



Wainuiomata Primary School

Achieving Hauora for all
“Living, learning, growing..... together”
Through C.A.R.E

“Mā te mahi ngātahi ... ka ora, ka ako, ka tipu”

School Charter 2022

INTRODUCTION

Wainuiomata Primary School's vision and values reflect the aspirations of staff, Board of Trustees, parents, caregivers and children.

**Achieving Hauora for all
Living, Learning, Growing ...together
Through C.A.R.E.**

In order to reflect our vision and values the school aims to:

- Identify children's individual needs and provide varied programmes that will meet these needs and encourage success for each child
- Honour our obligations under Te Tiriti o Waitangi by recognising the unique position of Māori
- Promote increased participation and success of Māori through the advancement of Māori education initiatives, consistent with the principles of Te Tiriti o Waitangi
- Encourage a strong sense of self-discipline in each child and a desire to learn
- Provide a safe, secure and harmonious learning environment
- Recognise and utilise staff strengths
- Promote inclusive, non-sexist, culturally sensitive attitudes and practices
- Have a culture of inquiry throughout all levels of the school

SCHOOL DESCRIPTION

Wainuiomata Primary School was founded in 1857 and is situated at the south end of the Wainuiomata Valley. Wainuiomata Primary had an end of year student roll of over 230 with an ethnic composition of NZ European 46.1%, Māori 40.1%, Pasifika 5.2%, Asian/Indian 6.5% and other groups 2.2%.

Our school community is both suburban and rural. The school community values the importance of good communication between the various groups that make up our school – children, parents/caregivers, Board of Trustees, leadership, teachers and support staff. We recognise that good communication enhances teaching and learning and helps build positive, collaborative relationships between home and school.

Wainuiomata Primary School is a U4, Decile 4 contributing school catering for students from Years 1 to 6. Students are provided with an emotionally supportive environment. We aim to create a climate of support and respect for individual and cultural differences.

Features of our school that assist us to do the above are:

- School wide data gathering systems that give a clear picture of our students' achievement, particularly in literacy and numeracy
- Identifying areas of need through school wide data systems and establishing programmes to target these areas
- Commitment to the best possible achievement for individual students
- Creating a climate of support for individual students and recognising their strengths and needs
- Professional development and a Professional Growth Cycle to support and inquire into effective teaching practice
- Emphasis on literacy and numeracy and effective practice in classroom programmes
- Use of thinking skills to deepen students' thinking
- Learning assistance programmes that target areas of need
- Teaching programmes that cater for the diverse needs of our students
- The use of information and communication technology (ICT) to support teaching and learning
- The school's cultural mix reflected in programmes and events
- The delivery of Kapa Haka and Te Reo Māori programmes
- Regular consultation with and reporting to parents and caregivers, including whānau hui and fono
- Continuation of the Mutukaroa programme
- Professional learning for staff re: mathematics, student agency, restorative practices and structured literacy

CULTURAL DIVERSITY

WHAT WAINUIOMATA PRIMARY SCHOOL IS DOING TO REFLECT THE CULTURAL DIVERSITY IN NEW ZEALAND

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island societies in New Zealand society. In response to other cultures, we deliver ELL (English Language Learning) programmes where English is their second language.

WE WILL RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI CULTURE IN NEW ZEALAND by ensuring that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language as per the school's Te Reo Curriculum. Te Tiriti o Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori and observe cultural sensitivity to Tikanga Māori. A pōwhiri will be held to welcome new staff members and new students every term.

WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MĀORI INTO THE SCHOOL CURRICULUM?

A local Te Reo curriculum has been developed after consultation with staff, whānau and community to establish Te Reo in our school. Te Reo will be integrated across the curriculum with support for our staff (teachers and support staff). The National Anthem will be sung in Māori and English. We encourage the correct pronunciation of Māori names and place names. Opportunities will be provided for students to join Kapa Haka and to perform both in the school and for the wider community. We will work with our kaumātua to develop leadership for our students enabling them to take a role in our pōwhiri.

Respecting the mana of students, staff, whānau and community is our main priority in all our dealings.

