



**School Charter
Strategic and Annual Plan for**

PAHOIA SCHOOL

2019 - 2021

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SCHOOL DESCRIPTION

Pahoia School is a Decile 9 rural primary school situated 20kms north of Tauranga on the corner of State Highway 2 and Esdaile Road. It is a contributing school catering for New Entrant to Year 6 students.

87% of our students are NZ European with the remainder identified as Maori (7%), Tongan (1%) British/Irish (1%), Indian (3%) and other (1%).

Pahoia School's present staff is:

- 1 Principal
- 1 Deputy Principal/ Special Educational Needs Co-ordinator (SENCO)
- 8 Teachers
- 1 Part time Curriculum Release Teachers
- 1 Teacher Aide
- 1 Librarian / Teacher Aide
- 1 Office Administrator
- 1 Part Time Sports Administrator
- 1 Part Time Caretaker.

The estimated end of year December 2019 roll is 210.

The school's official enrolment zone is from Youngson Road and Omokoroa Beach Road to the east, the Wainui River to the west, the Tauranga Harbour to the north and the Kaimai Range to the south.

Approximately half of our pupils use the Pahoia School bus service. The remainder (apart from the few who walk) are driven to school.



MAJOR HISTORICAL DEVELOPMENTS

1927	School opened on Pahoia Road
1934	Relocated to present location - 2 classrooms
1945	Principal's house built
1957	Swimming pool built
1972	Year 7 and 8 pupils sent to Katikati College
1983	Third classroom added
1984	Fourth classroom added
1986	Library built
1987	Staffroom and sick bay re-modeled.
1993	Fifth classroom added
1996	Sixth classroom added
1998	Two more classrooms added (8 at present)
1999	Staffroom upgrade
2000	School house re-modeled into new library, kitchen and music room
2003	Nature area planted
2005	Re-development of swimming pool changing sheds, toilets and fence
2006	Car park, new PE shed and solar heating for pool installed
2007	Astroturf installed
2011	Construction of Community Hall on site.
2013	Open learning environment in junior classrooms developed.
2014	All classrooms changed to a collaborative/ pod approach, with the school structuring around team teaching.
2017	Rooms 3 and 4 replaced with a new innovative learning environment.
2017	Introduction of Play Based Learning in the Junior School
2018	Administration Block re-roofed.



Vision

To be a community of globally aware and locally grounded, confident, life-long learners.

Collaborative Learners	Active Learners	Innovative Learners	Life-long Learners
<p>Globally Connected <i>I learn with and from others around the world</i></p>	<p>Ownership of our learning <i>I know what I'm learning and know how to get there</i></p>	<p>Creative <i>I dream, imagine, explore and build</i></p>	<p>Self-motivated <i>I learn because I want to</i></p>
<p>Know about ourselves and others <i>I understand where I fit in the world</i></p>	<p>Real life learners <i>I learn anytime, anywhere, any pace</i></p>	<p>Inquisitive <i>I'm curious, I want to know more</i></p>	<p>Critical Thinkers <i>I know how to think, not what to think</i></p>
<p>Contributors <i>I help others to be successful</i></p>	<p>Effective Communicators <i>I use tools and skills to communicate with others</i></p>	<p>Risk Takers <i>I'm not afraid to try new things</i></p>	<p>Literate and Numerate <i>I use language and maths to inform my learning</i></p>
<p>Strength of Character <i>My character is reflected in my words and actions</i></p>	<p>Reflective <i>I look back to look forward</i></p>	<p>Resilient <i>I bounce back</i></p>	<p>Resourceful <i>I know what to do when I don't know what to do</i></p>

PRINCIPLES

Curriculum delivery is underpinned by and consistent with the principles outlined in the New Zealand Curriculum.

High expectations:

Learners are encouraged to do their 'personal best'.

Teachers convey and reinforce high expectations of achievement and behaviour.

Learners are encouraged to use their creativity, imagination and problem solving skills.

High expectations also apply to staff.

Treaty of Waitangi:

Learners benefit from rich learning experiences that enable them to understand and value the bicultural heritage of New Zealand.

