

School Charter

Strategic and Annual Plan for

Tinwald School

2022-2024

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| Principals’ endorsement: | 29 February 2022 |
| Board of Trustees’ endorsement: | 28 March 2022 |
| Submission date to Ministry of Education: | Star Date 2287 (265 years after the Global Zombie Apocalypse) |

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This picture captures important elements of who we are as a school.

Our mountain is Opuke – Mount Hutt

The other two mountains are Mount Arrowsmith and Mount Taylor. Together they represent the three curriculum levels and syndicates in Tinwald School.

Our vision is Tinwald B.E.S.T. – Better Every Single Time

The jigsaw symbolises the four houses and colours at Tinwald. The four houses, Jane, Thomson, Graham and Harland are named after the four streets that wrap around the school.

The jigsaw also represents the bringing together of our community and school.

Our three school values

Our children at the front and foremost in everything we do. They are supported by all the other elements in the background.

**Tinwald School 2022-2024**

**Introductory Section - Strategic Intentions**

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| **Mission Statement** | To realise the vision of the New Zealand Curriculum by supporting young people who will be confident, connected, actively involved, life-long learners |
| **Vision** | Tinwald BEST – Better Every Single Time |
| **Values** | Respect, Responsibility and Honesty |
| **Principles** | Tinwald School upholds the Principles of the New Zealand Curriculum |
| **Māori Dimensions and Cultural Diversity** | Tinwald School makes every endeavour to develop policies and procedures that reflect New Zealand cultural diversity and the unique position of Māori and Māori culture |

**Description of School and Community**

Tinwald school was built in 1879 and has undergone many transformations. It serves the suburb and community of Tinwald on the southern side of the Hakatere River.

The current school consists of 12 teaching spaces, library, hall, offices and a large breakout space between 4 classrooms. The school is a Contributing Primary school and almost all Year 6 students go on to attend Ashburton Intermediate School. The school has an enrolment zone in place and often takes enrolments from other schools because parents get slacked off with them.

The school buildings are constantly being updated and the school has large fields, court areas and two adventure playgrounds. The Board of Trustees maintains a five year property programme to ensure the learning spaces continue to meet the needs of the local curriculum.

The community of Tinwald School is diverse and continuing to grow. A new sub-division is likely to increase the school roll over the next 5 years. The school zone takes in the suburb of Tinwald along with surrounding rural areas and the school operates a bus to enable those students who live further away, to come to school.

The school roll reflects the local community and is 67% New Zealand European, 16% Māori, 8% Pasifika and children from European and Asian countries.

The school begins each year with ten classrooms operating, followed by one or two New Entrant start up classes during the year. The annual school population is relatively stable and many children who begin as five year old’s complete all of their Year 1-6 learning at Tinwald School.

**Consultation**

Community, Board of Trustees and Staff were surveyed in November 2021 to gauge understanding of current school operations and programmes and future areas to focus on. The showed consistently the following:

* The whole school community identified that Tinwald School does very well at promoting it’s three values and a positive behaviour programme. This was followed by sporting events and meeting the learning needs of children.
* The whole school identified that there is still work to be done around responding to undesirable behaviour.
* Achievement in maths was identified as being stronger than achievement in English.

**Te Tiriti o Waitangi**

Tinwald School acknowledges the significance of Te Tiriti o Waitangi which is New Zealand’s founding document. The local curriculum and previous school goals focussing on bi-culturalism incorporates Te Tititi o Waitangi in three principles: partnership, protection and participation. These three principles assist Tinwald School to implement an environment the acknowledges the importance of Māori as tangata whenua and also celebrates the multi-cultural dynamic of our community.

The curriculum reflects many aspects of Te ao Māori. These include a school mihi, weekly Te Reo lessons, and whole school Kapa Haka. Powhiris are held to welcome visiting schools and significant visitors. There is an annual timetable of Hangi, Marae visits, Kapa Haka road trip and Powhiri.

**Partnership:** Tinwald School will respect and uphold the unique heritage of those who are descendant of Te Tiriti o Waitangi and those who are descendants of the multi cultures that make up our community through:

* All school assemblies will reflect a kaupapa Māori aspect including a himene, karakia and National Anthem in both te reo Māori

and English.