Strategic Goals 2018-2022

1. Achievement for every child
2. Effective teaching and a relevant curriculum
3. Positive behaviour for learning evident throughout the school
4. Technologies used to support learning
5. Parents and whānau engaged in children’s learning

Annual Objectives 2022

Achievement for every child	Effective teaching and a relevant curriculum	Positive behaviour for learning evident throughout the school	Technologies to support learning	Parents and whānau engaged in children’s learning
<ol style="list-style-type: none"> 1. Improved achievement for all students, with accelerated progress for our at risk learners 2. Consolidate our student agency learning 3. Consolidate our systems for identifying and responding to students at risk of low achievement 	<ol style="list-style-type: none"> 1. Effective teaching practice is supported and strengthened 2. Continue implementing our local integrated curriculum 3. Teachers will inquire into their practice and engage in professional discussions about student learning 	<ol style="list-style-type: none"> 1. The community and school share understanding of positive behaviour expectations 2. Promoting Positive Behaviour programme (Whakaora) is consolidated across the school 3. Behaviour data is collated and reported regularly to the Board 	<ol style="list-style-type: none"> 1. Technologies are used effectively to support learning and assessment 2. eTap is used to full potential 3. Technology is introduced and used in the library to support students’ learning 	<ol style="list-style-type: none"> 1. Three way learning conversations are continued using student goals 2. SeeSaw is used to regularly share students’ learning with their whānau 3. Regular events are planned with and for the school community (COVID-19 permitted)

ANNUAL SECTION

STRATEGIC AIM ONE

- Achievement for every child

ANNUAL AIM

- To investigate and develop ways to report students' holistic achievement

BASELINE DATA

READING

Analysis of the school-wide data in Reading at the end of 2021 showed the following:

- 53.9% of all students achieved 'at' or 'above' the expected level in Reading – this compares to 55.2% at the end of 2020

WRITING

Analysis of the school-wide data in Writing at the end of 2021 showed the following:

- 48.7% of all students achieved 'at' or 'above' the expected level in Writing – this compares to 52.2% at the end of 2020

MATHEMATICS

Analysis of the school-wide data in Math at the end of 2021 showed the following:

- 61.6% of all students achieved 'at' or 'above' the expected level in Math – this compares to 73% at the end of 2020

Our end of Year Achievement Report to the Board of Trustees noted the following:

“two years of COVID may have negatively impacted achievement due to students spending less time at school”

ANNUAL ACHIEVEMENT TARGETS

ANNUAL TARGET FOR READING

- To accelerate the progress of the 88 identified students in years 1 - 6 achieving below expected levels in reading.
Progress will be defined as improvement in both student agency and achievement

READING TARGET	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Total number of students in cohort	27	37	43	42	28	35	212
Number of students achieving below expected level	7	23	24	15	9	10	88
Percentage of cohort	(26%)	(62%)	(56%)	(36%)	(32%)	(29%)	(42%)
Number of boys achieving below expected level	5	14	14	5	6	7	23
	(71%)	(61%)	(58%)	(33%)	(67%)	(70%)	(49%)
Number of girls achieving below expected level	2	9	10	10	3	3	24
	(29%)	(39%)	(42%)	(67%)	(33%)	(30%)	(51%)
Number of students achieving below expected level	7	19	23	5	7	4	65
	(100%)	(83%)	(96%)	(33%)	(78%)	(40%)	(74%)
Number of students achieving well below expected level	0	4	1	10	2	6	23
	(0%)	(17%)	(4%)	(67%)	(22%)	(60%)	(26%)
Number of NZE students achieving below expected level	2	11	9	4	5	6	37
	(29%)	(48%)	(38%)	(27%)	(56%)	(60%)	(42%)
Number of Maori students achieving below expected level	4	10	11	8	3	3	39
	(57%)	(44%)	(46%)	(53%)	(33%)	(30%)	(45%)
Number of Pasifika students achieving below expected level	0	1	0	0	1	1	3
	(0%)	(4%)	(0%)	(0%)	(11%)	(10%)	(3%)
Number of Asian/Indian students achieving below expected level	1	1	4	3	0	0	9
	(14%)	(4%)	(16%)	(20%)	(0%)	(0%)	(10%)
Number of other ethnicities achieving below expected level	0	0	0	0	0	0	0
	(0%)	(0%)	(%)	(0%)	(0%)	(0%)	(0%)