Cultural diversity:

Staff and pupils are knowledgeable of others' cultural backgrounds and are sensitive to a range of beliefs and practices.

Inclusion:

Learners identities, interests, abilities and learning styles are recognised and celebrated.

Our professional practice is non-sexist, non-racist and non-discriminatory.

Learning to learn:

Learners receive feedback that helps them to understand their own strengths and weaknesses and their next learning steps.

Learners are aware of learning intentions and success criteria.

A variety of learning styles are catered for.

Community engagement:

Learning connects with learners' lives outside of school and involves their families and the wider community.

Coherence:

Students are offered a balanced education that makes links across all learning areas.

Opportunities to learn new skills, inquire, question and apply creativity are embedded in our practice.

Future focus:

Learners are encouraged to look to the future and consider a range of issues that will impact on themselves and others in our community and around the world.



KEY COMPETENCIES

Key Competencies are developed through our school culture, classroom practice and learning activities. The following understanding of 'key competencies' has been developed with our learners.

THINKING

We believe this means: using creative and critical thinking to problem solve, ask questions, make decisions and reflect on our learning.

USING LANGUAGE, SYMBOLS AND TEXTS

We believe this means: using words, numbers, pictures and technologies to communicate our ideas, experiences and information.

MANAGING SELF

We believe this means: being self-motivated, making good decisions, striving for excellence, being resourceful and resilient, managing our time, setting goals and taking steps to achieve them.

RELATING TO OTHERS

We believe this means: working collaboratively with each other, sharing ideas, playing fair, being an active listener and showing respect and kindness with our words and actions.

PARTICIPATING AND CONTRIBUTING

We believe this means: being an actively involved and supportive member of our community, helping others to be successful.

Our Beliefs About Teaching and Learning (1)

The following beliefs form the link between our vision and classroom practice. They are 'What really counts around here.'

FOUNDATION LEARNING

We believe that with high levels of competency in literacy and numeracy, where students will be able to take full advantage of any future learning opportunities. We see the foundation skills as interactive tools that our learners use to engage with all areas of the NZ Curriculum, and to prepare them for now and the future.

Therefore we will:

- Put into practice agreed literacy and numeracy programmes.
- Utilise Play Based Learning and discovery to foster learners disposition.
- Work towards achieving set literacy and numeracy targets/standards.
- Provide feedback and 'feed-forward' to help set learning goals and scaffold students' learning.
- Identify students at risk and provide appropriate teaching, resources and monitoring.
- Integrate literacy and numeracy skills in all learning areas.
- Adhere to agreed presentation skills / standards for book work.

STUDENTS AND STAFF TAKE OWNERSHIP OF THEIR LEARNING

Successful learners are able to select from a range of strategies to achieve tasks they undertake. We want our learners to take a growing responsibility for their own learning, be aware of a range of strategies available and make the right choices. 'Knowing what to do when you don't know what to do' will be an important future skill.

Therefore we will:

- In all interactions support students to take responsibility for their own choices.
- Provide opportunities for students to use their talents, interests and backgrounds in their learning.
- Ensure all learners know what is expected in any task and what success looks like.
- Support learning with appropriate thinking tools.
- Learners are supported to develop goals and reflect against negotiated success criteria.
- Encourage and support parents to be actively involved and aware of the next learning steps in their



Our Beliefs About Teaching and Learning (2)

STAFF AS ACTIVATORS OF LEARNING

The teacher's role is to cause learning, engaging children by hooking into their passions, skills, talents and interests. Through this student creativity, independence and ownership of their learning is supported and developed.

Therefore we will:

- Know our learners and aim to provide hooks into learning, through passions, strengths, backgrounds and needs.
- Use the NZ Curriculum, plan a range of rich themes and contexts for learning.
- Make use of the immediate environment and community resources.
- For each theme, engage in a range of tasks which foster the learner's curiosity, creativity and independence.
- Support students to gain a sense of pride through their success and to learn the value of personal effort.
- Have clear learning intentions, negotiate learning goals with students and provide timely 'feedback' and 'feed-forward'.
- Have a co-constructivist approach to negotiating learning, challenging students' thinking and exposing them to new ideas.
- Know learners abilities and have high expectations for them.
- Ensure students are aware of expectations, and have opportunity to negotiate and own their learning goals.

