



WAIPU PRIMARY SCHOOL CHARTER

VISION STATEMENT: The freedom to sail into the future .

MISSION STATEMENT: Waipu Primary School aims to work in harmony with caregivers and the community to achieve every student's potential.





Cultural Diversity and Māori Dimension for WAIPU Primary School

The unique position of Māori Culture :

The school will:

- Encourage the use of te reo with the children as part of the daily classroom programme
- Engage in staff development in te reo where possible
- Use the Ministry of Education documents - 'Ka Hikitea – Managing for Success', 'Ka Hikitea – Accelerating Success', 'Tataiako' to guide the development of school programmes and 'Hautu' as a review tool for the Board of Trustees..
- Use Kaumatua and other local resource people to support classroom programmes
- Involve representatives from the Māori community in any decisions affecting Māori students, policy making and programmes
- Include Māori student achievement in reports to the Board of Trustees
- Honour the Treaty of Waitangi


New Zealand's cultural diversity:

The school will:

- Respect and recognise children's cultural and spiritual backgrounds
- Value the language children bring to school
- Develop class programmes to encourage the exploration of cultures, with a particular emphasis on Māori and Pasifika cultures which will be included in our curriculum structure.
- Provide opportunities for children to share their cultures and celebrations
- Use the resources supplied by the Ministry of Education

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

- All school assemblies begin with our national anthem sung first in Māori and then in English.
- A percentage of budget spending will be allocated to Māori resources.
- Incorporate teaching about local Māori history and culture into the Curriculum programmes.
- Minimum 30 minutes per week in all classrooms devoted to Tikanga and Te Reo.
- A programme for teaching Tikanga and Te Reo will be developed by the tutor.
- Whole school will visit the local Marae annually – Takahiwai Marae.
- Consultation with family members of Takahiwai Marae in regard to the protocol expected with visit e.g children to say their mihi.

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- Kapa haka will be available on a weekly basis for approximately one hour. There will be efforts made to find performance opportunities and so every opportunity will be taken for the school kapa haka group, to perform publicly.
 - Māoritanga sessions will be held once a week for the whole school.

What will the school do to provide instruction in Te Reo Māori (Māori language) for full time students whose parents ask for it?

- All such requests will be given full and careful consideration by the Board of Trustees and regard will be given to: availability of personnel with the requisite skills and qualifications and the overall school financial position.

What steps will be taken to discover the views and concerns of the school's Māori community?

- Consultation with the Māori community on a regular basis.
- Parent interviews
- Open door policy and invitations for parent to express their opinions
- Information evenings or gatherings – target key people to encourage participation by the Māori community

At present about 20% of our school roll is made up of Māori students.



WAIPU PRIMARY SCHOOL – STRATEGIC PLAN

Strategic Goal 1: Achieve set targets for achievement – 2020 - 2022

1.1 All our targeted students /akonga will make accelerated progress to achieve the targets set for 2020.

Refer separate document 'Achievement targets for 2020'

Strategic Goal 2: To grow leaders

2020

- 2.1 Review and update the curriculum documentation – Inquiry topics, Health and PE
- 2.2 Continue to work within the Kahui Ako Year 2 – wellbeing, deep learning, STEAM
- 2.3 To implement consistent appraisal processes - using the Spiral of Inquiry and to....
- 2.4 Build capacity of leaders to drive learner focused conversations with staff. Open to Learning. conversations.
- 2.5 Progress assessment practices to better identify needs within the school community of learners.
- 2.6. Engage in Professional Development which aligns with identified needs
- 2.7 Explore ways in which to market the school – website, visual appeal, media, brochures.

2021

- 2.1 Review and update the curriculum documentation –Literacy, the Arts.
- 2.2 Continue to work within the Kahui Ako Year 3 - wellbeing, deep learning, STEAM
- 2.3 To implement consistent appraisal processes - embed Spiral of Inquiry, embed O2 L conversations.
- 2.4 Continue to develop effective assessment practices to better identify needs within the school community of learners.
- 2.5. Engage in Professional Development which aligns with identified needs
- 2.6 Focus on grounds to display who we are and our school culture. (upgrade and beautification).

2022

- 2.1 Review and update the curriculum documentation – Maths Te Ao Māori
- 2.2 Continue to work within the Kahui Ako Year 4 - new goals TBD
- 2.3 Analyse and interpret data from previous years to see patterns and trends.
- 2.4. Engage in Professional Development which aligns with identified needs.
- 2.5 One project for school grounds per year.