ANNUAL TARGET FOR MATHEMATICS

- To accelerate the progress of the 75 identified students in years 1 - 6 achieving below expected levels in mathematics.
Progress will be defined as improvement in both student agency and achievement

MATHEMATICS TARGET	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Total number of students in cohort	27	37	43	42	28	35	212
Number of students achieving below expected level	9	16	12	17	10	11	75
Percentage of cohort	(10%)	(16%)	(21%)	(14%)	(32%)	(44%)	(23.5%)
Number of boys achieving below expected level	5 (56%)	10 (63%)	6 (50%)	7 (41%)	5 (50%)	7 (64%)	40 (53%)
Number of girls achieving below expected level	4 (44%)	6 (37%)	6 (50%)	10 (59%)	5 (50%)	4 (36%)	35 (47%)
Number of students achieving below expected level	9 (100%)	13 (81%)	12 (100%)	11 (65%)	5 (50%)	6 (55%)	56 (75%)
Number of students achieving well below expected level	0 (0%)	3 (19%)	0 (0%)	6 (35%)	5 (50%)	5 (45%)	19 (25%)
Number of NZE students achieving below expected level	5 (56%)	9 (56%)	5 (42%)	6 (35%)	5 (50%)	5 (45%)	35 (47%)
Number of Maori students achieving below expected level	4 (44%)	6 (38%)	5 (42%)	8 (47%)	4 (40%)	5 (45%)	32 (43%)
Number of Pasifika students achieving below expected level	0 (0%)	1 (6%)	0 (0%)	0 (0%)	1 (10%)	1 (10%)	3 (4%)
Number of Asian/Indian students achieving below expected level	0 (0%)	0 (0%)	2 (16%)	2 (12%)	0 (0%)	0 (0%)	4 (5%)
Number of other ethnicities achieving below expected level	0 (0%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	1 (1%)

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM ONE

- TERM 1:** What is “The Code” that we are introducing across the school?
- TERM 2:** Are we on track to meet our targets? What strategies have we tried?
- TERM 3:** Update on learning support programmes - what is their impact on student achievement?
- TERM 4:** Have we achieved our targets? What is the data telling us we have to target in 2022?

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
1.1 Improved achievement for all students, with accelerated progress for our at risk learners	<ul style="list-style-type: none"> • Consolidate our focus on student agency so learning is authentic and relevant for our learners • Consolidate Structured Literacy / Science of Reading programme in Years 1 & 2 and for ‘at risk learners’ throughout the school • Consolidate DMIC PLD (Mathematics) • Introduce Lesson Study across the school as part of DMIC • Consolidate using the language of the ‘Writing Family of 8’ • Restart the Mutukaroa home / school partnership • Begin 6 year old intervention for students identified at risk from the Observational Survey 	<ul style="list-style-type: none"> • Senior management • Syndicate Leaders • DMIC facilitators • Bek Galloway (facilitator) 	<ul style="list-style-type: none"> • PLD budget available for specific requests 	Throughout the year

1.2 Consolidate our student agency learning	<ul style="list-style-type: none"> • Continue monitoring and evaluating the impact of students agency on student achievement 	<ul style="list-style-type: none"> • Principal • DP • BOT 	PLD Funding from Ministry	Ongoing
1.3 Embed our systems for identifying and responding to students at risk of low achievement	<ul style="list-style-type: none"> • Referral flowchart – check it aligns with PB4L • Use of eTap • Progress of in-class support students • IEP format • Evaluation of internal learning support programmes • Mutukaroa Home / School partnership 	<ul style="list-style-type: none"> • Senior management • Senior leaders • Teachers • Support staff 	Mutukaroa - \$500 from Curriculum budget	Ongoing

STRATEGIC AIM TWO

- Effective teaching and a relevant curriculum

ANNUAL AIM

- To work collaboratively planning and implementing learning programmes

BASELINE DATA

Last year we introduced our Local Curriculum which was developed from results of the 2020 Parent Survey. This year we be implementing the second year. We will share the curriculum with our school community and seek feedback later in the year. We will consolidate Akoranga across the school - learning through exploration and learning through rich projects. Last year we developed our Professional Growth Cycle and we will continue with this process.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM TWO

TERM 1:

TERM 2: What is happening with our Takaaro (play based learning) programme?