SAFE, STIMULATING AND INFORMATIVE CLASSROOMS

Students need emotionally and physically safe classrooms and predictable routines to allow them to work independently and allow the teacher to work with groups or individuals.

Therefore we will:

- Ensure that all classrooms reflect the school's vision, values, and key competencies. This includes the Positive Behaviour for Learning approach.
- Develop clear classroom expectations with students to develop a sense of ownership of their own learning community.
- Ensure students have skills for independent group tasks in order to allow the teachers to focus on supporting groups or individuals.
- Display evidence of the process of student learning and celebrate creativity and thinking in all learning areas—their personal best.

Supporting Students with Special Educational Needs

At Pahoia School we are committed to providing an inclusive learning environment where differences are valued and celebrated and high expectations are held for all learners. As a school we are committed to developing best practice for all students. We recognise that some learners have particular educational requirements to support learning, communication, social/emotional, behaviour, sensory, physical, health needs and/or abilities. We understand and value that it is our school's role to ensure we identify, support and foster the needs of those students:

- who are not achieving
- who are at risk of not achieving
- who have special educational needs, including those who have specific learning difficulties and those who are gifted or talented

in order that they may reach their potential and experience success and a sense of achievement in their learning and interactions with others.

Key Principles:

- Special education needs are highly individual. They can be specific or complex, mild or severe, short or long term.
- Teachers have a responsibility for providing adequate teaching and learning support for all students in their care including those with specific learning difficulties and those in at risk learner groups.
- Learning preferences are identified and celebrated with strengths recognised – as opposed to focusing on learning disabilities, deficiencies and deficits. Teachers notice learning differences and adjust their practice.
- Learning environments are responsive to the needs of all learners, learners feel safe and valued, are engaged and motivated.
- All staff develop strong partnerships with parents and whanau to strengthen pathways to learning.
- Early identification and intervention is vital in order for the learner to access the curriculum.
- Internal and external support personnel and agencies (i.e SENCO, Teacher Aides, Resource Teacher Learner and Behaviour (RTLb), Resource Teacher of Literacy RTLit), Group Special Education (GSE), Speech and Language Therapist (SLT), Occupational Therapist (OT) work alongside teachers to adjust and improve practice so that best practice can be embedded and benefit all learners.
- Most learners will be catered to through differentiated programmes within the classroom, while some may require provision beyond the classroom such as a modified classroom programme, an in school programme for specific learning needs targeted teacher aide time, and specific parent involvement and support. In some instances an Individual Education Plan (IEP) or a Group Learning Plan (GLP) will be developed and implemented by all necessary parties.
- Commitment to ongoing assessment of personnel, physical and other resources to meet the specific needs of our learners with special educational needs.
- Regular review of special needs practices to ensure changing needs are appropriately met.



Cultural Diversity and Maori Dimension

Pahoia School encourages students to show an understanding of and empathy with others. We recognise the unique place of Maori culture within New Zealand society and all cultures represented in the school and wider community. The school's plans and policies are implemented in ways that are sensitive to the cultural backgrounds and values of students and their families.

How our school will reflect New Zealand's cultural diversity

As a school we recognise and celebrate the range of cultures and diversity that we have in our own community. Will look to celebrate this by providing students with opportunities to share and understand their own cultural heritage and explore the diversity of other cultures. We also acknowledge that as a school we do have a limited mix of cultures within our cohort. Therefore we are also deliberate in looking for opportunities to expose our students to the bi-cultural country and multi-cultural society that we live in.

How our school will reflect the unique position of the Maori culture

The Treaty of Waitangi and the values it underpins are foundational to New Zealand society. We appreciate the importance of these values being embedded into our school. This will be achieved through Te Reo and Tikanga being integrated into classroom and whole school activities. We look for children to display a positive attitude towards Maori culture, language and protocols, and to recognise them as fundamental to our New Zealand identity.