Strategic Goal 3: Grow teachers

2020	2021	2022
<p>3.1. Participate in Accelerated Literacy Learning Programme – Year 1</p> <p>3.2 Integrate ILE pedagogies into classroom programmes – student voice/agency.</p> <p>3.3. Implement practices developed through Positive Behaviour for Learning</p> <p>3.4. Integrate te ao Māori / Scottish heritage into classroom programmes and practice.</p> <p>3.5 Refine assessment practices– differentiate programmes.</p> <p>3.6 Review NZC principle ‘Inclusion’</p>	<p>3.1. Participate in Accelerated Literacy Learning Programme Year 2</p> <p>3.2 Integrate ILE pedagogies into classroom programmes – develop collaboration / trust.</p> <p>3.3. Implement practices developed through Positive Behaviour for Learning</p> <p>3.4. Integrate te ao Māori / Scottish heritage into classroom programmes and practice.</p> <p>3.5 Continue to build staff capabilities in assessment practice – Etap use, testing.</p> <p>3.6 Review NZC principle ‘Future Focus’</p>	<p>3.1 Integrate ILE pedagogies into classroom programmes - building connections.</p> <p>3.2. Integrate te ao Māori / Scottish heritage into classroom programmes and practice.</p> <p>3.3 Continue to refine assessment practice in line with the curriculum review.</p> <p>3.4 Review NZC principle ‘Coherence’</p>

Strategic Goal 4: Grow the community

2020	2021	2022
<p>4.1. Complete a community consultation</p> <p>4.2. Complete transition to School Docs for policy and procedure</p> <p>4.3. Implement an alternative values programme school wide</p> <p>4.4. Continue to seek opportunities for Board training and development</p> <p>4.5 Conduct two curriculum information workshops for parents.</p>	<p>4.1. Consolidate the findings from the Consultation into practice.</p> <p>4.2. Build capacity of Board to critique data</p> <p>4.3 Check alignment of policy and procedures to strategic goals.</p> <p>4.4. Continue to seek opportunities for Board training and development</p> <p>4.5 Communicate and engage with the community to develop strategic goals.</p> <p>4.6 Conduct two curriculum information workshops.</p>	<p>4.1. Continue to consolidate strategic goals</p> <p>4.2. Update procedure and policy as per review timetable</p> <p>4.3. Review induction for new Board members</p> <p>4.4. Review transitions ECE/school/college/school to school.</p> <p>4.5. Continue to seek opportunities for Board training and development</p> <p>4.6 Conduct two curriculum information workshops for parents.</p>



WAIPU PRIMARY SCHOOL ACTION PLAN - 2020

STRATEGIC GOAL 1: Achieve set targets for achievement

- 1.1 All our targeted students /akonga will make accelerated progress to achieve the targets set for 2020.
Refer separate document 'Achievement targets for 2020'

STRATEGIC GOAL 2: To grow leaders

- 2.1 Review and update the curriculum document - Inquiry topics/Health and PE.
- 2.2 Continue to work within the Kahui Ako - Year 2 – wellbeing, deep learning, STEAM
- 2.3 To implement consistent appraisal processes - using the Spiral of Inquiry and to...
- 2.4 Build capacity of leaders to drive learner focused conversations with staff. Open to Learning conversations.
- 2.5 Progress assessment practices to better identify needs within the school community of learners
- 2.6 Engage in Professional Development which aligns with identified needs
- 2.7 Explore ways in which to market the school – website, visual appeal, media, brochures.

Action Required	Responsibility	Actual Outcomes
2.1 Review and update curriculum document Inquiry topics/Health and PE. <ul style="list-style-type: none"> • Explore '7 Principles of Learning' OECD – new focus for teaching and learning • Develop concepts / capabilities for two year overview – science, social science, technology. • Review Waipu Inquiry process • Design a planning template and implement • Explore local curriculum document and include in overview • Include Maori history as a curriculum inquiry. • Update Health and PE overview and review delivery. 	Sue Holmes / Julie 150 PD hours All teaching staff Alex Murrie Jordan Mc Donald	