* Classroom programmes will promote the use of Te reo Māori in a natural and inclusive manner, at various levels of proficiency for each teacher. As well as this, the languages of other cultures that make up the classroom community, will be respected and

encouraged to be used in appropriate ways.

* A strong kapa haka programme is in place with all children participating. This programme includes a high use of Te Reo, Kawa and Tikanga during all practices.
* Mātauranga Māori is a strong focus at Tinwald School with each teacher taking responsibility for their own classroom with the

support of professional development that is provided through an in house teacher. Each teacher implements Mātauranga Māori

to the best of their ability with support networks available.

* The Board of Trustees has committed to further developing our partnership responsibilities through use of the whanau hui. We aim to improve the success of Māori ākonga as Māori.

**Protection:** To protect the taonga of our ākonga’ cultural diversity and the environment we all share.

* Tinwald School has experienced a growing number of children with diverse national and ethnic backgrounds. To support this, the school has built a shared set of values that provide a safe and harmonious learning environment for all ākonga.
* The Tinwald BEST Values Respect – Manaakitanga, Responsibility – Kia tu Rangatira, and Honesty – Ngakaupono are all connected to the school’s commitment toward celebrating cultural diversity. These values are always at the heart of what we do with weekly assemblies explaining the values and celebrating children who demonstrate the values in their actions and words around the school. These assemblies are led by the children and include opportunities for the celebration of cultural and ethnic diversity. Such inclusion of cultural diversity is also incorporated into each classroom environment.

**Participation:** To ensure that all reasonable steps are taken to ensure that the whole school community is involved in the education of our children:

* Tinwald School has developed a school mihi and all children and staff learn this mihi. Each Monday assembly begins with mihi and Waiata. Teachers also present their mihi at these assemblies.
* Tinwald School takes pride in the active involvement it gets from the families and Whanau of our learning community.
* Tinwald School recognises the importance of strengthening its Mātauranga Māori understanding. Through “Whanau Hui” we aim

to develop a better understanding on what our families and Whanau are wanting, how this can influence our current programmes and, ultimately, improve ākonga engagement and outcomes.

* Tinwald School is committed to the up skilling of its knowledge base of Mātauranga Māori through professional development.
* Tinwald School is an active member of the Hakatere Kahui Ako. The school is represented on the steering committee and has appointed a within school teacher. In 2022 there is a focus on PLD for teachers to lift understanding of Te Tiriti o Waitangi.
* Tinwald School provides for children with special learning needs. We have a reputation for being very inclusive and this has been achieved through establishing a genuine inclusive culture within the school. This is evident in the following:
* We have developed a set of structures within the school that ensures all children, and particularly those with learning difficulties, are genuinely welcomed and included at Tinwald.
* A Learning Support Coordinator with responsibility for arranging programmes to meet the needs of children with disability or disadvantage is hosted at Tinwald School. The school also host local RTLB teachers.
* The school has developed a culture of inclusiveness. This is best seen in our Tinwald BEST Values.

**Culturally Responsive and Relational Pedagogy:** To ensure students achieve and enjoy educational success.

* Tinwald School has actively participated in the Rongohia te Hau Professional Learning Development as part of our belonging to the Hakatere Kahui Ako.
* CR&RP Culturally Responsive and Relational Pedagogy is both a pedagogy and a way of measuring teacher connectedness with the learners of Tinwald School. It comprises of six principles that under pin all interactions with students. It is outlined on the following page and referenced in this charter and strategic planning.