Te Reo and Tikanga will be integrated into the school by:

1. Deliberate learning plan for Te Reo and Tikanga Maori across the school.
2. Participating in Maori art and craft through integrated studies or as stand alone units.
3. Engaging with local Maori history and legends.
4. Considering Maori cultures and customs during school events, meetings, special occasions.
5. Having a physical environment that reflects Maori culture and language.

Higher levels of Te Reo or Tikanga Maori

No specific Te Reo programme is currently available. Should a parent, however, request instruction in Te Reo Maori, the school will pursue local alternatives and support parents in their various options.

Strategic Goals 2019 - 2021

	Strategic Goals		Core Strategies for Achieving Goals 2019 - 2021
Effective Teaching and Learning	Engaged, successful learners	(a) Learners to take ownership of their learning by setting their own learning goals, and know the next steps required to achieve them.	<ul style="list-style-type: none"> ★ Continue to provide a broad and balanced curriculum. ★ Provide learning opportunities in a range of settings and environments. ★ Embed our shared learner language, increasing student ownership of learning. ★ Collect student voice regarding learning and engagement. ★ Continue to develop Assessment for Learning strategies across the school for teaching and learning with emphasis on Target and Priority learners. ★ Continue to engage outside expertise to critique, consult and support our professional learning and practice. ★ Continue to develop modern learning practices including Play Based Learning. ★ Develop a Digital Technologies pathway. ★ Continue to develop teacher self review and appraisal processes, including Teaching as Inquiry.
	Effective teaching practices	(b) Teachers are reflective and responsive to their learner's needs. Teachers know their impact on learning outcomes.	
School Culture	Safe and inclusive school.	(a) Fostering a caring environment that is emotionally, socially and physically safe for all, and appreciates individuality and uniqueness.	<ul style="list-style-type: none"> ★ Embed the Pahoia 'PRIDE' and 'LEARNER' qualities (refer page 6-7 of this document). ★ Collect student voice regarding wellbeing and hauora. ★ Continue to develop school culture and behaviour through the PB4L framework. ★ Provide opportunities for our learners to physically and culturally connect with their local environment. ★ Further development of Te Reo Maori and Tikanga in our classroom. ★ Investigate avenues for improving cultural diversity.
	Strong sense of belonging	(b) Recognise and value the unique position of Maori culture in New Zealand.	
Engaging with Community and Whanau	Whanau as active partners	(a) Engaged families / community who actively contribute to the learning process.	<ul style="list-style-type: none"> ★ Offer a range of opportunities for parent engagement and contribution to learning. ★ Regular collection of community feedback on school developments. ★ Effective home - school communication. ★ Develop relationships with local Iwi and Piri Rakau Hapu.
	Effective home-school relationships		
Governing, Leading and Managing	Effective Self Review	(a) Effective self review procedures in place which influence decisions and direction.	<ul style="list-style-type: none"> ★ Ongoing community consultation. ★ Regular self-review of Board of Trustees core processes. ★ Undertake Hautu, review of cultural responsiveness and create a priority plan. ★ Undertake a Health and Safety review and create a priority plan. ★ Allocate resourcing to promote equity and excellence. ★ Development of outdoor learning spaces. ★ Ongoing review of property, including the 5 Year Plan.
	Commitment to quality learning environments	(b) Resourcing provided to enable effective and innovative learning environments and practice.	



