and talents.
Continue to support the role of Putaruru Cluster Sports Officer in our area.
Provide a wide variety of sporting and cultural opportunities for students to participate in.
Seek opportunities for students to compete and perform at higher levels.
Ensure budgets for cultural and sporting activities are appropriate to provide equipment to facilitate learning experiences.

PUTARURU PRIMARY SCHOOL ANNUAL PLAN 2022

<p>TEACHING AND LEARNING PROGRAMMES</p> <ul style="list-style-type: none"> • Develop a culture of learning where there is an understanding and agreement about what effective pedagogy looks like • Target children in Reading, Writing and Maths • Teaching as Inquiry focus on Writing target children. • Focus on student agency • Encourage oral language development • T Aide support for children with learning needs • Remedial programmes –Steps, Quick Sixty, Numicon, Early Words, Lexile • Ensure a smooth transition to school with regular liaison with local EC providers, Jumpstart preschool programme and interviews with whanau at school entry. • A focus on achievement of Maori Boys. • Formative assessment practices are consistently used to enhance learner agency 	<p style="text-align: center;">FINANCE</p> <ul style="list-style-type: none"> • BOT will be finically responsible and ensure ongoing financial security. • Prioritise spending to achieve strategic goals. • Perform July budget review • Comply with legislative reporting requirements and deadlines 	<p style="text-align: center;">PROPERTY</p> <ul style="list-style-type: none"> • Implement the 5Y Property Plan • New Senior Playground • Regular maintenance / safety checks 	<p style="text-align: center;">PERSONNEL Staffing, Professional Development, Performance Management</p> <ul style="list-style-type: none"> • Kāhui Ako wide PLD on Student Agency • .4 Reading Recovery teacher • Board funded classroom teacher • .Board funded .4 teacher release to lead home school partnership initiatives
<p>PRIORITY AREAS FOR IMPROVING STUDENT ACHIEVEMENT</p> <p>Accelerating student achievement in Literacy and Numeracy with a particular focus on target students</p> <p>Improved outcomes for our Māori Boys</p> <p>Improved Student Wellbeing</p>		<p style="text-align: center;">HEALTH AND SAFETY</p> <ul style="list-style-type: none"> • Hazard Identification – regular review • Regular emergency practices. • Electrical checks on all equipment • Truancy – Rock On project • Kick Start Breakfast Club, Fruit in Schools, Lunches in School Programme • Sun Smart Programme. 	
<p>ENGAGING WITH FAMILIES, WHANAU, AND COMMUNITY</p>			
<p style="text-align: center;">Communication</p> <p>Three way Learning Conferences Weekly Newsletters Website / Facebook Skoolloop App Local papers</p>	<p style="text-align: center;">Collaboration</p> <p>Three way Learning Conferences T1 and mid-year Opportunities for students to share learning with families and community Work collaboratively as part of the Putaruru Kāhui Ako</p>	<p style="text-align: center;">Consultation</p> <p>Health Curriulum</p>	

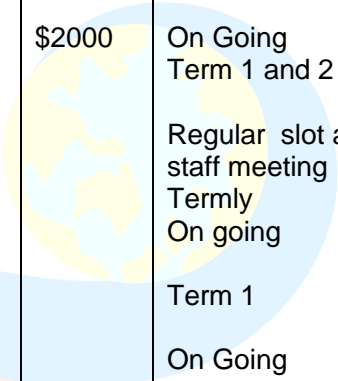
**Putaruru Primary School 2022
Targets for Raising Student Achievement in Writing**