**New Zealand’s National Education and Learning Priorities**

Our Government has determined the following priorities for education and learning:

At Tinwald School the priorities can be evidenced in the following programmes:

**Strategic and Annual Section**

Strategic Summary

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| **Strategic Goals** | | **Core Strategies for Achieving Goals**  **2022 - 2024** |
| **Students’ Learning** | * Improve outcomes for all learners in Literacy and Mathematics * Introduce and commence NZ Histories curriculum changes | * Teacher professional development with Learning Progressions Framework * Review and strengthen current assessment process schoolwide * Teacher Professional Development with Better Start Literacy * Whole staff development with NZ Histories Curriculum |
| **Student Engagement** | * Increase student attendance * Increase participation in the schools positive behaviour programme | * Revise and strengthen school response to student absenteeism * Revise the Tinwald BEST matrix * School participation in Health Active Learning Schools initiative |
| **School Organisation and Structures** | * Implement changes to School Docs review cycle | * Board of Trustees/Staff and Community consultation * Provide for and manage a growing roll |
| **Personnel** | * Introduce and consolidate the Professional Growth Cycle and Provisionally Registered Teacher Programme | * Teacher professional development with Evaluation Associates and University of Otago |
| **Property** | * Upgrade Junior Block and Bathrooms * Upgrade to lunch eating area | * Board of Trustees and Logic Group * PTA and Board of Trustees |
| **Finance** | * Meeting budget requirements for Junior Block upgrade and the 2023/24 5YA | * Board of Trustees Finance sub-committee and Logic Group |

**Priority Learners**

Tinwald School uses a process of identifying, planning, teaching and reviewing priority learners. The following components and actions make up this process:

**Identifying**

* Completed class descriptions (end of week 4, Term 1) that identify age, gender, ethnicity, and specific learning needs both cognitive and developmental.
* Completed class descriptions that identify priority learners in a classroom.
* Completed end of year assessment that includes teacher observations, formal assessments and progress against the learning progressions framework and data entry and analysis using the PACT tool.
* Parents and whānau are part of the process through regular Seesaw reporting

**Planning**

* Completed class descriptions (written and reviewed three times a year) that identify specific actions to be taken to meet the needs of priority learners.
* Completed class descriptions are reviewed by the senior leadership team and learning support coordinator. Resources such as specific programmes and teacher aide support are allocated to meet the priority learner needs.

**Teaching**

* The senior leadership team and the learning support coordinator work with individual teachers to support classroom programmes. Planning is collaborative and priority learners are discussed during syndicate meetings.
* Teachers are allocated professional learning funding to attend specific PLD. Teachers are required to integrate new learning from PLD, as part of the Professional Growth Cycle
* A whole school PLD budget is allocated each year to support teachers to enhance outcomes for learners, working towards strategic priorities.
* Teachers integrate the 6 principles of Cultural Responsive and Relational Pedagogy

**Reviewing**

* Class descriptions are reviewed at the end of term 2 and term 4.
* Priority learners results are identified and reviewed with the SLT
* Progress for priority learners are reported to the Board of Trustees at the beginning of Terms 1 and 3 and at the end of Term 4.
* Students are involved in the learning process.
* Class observations as part of the Professional Growth Cycle

**Analysis of Variance**

2021 Analysis of Variance

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| --- | --- | --- | --- |
| **School Name**: | Tinwald School | **School Number**: | 3561 |
|  | | | |
| **Strategic Aim**: | A curriculum that promotes inclusive learning | | |
| **Annual Aim**: | To increase the percentage of children who are achieving within or above their expected curriculum levels in maths and writing | | |
| **Target**: | Year 3-5 children | | |
| **Baseline Data**: | The 11 Year 4 students (2020) and 11 Year 3 students (2020) who are not achieving within or above their curriculum level will form our target group for 2021, including our priority learners.  The 14 Year 4 students (2020) and 13 Year 3 students (2020) who are not achieving within or above their curriculum level will form our target group for 2021, including our priority learners. | | |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Consistent assessment practices across the school and improved curriculum knowledge through moderation  Develop a common understanding of acceleration across the school  Effective use of shadow coaching CRRP across the school  Review the current system and processes we have to monitor, evaluate and review student progress and achievement | LPF and PACT use and understanding increased through consistent school-wide PD during staff meetings  No completed (do I need to put covid?)  All teachers completed observations with another teacher  Mid year reporting to parents was modified  PACT use was increased | Considering the pressure of lockdowns this was a success  Did not even get off the ground  Partially successful considering Principal was unavailable for 8 weeks in term 1  Partially successful with higher parent engagement in reading student reports | Assessment continues to be modified as LPF understanding grows  Bring the CRRP Observation Tool into Professional Growth Cycle  Introduce LPF for Reading |
| **Planning for next year**: | | | |
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**Student Achievement Targets**

