

2019 – 2023

2019 Charter – version as at 1 March



Ngatimoti School is located in the beautiful Motueka Valley, 20 minutes south of Motueka. It is a peaceful rural environment on a 1.7 hectare site near the Motueka River, facing Mt Arthur and Kahurangi National Park. Since 2010, Ngatimoti is proud to be a Green-Gold enviro-school, with an active group of student leaders, edible gardens, an adopted stream and a "Memory Lane".

The buildings are an administration office, staffroom, Principal's office, four classroom spaces, a library, a multi-purpose room, a resource room, and a hall. Outside there are spacious grassed and hardcourt areas and a swimming pool. In November 2010, a multi-purpose building was built (known as the Indigo Room). The fifth classroom was built in 2012. Late in 2013 the administration area was redesigned to include a sick room and new entrance way. In 2017 the modernisation of Rooms 1 and 2 (with Room 2 serving as our library) was completed. In 2019, the Hall has been upgraded with earthquake strengthening, new carpet and wall coverings, a new deck and veranda. In 2020, an upgrade of Room 3 and 4 should be completed.

Ngatimoti School is a state co-educational full primary school with children from Year 1 to Year 8. The school's decile rating was raised to 5 in 2015. The current roll, as at 1 March 2019, stands at 85 students. We have a diverse community of New Zealanders, of which approximately 7% identify as Maori and 3% as Pasifika. Many parents of our students were born and educated overseas, including countries such as England, Scotland, Germany, France, South Africa, Canada and Mexico.

Introduction - Strategic Intentions

Mission Statement

We will achieve our vision by providing a learning environment where students have the opportunity to develop academically, creatively and physically with a dynamic balance between the needs of the individual child, the development of a social conscience and the interaction with the wider community.

Vision

Our vision is for all students to become RIVER students; confident and able to navigate in a changing world.

Values

Respectful – of ourselves, others, diversity, human rights, rules, property, the environment

positive – in outlook, confidence, perseverance, relationships

innovative – creative, curious, inquiring, receptive, flexible

excellent – achieve to the best of our ability in all aspects of life

Responsible – accountable for our learning and actions, caring, proactive and responsive

Principles

High expectations, Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence, future focus: as per the NZ curriculum

Strong student voice, environmental thinking (personal, local and connected) and turangawaewae (belonging and connectedness): our specific Ngatimoti principles

Māori dimensions

Ngatimoti School acknowledges New Zealand's cultural diversity and the Treaty of Waitangi.

In recognizing the unique position of the Māori, Ngatimoti School will take all reasonable steps to provide some instruction in tikanga Māori (Māori culture) and te reo Māori (Māori Language).

Acknowledging cultures and providing experiences in Te Reo Māori and Tikanga Māori is being achieved by:

- A bi-annual visit to Te Awhina Marae as a part of our school-wide programme.
- The inclusion of Māori protocol and practices at school and having bilingual signs throughout the school.
- Monitoring, analysing and reporting data of Māori students, with respect to privacy issues.
- Consulting with parents/caregivers of Māori students through student progress conferences, surveys and face to face meetings to report on the achievement of Māori students and to discuss programmes and targets for student achievement.
- Using the Resource Teacher of Māori to provide guidance for the Principal and teachers.
- Having a school wide Te Reo programme.

- Being aware of the importance of students developing their cultural identity whilst ensuring inclusion and individual needs are catered for. This includes encouraging Māori students to have success as Māori (Ka Hikitia).
- Including "Identity" as a strategic goal, with sub goals of "Learning about and through Māori culture – To develop awareness, an appreciation and some understanding of Māori culture." and "Developing Knowledge of NZ – When students explore and compare communities, they develop an understanding of N.Z. and gain a sense of pride in their place. (Turangawaewae)"
- Developing relationships between home and school for shared understanding, acceptance and utilising strengths.

Cultural Diversity

We acknowledge the many cultures that make up our school. Developing relationships between home and school is important for shared understanding, acceptance and utilising strengths.