<p>Strategic Goal One: In Literacy and Numeracy all students will be achieving at their full potential.</p> <p>Strategic Goal Two: Māori students are engaged in their learning and are achieving educational success as Māori, with pride in their unique identity, language and culture.</p>	<p>Annual Aim</p> <p>To increase the number of students achieving at or above the appropriate curriculum level in Writing.</p>	<p>Target</p> <p>To accelerate the learning of all students with a particular focus on Māori Boys working below and well below the appropriate curriculum level.</p>	
<p>Baseline Data: Writing Data of Year 2 – 6 students in Dec 2021 showed</p> <ul style="list-style-type: none"> • 48% (69/145) of all students were achieving at or above the appropriate curriculum level. • 29% (14/48) of Māori boys are achieving at or above the appropriate curriculum levels compared to 43% (10/23) of European boys. • 61% (31/51) of Māori girls are achieving at or above the appropriate curriculum levels compared to 65% (13/20) of European girls. 			
<p>Actions to achieve target</p>	<p>Led by</p>	<p>Budget</p>	<p>Timeframe</p>
<ul style="list-style-type: none"> • Board funded teacher to build home/school partnerships. • Board funded classroom teacher to help keep class sizes low. • Teachers to identify target children in their class early in T1 and use assessment data to target their learning needs. • A particular focus on our Māori boys to see how we can accelerate their learning. • Planned time at team meetings to work collaboratively to discuss learning and teaching programmes and target children’s progress. • E-asttle writing completed twice yearly for all students. In depth analysis to inform next steps. • Regular analysis of target groups writing to inform next learning steps. • Professional Development on student agency and Better Start Literacy for Junior teachers • Work with staff to look at ways they can improve their pedagogy for teaching Māori students. • Gather student voice to ensure students know what they are learning, why they are learning it, what their next learning step is and how they will know when they have learnt it. • Use of digital technology to motivate and support learning. • Full participation in Kahui Ako initiatives. 	<p>DP</p> <p>Team Leader/Teachers</p> <p>Teachers</p> <p>Evaluative Associates</p> <p>Principal/ DP</p> <p>Across School Lead</p>	<p>\$2000</p>	<p>On going</p> <p>Week 6 T1</p> <p>Term 2 and 4</p> <p>On going</p> <p>On going</p> <p>Terms 1 and 3</p>

Putaruru Primary School 2022
Targets for Raising Student Achievement in Mathematics

<p>Strategic Goal One: In Literacy and Numeracy all students will be achieving at their full potential.</p> <p>Strategic Goal Two: Maori students are engaged in their learning and are achieving educational success as Maori, with pride in their unique identity, language and culture.</p>	<p>Annual Aim</p> <p>To increase the number of students achieving at or above the appropriate curriculum level in Maths</p>	<p>Target</p> <p>To accelerate the learning of all students with a particular focus on Māori Boys working below and well below the appropriate curriculum level.</p>
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<p>Baseline Data: Maths data of Y 2 – 6 students in Dec 2021 showed</p> <ul style="list-style-type: none"> • 57%(83/145) of students were achieving at or above appropriate curriculum level. • 54% (26/48) of Māori boys are achieving at or above the appropriate curriculum levels compared to 78% (18/23) of European boys. • 55% (28/51) of Māori girls are achieving at or above the appropriate curriculum levels compared to 55% (11/20) of European girls.

Actions to achieve target	1	Budget	Timeframe
<ul style="list-style-type: none"> • Board funded .4 teacher to build home/school partnerships. • Professional development in student agency. • Teachers to identify target children in their class early in T1 and use assessment data to target their learning needs. • Analyse P.A.T, Gloss, Jam data to identify learning priorities. • Planned time at team meetings to work collaboratively to discuss learning and teaching programmes and target children’s progress. • A particular focus on our Māori Boys to see how we can accelerate their learning. • Work with staff to look at ways they can improve their pedagogy for teaching Māori students. • Gather student voice to ensure students know what they are learning, why they are learning this, what their next learning step is and how they will know when they have learnt it. • Targeted remedial programmes – e Ako/ numicon. • Use of targeted digital technology – e.g. study ladder. • Full participation in Kahui Ako initiatives. 	<p>DP Evaluative Associates Team Leaders/Teachers</p>	<p>\$2000</p> 	<p>On Going Term 1 and 2</p>
	<p>Team Leaders /Teachers Team Leader</p>		<p>Regular slot at staff meeting Termly On going</p>
	<p>Principal/ Deputy Principal</p>		<p>Term 1 On Going</p>
	<p>ASL</p>		<p>Term 2 On going</p>
	<p>ASL/Principal</p>		