Annual Plan

PAHOIA SCHOOL

2019

Strategic Goals - Key Improvement Strategies

	Strategic Goals		2019 Action Points
Effective Teaching and Learning	Engaged, successful learners	(a) Learners to take ownership of their learning by setting their own learning goals, and know the next steps required to achieve them.	<ul style="list-style-type: none"> ★ Embedding school wide platform for gathering evidence of learning. ★ Intentionally use Pahoia continuum school progressions and next steps. ★ Develop a professional learning plan that aligns with and responds to school wide goals and changing needs. ★ Continue to build teacher capacity in using the Teaching as Inquiry Model including the use of student voice. ★ Intentionally use Data Walls as a visual tool for staff to monitor learners. ★ Build teachers capacity to use the Digital Technologies Curriculum. ★ Utilise Play Based Learning and discovery to foster learners disposition. ★ Develop a Garden to Table school programme. ★ Incorporate the outside environment to enrich learning opportunities.
	Effective teaching practices	(b) Teachers are reflective and responsive to their learner's needs. Teachers know their impact on learning outcomes.	
School Culture	Safe and inclusive school.	(a) Fostering a caring environment that is emotionally, socially and physically safe for all, and appreciates individuality and uniqueness.	<ul style="list-style-type: none"> ★ Continue to develop school culture through Circle Time, Mindfulness, the PB4L framework and weekly Hui. ★ Undertake a school review around cultural responsiveness using Hautu. ★ Collect school wide wellbeing and hauora data. ★ School wide focus around Te Reo, Tikanga and a sustainable Kapa Haka programme. ★ Investigate an International Student programme. ★ Acknowledge and celebrate all cultures within the school community. ★ Consult with community around adopting a compulsory school uniform.
	Strong sense of belonging	(b) Recognise and value the unique position of Maori culture in New Zealand.	
Engaging with community and whanau	Whanau as active partners	(a) Engaged families / community. They contribute to the learning process.	<ul style="list-style-type: none"> ★ Increased communication with parents of students, especially of those who are Target and Priority learners. ★ Continue to encourage parents as experts or support in classroom activities. ★ Host community curriculum/ teaching practice workshops. ★ Develop a school app to engage our community. ★ Continue to embed Seesaw digital portfolio platform for sharing learning celebrations.
	Effective home-school relationships		
Governing, Leading and Managing	Effective Self Review	(a) Effective self review procedures in place which influence decisions and direction.	<ul style="list-style-type: none"> ★ Create a 5 year property plan including cyclical maintenance. ★ Collect regular community voice as part of self review. ★ Continue to develop strategies to increase engagement between the Board of Trustees and our wider community. ★ Develop a strategic plan that provides for the ongoing replacement of technology. ★ Communicate concerns and complaints procedures.
	Commitment to quality learning environments	(b) Resourcing provided to enable effective and innovative learning environments and practice.	

Improvement Plan - Writing

Strategic Goal: Engaged, successful learners.

Annual Goal:

By the end of 2019 the Year 5 cohort will have increased achievement by 13%, so that 65% of learners are At or Above the Writing Standard.

Baseline Data:

End of 2018 OTJ Writing data showed that the Year 4 cohort had experienced a significant drop in data to 52% of learners achieving At or Above the Standard from 65% at the end of 2017.

Key Improvement Strategies

What	Who	When	Tracking/ Evidence
Assessment for Learning Strategies continued through external provider, Ande Ford.	Mike	3 Staff Meetings in Term 1	
Continued support from external provider, Carolynne Masson around the early years 'pre-operational' Building Blocks to Literacy.	Mike	3 Staff Meetings in Term 1	
Continue to unpack the Pahoia School Writing Progressions (CRoW) with staff with moderation.	Karen	Term 2	
Connect with local schools to develop moderation.	Curriculum Team, Teachers	Term 2	
Investigate Ministry Professional Learning funding and hours for external support, with planning in place for 2020.	Mike	Term 2	
Teacher 'Toolkits' created with resources and strategies	Curriculum Team	Term 1	