TERM 3: How is the implementation of our local curriculum progressing?

TERM 4 What progress has been made re teacher practice?

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
2.1 Effective teaching practice is supported and strengthened	<ul style="list-style-type: none"> • Consolidate our observation process • Develop a system to collate teachers' self-review data to track and report to the Board • Continue growing the collaborative culture within our staff – identify strengths of our staff to support each other's practice • Participation in Lesson study (DMIC) to grow teacher practice 	<ul style="list-style-type: none"> • Senior management • Senior leaders • Teachers 		Terms 1, 2 & 3
2.2 Continue implementing our local integrated curriculum	<ul style="list-style-type: none"> • Continue working with Bek Galloway re Developing Active Learners with High levels of Agency & Engagement • Continue using the curriculum matrices for writing • Introduce curriculum matrices for reading and mathematics • Implement the second year of our local curriculum and gather feedback from whānau re content • Continue Akoranga across our school – realising that 	<ul style="list-style-type: none"> • Senior management • Senior leaders • Akoranga unit leader • Classroom teachers 		Ongoing

	<p>moving from learning through exploration to learning through rich projects is a developmental stage rather than being specific to a year level</p>			
<p>2.3 Teachers will inquire into their practice and engage in professional discussions about student learning</p>	<ul style="list-style-type: none"> • Consolidate our Professional Growth Cycle – use of syndicate meetings to support and grow teacher practice • Continue with across school planning <ul style="list-style-type: none"> • Mathematics • Akoranga 	<ul style="list-style-type: none"> • Senior management • Senior leaders • Teachers 		<p>Ongoing</p>

STRATEGIC AIM THREE

- Positive behaviour for learning is evident throughout the school

ANNUAL AIM

- To regularly report behaviour data to the school community

BASELINE DATA

The Covid 19 Lockdowns (2020 and 2021) have made it difficult to compare our 2021 data with our 2020 Whakaora (Our Promoting Positive Behaviour programme) data. Our peer mediators have again had a positive impact on playground behavior in 2021. Staff and relievers have continued to comment on the positive classroom and playground environment which reflects on how our C.A.R.E. values are embedded into how we do things. In 2021 we started using the PB4L triangle to report behaviour to the staff, board and community.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM THREE

TERM 1:

TERM 2: What is our Whakaora data telling us?

TERM 3: How safe are our students feeling in the school environment? (Wellbeing@school)

TERM 4: What progress have we made as a PB4L school?

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
3.1 The community and school share understanding of positive behaviour expectations	<ul style="list-style-type: none"> • Learning through exploration (Akoranga) is continued to support transition to school for our new entrants • Record Professional Development procedures for PB4L in staff handbook (TFI action) • New staff have the opportunity to attend PB4L induction courses 	<ul style="list-style-type: none"> • Senior management • PB4L leader / coach • PB4L team 	\$3,000	Ongoing
3.2 Promoting Positive Behaviour programme (Whakaora) is consolidated across the school	<ul style="list-style-type: none"> • Continue embedding our Promoting Positive Behaviour system Whakaora with a particular focus on consistency for each step <ul style="list-style-type: none"> • Step 2 - phone calls • Step 3 – timely follow up meetings • Ensuring the restorative actions (putting right) happens • Continue aligning the teaching of C.A.R.E. values to Whakaora data to target areas of need • Training of new peer mediators • Review and refine Individual behaviour plans for students seen frequently in Whakaora considering: <ul style="list-style-type: none"> - What is the function of their behaviour? - What support and interventions do these students need to be successful with their behaviour - How as a school can we provide this? - How can we continue to build relationships with whanau so they are working alongside staff on this journey? 	<ul style="list-style-type: none"> • Senior management • PB4L leader / coach • PB4L team 		Throughout the year

<p>3.3 Behaviour data is collated and reported regularly to the Board</p>	<ul style="list-style-type: none">• Continue using the PB4L Triangle to share data with staff, Board and community• PB4L committee to analyse data to identify trends	<p>Senior management</p> <ul style="list-style-type: none">• PB4L leader / coach• PB4L team		<p>Ongoing</p>
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STRATEGIC AIM FOUR

- Technologies to support learning

ANNUAL AIM

- To continue building on the progress we made during the Lockdowns using technology to support students' learning

BASELINE DATA

The school has invested in 1:2 Chromebooks for the year 4 - 6 classes and tablets in all year 1 & 2 classes. At present the school has 88 chrome books (84 school owned and 4 leased) and 30 school owned tablets. There is also BYOnD (Bring Your Own Nominated Device) in all year 4 - 6 classes.

