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| **PERIA**  **SCHOOL**  **CHARTER**  **2015** |  |
|  | ***For a brighter future*** |

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***MISSION STATEMENT***

*We will support and inspire our children to develop holistically and achieve academically to their highest potential using a curriculum that recognises the diversity of their interests and talents, that develops their creativity and ability to lead the way in sustainable practices and that engages each child and the school community with their learning.*

***VISION***

*Each child working in harmony to learn, create and grow.*

*Our Core Values - PERIA*

***P****eople*

*Ki mai ki ahau, “ He aha te mea nui o te Ao?” Maku e ki atu, “ He tangata, he tangata, he tangata” You ask me, “What is the most important thing in this world?” I will tell you, “It is people, it is people, it is people”.*

***E****nvironment*

*Papatuanuku Mother Earth – Kaitiaki Guardianship*

***R****espect*

*Ourselves, others, our school*

***I****nquiry*

*To seek to understand, and not just simply to know.*

***A****o hurihuri*

*To be forward thinking and to look to the future.*

### *School Goals:*

*1: To build the confidence and self-esteem of our learners.*

*2: To provide learning opportunities where the children are challenged and their contributions valued.*

*3: To use our Graduate Profile as a means of measuring the overall growth of our children.*

*Local Goals:*

*4: To measure our success as a kura by our positive impact on our environment.*

*5: To provide opportunities for the children to “give back” to our community.*

*6: To maximise opportunities for our community to come together and really experience kotahitanga.*

*NATIONAL PRIORITIES*

The school will determine its priorities by focusing on national priorities.

**The national priorities are currently determined to be:**

* Providing a safe physical and emotional environment for students;
* Providing opportunity for success in all essential learning and essential skill areas of the New Zealand curriculum;
* Improving Numeracy and Literacy, especially in year 1 – 4;
* Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students to inform future teaching and learning programmes;
* Improve the achievement of Maori and Pasifika students;
* Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students;

*Local priorities will be identified through:*

* The school’s programme of self-review;
* Analysis of the school’s assessment data

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework

*Recognising our Cultural Diversity*

Peria School, as appropriate to its community, will develop procedures and practices that reflect New Zealand’s cultural diversity and the unique position of Maori culture.

In recognising the unique position of the Maori culture, Peria School will take all reasonable steps to provide instruction in Tikanga *(Maori culture*) and Te Reo Maori *(Maori language)* for all students.

The unique perspectives of all our Peria community will be valued and put before our children as part of their everyday learning.

*Community Partnership and Consultation Procedure*

* *Communication by fortnightly school newsletters, newspaper briefs and other media.*
* *At the end of the financial year an annual report, consistent with the Government Annual Reporting Guidelines and a financial statement, duly audited, shall be tabled and made available for public scrutiny at the school’s office or at any other appropriate local places.*
* *We shall seek community consultation regarding new policy development.*
* *The monthly meeting of the Board of Trustees shall be open to the public and parents shall be encouraged to attend. Dates of meetings will be published in school newsletters.*
* *A copy of the goals which have been prepared by the Board of Trustees prior to each financial year shall be tabled, copies being available at the school’s office and other appropriate places.*
* *The Board of Trustees shall consult with the community in general as well as the Maori community concerning the School Charter and any necessary review of the Charter.*
* *Parents will be encouraged to participate in all school activities.*
* *An annual plan will be tabled at the December meeting of the Board of trustees. Copies of this plan will be available to the community via the school office.*

**CONSULTATION**

*Consultation will be undertaken on the following dates.*

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| ***GROUP*** | ***DETAILS*** | ***DATES*** |
| *School community* | *Review of our goals and Strategic Plan*  *Venue: Peria School* | *Terms 2 & 4* |
| *Maori Community* | *Aspirations for their children plus a review*  *of our goals and Strategic Plan*  *Venue: Kauhanga Marae* | *Terms 1 & 3* |

**MISSION STATEMENT**



We will support and inspire our children to develop holistically and achieve academically to their highest potential using a curriculum that recognises the diversity of their interests and talents, that develops their creativity and ability to lead the way in sustainable practices and that engages each child and the school community with their learning.