A number of our students have another language spoken at home, and whilst these students are not strictly ESOL students (English as a Second Language), this can impact on their learning at school.

We monitor, analyse and report data of Māori, Pasifika and Asian students in key areas, with respect to privacy issues.

To further develop cultural understanding, we provide opportunity for learning an international language in Years 7 and 8.

Baseline Data or School Context

Students' Learning

Our BOT and community believe strongly in educating the whole child, and promote opportunities for a wide range of learning, with particular emphasis placed on learning to learn, using our RIVER values. Approximately 88% of our students are achieving at the expected curriculum level in reading, writing and maths.

Student Engagement

At the end of 2018, data shows a 91% attendance rate. Students have a strong voice at Ngatimoti School, with a variety of opportunities available to express it. The Student Council, Enviro leaders, class leaders, regular student surveys and our school wide buddy system all provide opportunities for student voice, as well as teachers establishing effective relationships with students and their families.

School Organisation and Structures

Effective teaching and learning: At Ngatimoti School, effective teachers will use multi-level classes to their advantage, personalise learning, be flexible when needed, cater for the special needs of students, be inclusive and have integrity. Teachers will ensure all students have an opportunity to have their ideas heard. In 2017 we became a foundation member of

the Motueka Kāhui Ako and in 2018 we began Relationship Based learning Professional development with the Kāhui Ako.

Desirable approaches: (remembering that one size fits no one!) Knowing the learner and having an holistic approach, working as a team using collaborative teaching practices, using review information to impact on student achievement, use of e-learning, teaching as inquiry, accommodating change, personalising learning ensuring parents/caregivers/students have a voice and utilising flexible learning spaces.

Review of Charter and Consultation

Every 3-5 years, the BOT reviews the strategic plan by consulting with the community initially at the school Infomingle, then with a follow up questionnaire. As well, the Māori community is consulted annually by way of a face-to-face meeting and all parents are consulted regularly through our school newsletter, where we often ask for feedback.

Strategic Section **Strategic Goals**

Student learning

- Improve outcomes for all students
- Accelerate progress of students performing below expectations

Goal 1: WELL BEING

To encourage healthy and active contributors.

Goal 2: IDENTITY

To foster culturally aware participants.

Goal 3: CREATIVITY

To develop creative inquirers and presenters.

Goal 4: LITERACY

To inspire students to be capable literacy learners, evidenced by progress and achievement in relation to the National Standards.

Goal 5: NUMERACY

To build capable mathematical learners, evidenced by progress and achievement in relation to the National Standards.

Core Strategies for Achieving Goals

- Student consultation/ student voice
- Mixed learning opportunities e.g. groupings of students, buddy learning opportunities
- Maximise learning using local opportunities, people and our environment
- Self-learning, self-management, leadership and empowerment
- Environmental thinking
- Belonging and connectedness

In 2017 we became be an integral part of a Community of Learning, the Motueka Kāhui Ako. In 2018 we started Kāhui Ako PLD with Cognition on Relationship Based Learning.

School finance and property

Goals

Operate within annual grants

Continually upgrade and beautify environment

Strategies

Upgrade classrooms as per 10 year plan; Rooms 3 & 4 in 2019

Increase play opportunities for junior students.

Health and safety

Goals

Regularly review and minimise risks to staff and students

Strategies

Ensure school, staff and students are increasingly prepared for an emergency (Civil Defence).

Develop systems to ensure greater workplace safety.

Personnel

Goals

Ensure staff management procedures are fair and robust

Strategies

Manage risks around class sizes by discussing regularly problems and solutions.

Develop tuakana-teina relationships between staff and colleagues, including participation in Professional Learning Groups.

Ensure staff transition procedures are robust.