WAIPU PRIMARY SCHOOL ACTION PLAN - 2020

Strategic Goal 2 con't

Action Required	Responsibility	Actual Outcomes
<p>2.2 Continue to work with Kahui Ako - Year 2 – wellbeing, deep learning, STEAM</p> <ul style="list-style-type: none">• Appoint a Learning Support Co-ordinator and organize utilising the role within the school• Focus on the achievement challenges: Wellbeing – attend workshops and implement suggestions for staff and students; deep learning – further consider how we develop capabilities of learners: STEAM – integrate into classroom programmes.• Continue to develop the opportunities for Gifted and Talented programmes	<p>Alex Murrie WSL Marilyn Dunn – Lead Principal Northpine sponsorship</p>	
<p>2.3 To implement consistent appraisal processes -using the Spiral of Inquiry.</p> <ul style="list-style-type: none">• Professional development in the use of Spiral of Inquiry (staff to decide on an inquiry for the year, to lift student achievement)• Use of a template for staff to use to track their inquiry throughout the year.• Use of on-line appraisal folders for recording job descriptions, planning and observations of teaching.	<p>Sue Holmes Selena Hinchco Cognition</p>	
<p>2.4 Build capacity of leaders to drive learner focused conversations with staff. Open to Learning conversations.</p> <ul style="list-style-type: none">• Utilise a facilitator from Cognition to train senior managers in O2L conversations.	<p>Selena Hinchco</p>	
<p>2.5 Progress assessment practices to better identify needs within the school community of learners</p> <ul style="list-style-type: none">• PD in the use of the Literacy Learning Progressions and the PaCT tool• Upskill in the use of E-tap for accessing information and for creating useful achievement reporting.	<p>Sue Holmes</p>	



WAIPU PRIMARY SCHOOL ACTION PLAN - 2020

Strategic Goal 2 con't

Action Required	Responsibility	Actual Outcomes
<p>2.6. Engage in Professional Development which aligns with identified needs</p> <ul style="list-style-type: none">• Principal to be involved with the 'Springboard' leadership programme and attend NZPF conference• DPs to be involved in middle management courses and training in the use of Practice Analysis conversations	<p>Carol Ashton Mary Carthew</p>	
<p>2.7 Explore ways in which to market the school – website, visual appeal, media, brochures.</p> <ul style="list-style-type: none">• Update School website by exploring possibilities of a different provider• Explore possibilities for making the school grounds and buildings, more appealing – mural, sculptures, signage, planting, garden upgrades.• Contact media when classes are involved in activities - local newspaper articles.	<p>Geek Free? All teaching staff</p>	



WAIPU PRIMARY SCHOOL ACTION PLAN - 2020

STRATEGIC AIM 3: To grow teachers

- 3.1. Participate in Accelerated Literacy Learning Programme
- 3.2 Integrate new pedagogies (Innovative Learning Environments) into classroom programmes – student voice / agency
- 3.3. Implement practices developed through Positive Behaviour for Learning
- 3.4 Integrate te ao Māori / Scottish heritage into classroom programmes and practice.
- 3.5 Continue to refine assessment practice in line with the curriculum review.

Action Required	Responsibility	Actual Outcomes
3.1. Participate in Accelerated Literacy Learning Programme <ul style="list-style-type: none"> • Make application to be involved in the ALL programme • Attend all courses throughout the year • Monitor progress of targeted students and report on progress 	Kerry Upton MoE facilitator	
3.2 Integrate new pedagogies into classroom programmes – student voice / agency <ul style="list-style-type: none"> • Develop collaborative skills within and between staff and children • Grow learner skills to facilitate the development of student agency (identified through the graduate profile) • Implement the GATE (Gifted and Talented) programme 	Sue Holmes Jordan McDonald	
3.3. Implement practices developed through Positive Behaviour for Learning <ul style="list-style-type: none"> • Complete Major / Minor behaviours list • Develop a flow chart for responses to major / minor behaviours • Develop agreed list of school values and teach lessons / use opportunities to reinforce values. 	Linda Kramer Lynne Price	



WAIPU PRIMARY SCHOOL ACTION PLAN - 2020

Strategic Goal 3.3 con't

- Create visuals for each class
- Develop a graduate profile which incorporates learner skills
- Implement a reward system for acknowledging when behaviours are observed.
- Review documentation to reflect changes in practice.

3.4. Integrate te ao Māori / Scottish heritage into all aspects of the classroom programmes

- Refer attached document *Cultural Diversity and Māori Dimension for WAIPU Primary School*
- Participate in local Scottish heritage activities – Art 'N Tartan, Highland games, Kid's Clan Club.
- Promote within school – cultural observances, clan houses, visit to Waipu Museum, historical studies, participation in welcomes, etc.
- Explore ways, as a staff, in which to further recognise and celebrate our cultural heritages.