Our work on student agency has seen our students actively using Bek Galloway's on-line learning hubs to support their learning.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM FOUR

TERM 1:

TERM 2: How is Seesaw being used across the school to share students' learning with their whanau?

TERM 3: Update on school library – survey results and strategic plan

TERM 4: What successes / challenges have we had using technology to support student achievement? Where to from here?

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
4.1 Technologies are used effectively to support learning and assessment	<ul style="list-style-type: none"> • School will subscribe to the Full School version of SeeSaw • School will subscribe to Matific for year 3 – 6 classes • Devices will be redistributed to ensure equitable numbers per class 	<ul style="list-style-type: none"> • Senior Management • Executive Assistant • Skilled teachers 	\$10000	Ongoing
4.2 eTap is used to full potential	<ul style="list-style-type: none"> • Investigate what skills can be added to eTap e.g. Water Skills for Life • Continue using eTap for invoicing and receipting purposes • Develop mawhai graphs for Reading and mathematics 	<ul style="list-style-type: none"> • Senior management • Senior leaders • Office staff 		Ongoing
4.3 Technology is introduced and used in the library to support students' learning (carried over from 2021)	<ul style="list-style-type: none"> • Survey carried out with staff, students and whānau as to how they would like to see the library used conducted • Library 5-year plan is developed using data from survey • Staff and students upskilled in the use of Accessit • Students take an active role and develop leadership skills in using the library technology 	<ul style="list-style-type: none"> • Senior management • Marlene • Alison • Class Teachers 	\$3000	Ongoing

STRATEGIC AIM FIVE

- Parents and whānau engaged in children's learning

ANNUAL AIM:

- All students are sharing their learning on a digital platform

BASELINE DATA

Once again COVID-19 and lockdowns hindered our community consultation (hui and fono) and school based events.

We continued to make use of technology to engage with parents however we are aware that there is a small group of our whānau who do not have access to digital platforms.

We continued to hold Learning Conversations where students talked to their whānau about the goals they are working on as part of Bek Galloway's Professional Learning Development.

We trialed the full version of SeeSaw for the second half of 2021 and have decided to continue with the full version in 2022 to grow home / school learning partnerships.

REVIEW SCHEDULE FOR BOT – STRATEGIC AIM FIVE

TERM 1:

TERM 2: How are teachers engaging with parents? How many of our parents are we connecting with? (Reflection on initial Learning Conferences)

TERM 3: How are teachers engaging with parents? How many of our parents are we connecting with? (Reflection on Three Way Learning Conferences)

TERM 4: Update on Mutukaroa – what has been the focus this year?

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	LED BY	BUDGET	TIMEFRAME
5.2 Three way learning conversations are continued using student goals	<ul style="list-style-type: none"> • Embed student lead learning conversations • Continue to evaluate Learning Conversations 	<ul style="list-style-type: none"> • Senior management • Senior Leaders • Teachers 		Terms 1 & 2
5.3 SeeSaw is used to regularly share students' learning with their whānau	<ul style="list-style-type: none"> • Ensure Seesaw is set up within the first few weeks at school in case of emergency / lockdown - use of SMS function • Develop the use of technology / social media to communicate student, class and school learning • Embed the use of learning stories for years 1 & 2 	<ul style="list-style-type: none"> • Senior management • Class teachers especially year 1 & 2 students 		Throughout the year
5.4 Regular events are planned with and for the community (COVID-19 permitted)	<ul style="list-style-type: none"> • Explore other options to engage and gain feedback with whānau using social media • School community events – Matariki and Summer Concert 	<ul style="list-style-type: none"> • Senior management • BOT • Parent group 	\$2000	Throughout the year

RATIFICATION

The Charter will be submitted to the Ministry of Education by 1st March each year.
This Charter was ratified by the Board of Trustees on 28 March 2022.

CONSULTATION

Community consultation will be held Term 2 2022.
Community consultation has been delayed due to COVID-19 /Lockdown).