Community Engagement

Goals

Regularly discuss in consultation with the board of trustees

Strategies

Build ways to involve parents of priority students in learning

Ensure a positive image of our school is portrayed in our community

Motueka Kāhui Ako

2019 will see our Kāhui Ako continue the major focus on the collaborative professional development initiative launched in 2018. To meet our vision, we will further explore and develop the Relationship Based Learning Profile based on the mahi of Professor Emeritus Russell Bishop. We will improve capability across our systems, our leadership and our teaching through Impact Coaching and GPILSEO professional development. Other areas for development across the Kāhui Ako will include growing our relationships with Boards of Trustees, iwi and whanau, and developing transitions between ECE, primary and secondary schools.

Ngatimoti School Strategic Plan

<u>WELLBEING</u> <i>We want our children to be healthy and active contributors.</i>	<u>IDENTITY</u> <i>We want our children to understand where they fit in the world.</i>	<u>CREATIVITY</u> <i>We want our children to understand there are many ways to achieve.</i>	<u>LITERACY</u> <i>We want our children to be inspired readers and writers.</i>	<u>NUMERACY</u> <i>We want our children to be competent and confident mathematical learners.</i>
<p><i>We will know this when we see our children</i></p> <ul style="list-style-type: none"> • Have a positive attitude towards physical exercise, and an understanding of how physical activity is beneficial to their bodies and minds. • Think in a considered way about their actions and decisions. • Accept consequences of actions. • Show an understanding of the importance of rest and nutrition. • Are confident to be themselves; they understand their own strengths and take opportunities to develop these strengths. • Set goals for themselves, and take steps to meet them. • Are prepared to try new things, problem solve and take calculated risks. • Are able to get up and try again. • Show kindness towards others. • Communicate with clarity and honesty. • Collaborate, compete, compromise. • Have an awareness of self and others to manage emotions and use individualised coping strategies 	<p><i>We will know this when we see our children</i></p> <ul style="list-style-type: none"> • Value the environment. Show a feeling of responsibility for our natural environment. • ‘Give back’ to nature • Show curiosity about the world around them • Practice Tikanga Māori. • Have an awareness, an appreciation and understanding of Māori culture; how it is unique to NZ and how it is an integral part of being a New Zealander. • Believe they belong • Know where they are from (Turangawaewae) • Know where Ngatimoti fits in relation to the South Island, New Zealand and the World • Have a sense of pride in Ngatimoti and a connection back • Show an openness to and acceptance of others (are inclusive) 	<p><i>We will know this when we see our children are</i></p> <ul style="list-style-type: none"> • Thinking and learning in a variety of ways and are able to show us they can understand there are a multitude of ways to think, learn and reach a goal. • Have lots of opportunities to engage in the Arts • Are able to connect and respond on a personal level • Are willing to try new ways of learning • Have the courage and conviction to offer opinions • Show curiosity 	<p><i>We will know this when we see our children are</i></p> <p>Reading, writing, speaking and listening to gain and use knowledge, understand and expand their horizons, or gain personal enjoyment.</p> <ul style="list-style-type: none"> • Able to communicate ideas and emotions. • Applying skills (oral, visual, reading, writing and thinking skills) across all learning areas • Confident and literate in a variety of ways, including viewing and presenting, using e-learning tools and using a library. • Participating in a range of literacy opportunities. 	<p><i>We will know this when we see our children are</i></p> <ul style="list-style-type: none"> • Able to use and apply maths facts and knowledge • Selecting and applying a range of problem solving strategies • Confidently speaking using mathematical thinking • Engaging in a variety of ways and using a variety of resources • Challenging themselves.

RIVER staff, RIVER students, a RIVER school:

Knowledgeable staff, excellent access to resources, connections with the community and a positive attitude to learning.

Communication and Engagement

IMPROVEMENT PLAN: Learning for all

1. Improve learning for all students
2. Accelerate progress of students performing below expectations

Strategic Goal: **WELL BEING**

Annual Goal: We want our learners to be healthy and active contributors.

Annual Targets: We will know this when we see our learners

1. Think in a considered way about their actions and decisions
2. Be prepared to try new things, problem solve and take calculated risks
3. Show kindness towards others.