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| **Student Achievement Target - Mathematics** | |
| **Strategic Goal:** Improve outcomes for all learners in mathematics (Priority 4 – NELP) | **Annual Goal:** Improve outcomes for 41 students who have been identified as below/well below, in Years 3-6 for 2022 |
| **Baseline data** and **Annual Target**  Analysis of school-wide maths data (2021 End of Year PACT) identified 6/137 (4%) Year 3-6 children were well below and 35/137 (25%) Year 3-6 children were below their expected curriculum level in mathematics. 41 students have been identified in Year 3-6 as target students.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Mathematics  2021 End of Year Data | Well Below | Below | At | Above | | Year 1 | 0 | 0 | 33 | 0 | | Year 2 | 0 | 1 | 26 | 1 | | Year 3 | 1 | 15 | 26 | 1 | | Year 4 | 2 | 10 | 17 | 1 | | Year 5 | 3 | 10 | 16 | 1 | | Year 6 | 2 | 8 | 19 | 3 | | |

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| **Key Improvement Strategies** | | | |
| **When** | **What** | **Who** | **Indicators of Progress** |
| Terms 1 and 2 | Full school implementation of Numicon  Teachers will plan and implement Numicon programme  Senior Leadership Team will lead Numicon sessions at staff meetings | Teachers  SLT | Evidence of Numicon teaching in classrooms. Includes planning, groupings and individual work  Evidence in staff meeting minutes of decisions made about use of Numicon |
| Beginning Term 3 | Numicon review  SLT and teachers will participate in review of Numicon | Teachers  SLT | Evidenced through staff survey end of Term 2 |
| Class Descriptions | Target children are identified and specific actions are identified  Teachers will submit CD by the end of week 4 to SLT and LSC  SLT will analyse and upload data to HERO  Principal will report to BOT in Term 1, Term 3 and EOY | Teachers | Evidenced through completed CD, SLT minutes and BOT minutes  28/3 – Reported to BOT – Learning in Years 1-6  15/8 – Report to BOT – Learning in Years 1-6 |
| Terms 1 and 2 | PRT programmes reflect school strategy | PRT  Mentors  SLT | PRT use Numicon  PRT and Mentor focus includes Numicon |
| All Year | Teachers use the 6 principles of Cultural Responsive and Relational Pedagogy when planning, teaching and reviewing programmes  Professional Growth Cycle use of CRRP observation tool  2x Principal observation of classroom environment (Teaching for Positive Behaviour) with follow up discussions | SLT | Feb/Mar initial Principal/Teacher discussions completed including setting up teacher goals and focus of observations  Mar/Apr first Principal observation and follow up discussion completed |
| **Monitoring** | | | |
| **When** | **What** | **Who** | **Indicators of Progress** |
| End of Previous Year | Class data sheets completed | Teachers | Completed data sheets are collated and given to syndicate leaders then to following year class teachers |
| Start of Year | Class descriptions including priority and target learners | Teachers | Completed, shared with SLT and LSC. Summarised for BOT reporting |
| Term 1 | PGC signed, including class and teacher goals, priority learners | Principal  Teachers | Signed agreements specifying teacher focus |
| Terms 2-4 | Professional Growth Cycle | Principal  Teachers | Teacher focus  Student goals  Student voice from interviews |
| March, July, December | Report to BOT | Principal  SLT | Start of Year data  Student numbers - target and priority  Mid-Year progress  End of Year progress |
| **Resourcing** | | | |
| **When** | **What** | **Who** | **Indicators of Progress** |
| October budget | Curriculum budget – classroom resources  Personnel budget – PLD resources | Principal  SLT  BOT  Otago University  Evaluation Associates | Budget confirmed in December  SLT responsible for expenditure  BT/Mentor PLD  Whole teaching staff PLD - PACT |