Alex Murrie

Local community

3.5 Continue to refine assessment practice in line with the curriculum review.

- Develop a list of capabilities for the Inquiry curriculum areas of Science, Social Science and Technology to use as the basis for assessment
- Incorporate assessment activities into these Inquiry plans
- Decide of methods of reporting progress of Inquiry capabilities to parents
- Explore and include formative practices into classroom programmes e.g. feed back, feed forward, explicit learning intentions and success criteria
- Use E-tap to track progress in the curriculum areas of reading, writing and maths over time
- Develop capabilities to use E-tap to maximise its usefulness.

Sue Holmes



WAIPU PRIMARY SCHOOL ACTION PLAN - 2020

STRATEGIC AIM 4: Growing the Community

- 4.1. Complete a community consultation
- 4.2. Complete transition to School Docs for policy and procedure
- 4.3. Implement an alternative values programme school wide
- 4.4. Continue to seek opportunities for Board training and development
- 4.5. Conduct two curriculum information workshops for parents.

Action Required	Responsibility	Actual Outcomes
<p>4.1. Complete a community consultation</p> <ul style="list-style-type: none">• Appoint a facilitator to run meetings• Meet with all the stakeholders of the school – iwi, hapu, parents, businesses, wider Waipu community, Whangarei District Council.• Collate opinions – develop a vision and mission statement – (and beliefs?)• Return these to the community for comment.• Review, change if necessary and publicise new Charter statements.	Board of Trustees Facilitator TBD	
<p>4.2. Complete transition to School Docs for policy and procedures</p>	Julie T	



WAIPU PRIMARY SCHOOL ACTION PLAN - 2020

Strategic Goal 4.4 con't

4.4. Implement an alternative values programmet (to Life Choices) school wide

- Investigate alternative Values programmes for school wide use
- Select the most suitable and train staff and / or parents to deliver the programme in conjunction with the PB4L Values teaching.
- Evaluate effectiveness of programme

Stuart Knight
Julie T

4.5. Continue to seek opportunities for Board training and development

- Board members continue to access Board training as it becomes available
- Two Board members to attend NZSTA conference in Rotorua.

Nick Wigram
Two Board members
TBD

4.6 Conduct two curriculum information workshops for parents.

- Parent information evening on Maths , 'Reading Together'

All staff



WAIPU PRIMARY SCHOOL ACTION PLAN - 2020

The aims listed above relate primarily to Nags 1 and 2. For Nags 3 – 6 , it will be ‘business as usual’ – through following school policies and procedures, following review cycles and implementing the 10 Year Plan and 5 YA for property. Additional guidelines are as follows.....

NAG 3 - Personnel

- Staff professional development is to be directly linked to appraisal goals which are developed from curriculum targets and strategic goals.
- To seek, when employing staff, those who demonstrate a high level of knowledge and skills as they relate to the school’s strategic goals.
- Non-teaching staff are to be appraised upon negotiated performance goals and against the indicators in their job descriptions.
- Appraisal systems will continue to be reviewed for effectiveness
- The Principal’s appraisal will be carried out by Colin Andrews
- Additional responsibilities for management unit holders will be included in job descriptions
- Leadership abilities will be developed in all staff so that they are able to mentor other staff.
- The Spiral of Inquiry cycles will link to staff appraisal
- Assess resource distribution and build staff capabilities.

Responsibility

Julie T

Anna Green
SEnCo

Colin
Andrews

Julie T

Actual Outcomes

NAG 5 - Health and Safety

- Provide and promote a positive and safe physical and emotional environment for students and staff through adhering to, regularly reviewing and updating policy and procedure.
- Complete a Health Questionnaire (every two years).

Tina Hayward
Julie T



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	Responsibility	Actual Outcomes
<p>NAG 4 - Finance / Property</p> <ul style="list-style-type: none"> ● Ensure financial policies, systems and processes are sound and that the Board are informed on financial matters. ● Implement the 5 YA and the 10 YPP ● Systematically manage and replace school assets - maintaining the Asset Register. ● Allocate funds to reflect the priorities as stated in the Waipu Primary School Charter. ● Monitor and control the school’s expenditure and ensure that the annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989 ● Implement new Health and Safety regulations as per ‘The Health and Safety At Work Act 2015 ● Upgrade the school pool ● AccessIt in school library 	<p>Cindy Kane</p> <p>School Board</p> <p>Bennet and Assoc. auditors.</p> <p>Stacey Rogers</p>	
<p>NAG 6 - Administration</p> <ul style="list-style-type: none"> ● Comply in full with all legislation currently in force or that may be developed to ensure the safety of students and employees. 	<p>Julie T</p>	