Baseline data: Students being happy was the number one idea that arose from a Parent Survey in 2018.

2019 Key Improvement Strategies:

<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicators of Success/Progress</u>
All year	Actively provide learning and activities that cater for all students and provide opportunities to try something new, problem solve and take calculated risks.	Principal and Teachers	T1: Waka T2: Drama T3: Art week T4: EOTC Student surveys Learning progress Parent comments Attendance at Relationship Based Learning PLD
All year	Kāhui Ako Relationship based learning	All teachers, led by WST	Through Impact Coaching, teachers will make shifts in their practice
Term 1 THINKING focus Care for and connect with others	Fun, Feelings and Friendships survey	All students	Analysis by class teachers twice in Term 1. Results shared and discussed with staff. Principal meetings scheduled with each individual.
	Infomingle – opportunity for parents to share their thoughts about their child	All parents invited	Attendance rate above 90%
	Introduce Learning Stream books	Principal initiated All students	Students think about their learning evidence and are able to set goals Parents comments at end of term

	A group of focus students identified – 'catch them being kind'	14 students	Principal meetings once per fortnight with the focus students – record acts of kindness Teacher Wednesday morning meetings
	Professional Learning – restorative practices	MOE teachers/teacher aides	Attendance at PLD
Term 2 COMMUNICATION focus Care for and manage YOURSELF	Learning Streams books	All students	Entries in books
	Life Education – focus on mental health and decision making	All students	Participation in lessons
	All Right Sparklers resource	All students – led by TIC Health	Participation in activities
	Drama based on actions and reactions	Damara All students	Participation in lessons Survey
	Year 8 leadership camp at Marahau	10 Year 8 students	Entry and exit survey/conversation
Term 3 AWARE focus Care for the environment	School cultural day	TIC Social Sciences and Student Council	Participation Survey
	Student Led Conferences	Principal and teachers	Attendance by parents/whanau
	Enviro Groups	Enviro leaders	Attitude survey
	Pet Day	Student Council	Kindness and consideration of own and others' pets
Term 4 Participating and Contributing Confident	Festival	Everyone	Consideration to visitors shown
	Book week	TIC Library	Participation
	The great outdoors – class trips	Class teachers	Surveys re actions and decisions, and taking risks

Strategic Goal: IDENTITY

Annual Goal: We want our learners to understand where they fit in the world.

Annual Targets: We will know this when we see our learners

1. Value the environment and show a responsibility for our natural environment
2. Practising tikanga Māori

Baseline data: Continuing to emphasis a connection with the environment was highlighted in a Parent Survey in 2018.

2019 Key Improvement Strategies:

<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicators of success/progress</u>
Term 1	Mana Whaitake at Kaiteri	Mrs Milnes 6 Enviro Leaders	Participation Attitudes
	Project Janszoon	Mrs Milnes 4 ATYA students	Participation Attitudes
	RiverSafe	Mr Hepburn Year 7 and 8	Appreciation of our river discussion
	Waka ama	Principal Whole school	Participation Parent comments
	Te reo Māori lessons	Class teachers River Seligman All students	Improved confidence and understanding Use of te reo
	Visit to Te Awhina marae	Principal Whole school	Participation Confidence
Term 2	Enviro Time – vertical groups	Enviro leaders	Survey
	Project Janszoon trip to Bark Bay	Mrs Milnes Whole school	Participation Evidence of problem solving
	Clay work - art	Class teachers	Participation
	Matariki	TIC science	Sharing of learning
Term 3	Motueka history	Mrs Roberts Class teachers	Class discussion
	School cultural day	Principal Student Council	Participation
	Enviro groups – in depth	Enviro leaders	Participation
Term 4	Art - landscapes	Class teachers	Production of an artwork
	EOTC eg canoe trip Room 5, White Rock Indigo Room	Class teachers	Participation Contribution
	Junior sports day	Student Council	Contribution

Strategic Goal: **CREATIVITY**

Annual Goal: We want our learners to understand there are many ways to achieve.