Improvement Plan - Mathematics

Strategic Goal: Engaged, successful learners.			
Annual Goal: By the end of 2019 our Pahoia Learners will have made accelerated progress in Mathematics to the extent that a minimum of 15% of student's overall will have moved from either Well Below or Below the Standard to At or Above the Standard, so that 79% of the learners across the school at achieving At or Above the Standard.		Baseline Data: End of Year 2018 OTJ Mathematics data showed that there had been a significant drop in data to 64% of learners achieving At or Above the Standard.	
Key Improvement Strategies			
What	Who	When	Tracking/ Evidence
Leadership Inquiry into the processes of gathering 'evidence of learning' to form OTJ.	Curriculum Team	Term 1	
Inquiry into Number Knowledge, Strategy, and Strand, to establish patterns, trends and needs for cohort and school wide growth.	Curriculum Team	Term 1- Week 2	
Pahoia School Target Learners approach to be focused on Mathematics.	Teachers	Week 1 Term 1	
Teachers to unpack PAT assessment results and use this to inform immediate planning and teaching sequence.	Teachers	Term 1	
Undertake Number Knowledge, Strategy (JAM and Pearson) and PAT assessment to inform planning and teaching.	Teachers	Term 1	
Staff Professional Development highlighting the link of assessments such as JAM, Pearson and PAT to the school Maths progressions (CRoM).	Curriculum Team	Term 2 Week 2	
Teacher 'Toolkits' created with resources and strategies	Curriculum Team	Term 1	

Analysis of Variance - Target 1: Writing

Strategic Goals: Engaged, successful learners.

Annual Goal: Teachers are reflective and responsive to learners. They know their impact on learning outcomes.

Annual Target: By the end of 2018, the Pahoia learners will have made accelerated progress in Writing so that 75% are achieving At or Above the appropriate standard for Writing.

Baseline Data:

Analysis of Writing data at all levels of the school at the end of 2017 showed that 71% of learners were writing At or Above the expected level. The target learners transcend the boundaries of gender and ethnicity.

Actions	Outcomes	Reasons for the variance.	Evaluation
<ul style="list-style-type: none"> • Create a Professional Learning Plan • Staff and Team meetings • Follow-up observations (student voice) • Ownership of learning (learner agency) • Clarify of Assessment for Learning strategies • Development around co- constructing success criteria • Data collection, analysis and use of Data Walls and discussed at pod meetings • Moderation for accuracy and consistency for writing judgements • Discussed at school level once a term in curriculum leadership • Student voice gathered termly • Collecting feedback child's interests • Targeted withdrawal breakout groups within pods • Use of the Seesaw platform to provide an authentic purpose and audience • Using Community resources / local authors 	<p>Analysis of the 2018 end of year data showed school wide achievement data of 68% of learners either achieving At or Above the expectation.</p>	<p>The variance can be attributed to increased professional discussion and dialogue through the Data Wall platform, moderation and increased teacher content knowledge. The consistent monitoring of Target Learners and a collaborative approach has resulted in more accurate data and reporting.</p>	<p>This has been a decrease of 3% in school wide achievement.</p> <p>The next step is to review our writing processes and programmes, continue to build teacher capacity around next steps for learning using the school's progressions. We will continue to develop 'Assessment for Learning' strategies.</p>

Analysis of Variance - Target 2: Mathematics

Strategic Goal: Engaged, successful learners

Annual Goal: Teachers are reflective and responsive to learners. They know their impact on learning outcomes.

Annual Target: By the end of 2018, the Year 6 boys will have made accelerated progress in Mathematics so that 60% are achieving At or Above the expected level for Mathematics.

Baseline Data: Analysis of 2017 End of Year Data in Mathematics showed that 44% of Year 5 boys were achieving at the expected level.

Actions	Outcomes	Reasons for the variance.	Evaluation
<ul style="list-style-type: none"> • Use a variety of tools including the Pahoia Number Knowledge assessment, Pahoia Cumulative Progression of Mathematics, E-asttle, PAT as well as observations and conversations to collect baseline data. • Teachers to analyse data and identify patterns and trends. • Devise PLD sessions to support teachers. • Target group teaching in pods, weekly. 	<p>There has been an unpacking of Pahoia Number Knowledge assessment, Pahoia Cumulative Progressions of Mathematics, E-asttle, and PAT to inform planning and teaching.</p>	<p>Effective use of:</p> <ul style="list-style-type: none"> • School progressions to inform teaching and learning. • Assessment data to focus Inquiries and Target Students groups 	<p>We have experienced no change in achievement of the 2017 Year 5 Boys cohort (2018 Year 6), so that 44% remain At or Above the expected level.</p> <p>In 2019 staff will further develop understanding of the Cumulative Record of Maths document (CROM).</p> <p>The Target Learners approach will focus on Mathematics.</p>