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| **Student Achievement Target - Writing** | |
| **Strategic Goal:** Improve outcomes for all learners in writing (Priority 4 – NELP) | **Annual Goal:** Improve outcomes for 17 students who have been identified as below/well below, in Year 6 for 2022 |
| **Baseline data** and **Annual Target**  Analysis of school-wide maths data (2021 End of Year PACT) identified 6/137 (4%) Year 3-6 children were well below and 35/137 (25%) Year 3-6 children were below their expected curriculum level in mathematics. 41 students have been identified in Year 3-6 as target students.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Mathematics  2021 End of Year Data | Well Below | Below | At | Above | | Year 1 | 0 | 0 | 33 | 0 | | Year 2 | 0 | 1 | 32 |  | | Year 3 | 0 | 7 | 26 | 1 | | Year 4 | 4 | 10 | 29 | 0 | | Year 5 | 3 | 11 | 22 | 2 | | Year 6 | 3 | 14 | 12 | 1 | | |

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| **Key Improvement Strategies** | | | |
| **When** | **What** | **Who** | **Indicators of Progress** |
| Beginning of Term 1 | Complete class descriptions, including analysis of priority learners data  Class descriptions clearly identify learners and state actions needed to address learning needs | Teachers  SLT | 1/3 – Uploaded to HERO under Learning in Years 1-6 |
| Whole Year | Priority learners are included in teacher annual goals as part of Professional Growth Cycle | Teachers  SLT | SLT and teachers will participate in Professional Growth Cycle with the progress of Year 6 writers being a focus |
| Whole Year | PRT programmes reflect school strategy including elements of Effective Literacy Practice Years 5-8 | PRT  Mentors | PRT and Mentor meeting minutes identify teacher actions and demonstrate PRT learning |
| Whole Year | Learning intentions and success criteria are consistent between teachers  Instructional strategies are consistent with Effective Literacy Practice Years 5-8 | Teachers | Teacher planning is consistent and directly linked to Effective Literacy Practice Years 5-8 |
| All Year | Teachers use the 6 principles of Cultural Responsive and Relational Pedagogy when planning, teaching and reviewing programmes | SLT | Professional Growth Cycle use of CRRP observation tool  2x Principal observation of classroom environment (Teaching for Positive Behaviour) with follow up discussions |
| **Monitoring** | | | |
| **When** | **What** | **Who** | **Indicators of Progress** |
| End of Previous Year | Class data sheets completed | Teachers | Completed data sheets are collated and given to syndicate leaders then to following year class teachers |
| Start of Year | Class descriptions including priority and target learners | Teachers | Completed, shared with SLT and LSC. Summarised for BOT reporting |
| Term 1 | PGC signed, including class and teacher goals, priority learners | Principal  Teachers | Signed agreements specifying teacher focus |
| Terms 2-4 | Professional Growth Cycle | Principal  Teachers | Teacher focus  Student goals  Student voice from interviews |
| March, July, December | Report to BOT | Principal  SLT | Start of Year data  Student numbers - target and priority  Mid-Year progress  End of Year progress |
| **Resourcing** | | | |
| **When** | **What** | **Who** | **Indicators of Progress** |
| October budget | Curriculum budget – classroom resources  Personnel budget – PLD resources | Principal  SLT  BOT  Otago University  Evaluation Associates | Budget confirmed in December  SLT responsible for expenditure  BT/Mentor PLD  Whole teaching staff PLD - PACT |
| All Year | Teachers use the 6 principles of Cultural Responsive and Relational Pedagogy when planning, teaching and reviewing programmes | SLT | Professional Growth Cycle use of CRRP observation tool  2x Principal observation of classroom environment (Teaching for Positive Behaviour) with follow up discussions |

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| **Other 2022 Key Improvement Strategies to Achieve Strategic Vision** | | | |
| **Property**  (summarised from property plan) | **Short Report** | **Finance** | **Short Report** |
|  |  |  |  |
| **Personnel** | **Short Report** | **Community Engagement** | **Short Report** |
|  |  |  |  |