Annual Targets: We will know this when we see our learners are

1. Able to connect and respond on a personal level
2. Have the courage and conviction to offer opinions

Baseline data: Learning and succeeding in a variety of ways was highlighted in a Parent Survey in 2018.

2019 Key Improvement Strategies:

<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicators of success/progress</u>
Term 1	Waka experience	Principal All students	Participation Parent and student comments Students seeing different perspectives
	Science – predict and ask questions	All students	Teacher observations Students seeing different perspectives
Term 2	Life Education	All students	Participation Contributions
	Science Fair	TIC Science All students	Participation Contributions
Term 3	Motueka history	Mrs Roberts All students	Participation Contributions Students seeing different perspectives
	Cultural day	Student Council	Participation Contributions Students seeing different perspectives
Term 4	Book Week	Student Council TIC library	Participation
	Financial Literacy	Class teachers All students	Participation

Strategic Goal: **LITERACY**

Annual Goal: We want our learners to be inspired readers and writers.

Annual Targets: We will know this when we see our learners are

- Reading, writing, speaking and listening to gain and use knowledge, understand and expand their horizons

Baseline data: Literacy skills are fundamental to all areas of learning. Approx. 90% of our students have been achieving at the expected curriculum level in reading and 85% have been achieving at the expected curriculum level in writing. Teachers are aware that these skills need to be used and visible across all learning areas.

2019 Key Improvement Strategies:

<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicators of success/progress</u>
All year	Integrated learning evident across all learning areas. i.e reading skills taught within science etc	All teachers	Planning Evaluations Student engagement Reading and writing results
All year	Focus students - reading	Five Year 2/3 boys	Improved parent liaison Progress to within expected curriculum level
All year	Focus students - writing	Ten Year 4/5/6 students Five Year 7/8 students	Improved parent liaison Progress to within expected curriculum level
Term 1 Thinking	Happiness theme	All students	Ability to discuss happiness of self and others
	Class programmes set up	All teachers with student input	Orderly classrooms with students engaged and able to talk about their learning
	Employ a Part Time teacher to assist with initial needs	Part Time teacher	Class teacher develops a good rapport with PT teacher Seamless intervention Students happy and engaged
Term 2 Communication	First Encounters theme	All students	Reading and discussing from various perspectives
	A.L.L. programme	Mr Hepburn 5 Year 7 students	Writing skills within expected curriculum level
	Library Quiz	4 Year 5/6 students	Willingness to participate Inter-school competition
Term 3	'My culture' theme	All students	Participation

	A.L.L. programme	6 Year 5 students Mrs Milnes	Writing skills with improved punctuation, within expected curriculum level
Term 4	Book week	TIC Library	Participation

Strategic Goal: **NUMERACY**

Annual Goal: We want our learners to be competent and confident mathematical learners

Annual Targets: We will know this when we see our learners are

- able to use and apply maths facts and knowledge.
- Confidently speaking using mathematical thinking.

Baseline data: Numeracy skills are fundamental to all areas of learning. Approx. 85% of our students have been achieving at the expected curriculum level in maths.

2019 Key Improvement Strategies:

<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicators of success/progress</u>
All year	Develop systems of support that sustain student acceleration and ensure intervention coherence at a school-wide level	TIC Maths	Effective pedagogy and practices Educationally powerful connections Leadership Teacher inquiry
All year	Design for success, identify students' strengths and needs	All class teachers	Orderly classrooms with students engaged and able to talk about their learning Learning Streams books
All year	Focus students – maths 6 boys and 10 girls are focus students	TIC Maths	Improved parent liaison Progress in basic facts For 9 identified students to show progress in place value understanding
Term 2	PLD during staff meetings – school based	TIC maths	Teachers aware of NZMaths site Teachers trying new approaches
Term 3	Use of PaCT	TIC maths All teachers	Teachers confident to use PaCT