**VISION** Each child working in harmony to learn, create and grow.

**Our Strategic Goals**

**ACHIEVE**

We will provide & monitor quality learning programmes as outlined in the NZC in order to raise student achievement in all areas. We will focus on raising standards in literacy and numeracy to at or above national standards expected level.

**CONNECT**

**NURTURE**

We will continue to develop the quality learning environment that we have at Peria School in terms of its capability to provide physical and creative challenge, development and choice. Learning based on our natural environment will be an essential part of our classroom programmes

**WELL BEING**

**INTEREST**

We will utilise real world learning opportunities both out in the community and within the school environment. We will be the school of choice in our area and we will foster community involvement with the school.

We will provide a school environment that lets each child feel secure, valued and catered for with regard to their strengths, interests and challenges. We will monitor and improve student engagement and enthusiasm.

We will use participation in the areas of; art, drama, music, speaking, science, inquiry and technology to develop students creativity and enhance achievement of the fundamental skills of reading, writing and mathematics.

**Annual Goals**

**ACHIEVE**

Increase the progress and achievement of the group of students with special educational and behavioural needs and identified as not achieving to their potential. Support improved behaviour of students to increase achievement.

Cultivate positive behaviour for learning across all school areas.

Use achievement data to

a) Accurately report on National Standards to parents in plain language.

b) Identify students at risk of not achieving and implement intervention measures to help improve their learning outcomes.

Identify students who are achieving Above National Standards, extend their learning and keep them engaged.

**NURTURE**

Students are involved in the planning of and have hands on learning opportunities involved in improving their school environment.

Ensure student voice is evident in practical management aspects of the school that impact on student well-being and learning.

Work towards becoming a Silver status Enviro-school.

**CONNECT**

Complete Community Action Plan 2014, extend plan for 2015 and keep community in touch with what is happening at school.

All families/whānau feel comfortable discussing any school matter with their childs teacher and theprincipal.

Whānau/families feel informed as to their child’s progress and achievement..school matter with their child’s teacher and the principal.

Whānau/families input into both their child’s learning and the success of the school is encouraged.

Accelerate learning progress and achievement by working with families to provide them with tools and knowledge necessary for them to support the development of their children.

Engage with local Kaumatua and elders from our local community.

**INTEREST**

We are offering our children a range of learning opportunities across a wide range of learning areas to enhance their engagement with learning

**WELL BEING**

For all teaching staff to know each student well (home environment, strengths, interests and challenges in terms of learning and development).

Ensure student voice effects curriculum development and teacher reflection

Encourage and promote the value of being ‘inclusive’ and using language that values, respects and acknowledges each other as individuals and from different cultures.

Promote interaction, friendship and mentoring relationships between all the different aged children within the school.

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**PERIA SCHOOL VISION:**

Each child working in harmony to learn, create and grow.

**Strategic Goal One: ACHIEVE**

We will provide and monitor a quality learning programme as outlined in the NZC in order to raise student achievement in all areas. We will focus on raising standards in literacy and numeracy to at or above the national standards expected level.



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| **Baseline Data**  (evidence to rationalise) | **Annual Goals**  (what you want to achieve) | **Actions to Achieve**  (how will we know) | **Lead by /**  **Resources** | **2015** | | | | **2016** | **2017** |
| **1/4** | **2/4** | **3/4** | **4/4** |
| National Standards Target.  6 students are identified as having special educational or behavioural needs and are achieving below or well below in their literacy and/or numeracy programme. | Increase the progress and achievement of the group of students with special educational and behavioural needs and identified as not achieving to their potential. Support improved behaviour of students to increase achievement. | IEPs/classroom planning developed with whānau, RTLB and other agencies where appropriate for all students who are well below or have behavioural issues that impact significantly on their learning. | Staff/principal/RTLB  MOE/whānau | \* | \* | \* | \* |  |  |
|  | Cultivate positive behaviour for learning across all school areas. | Implement the virtues programme throughout the school to help promote positive behaviour for learning. | Staff/RTLB | \* | \* | \* | \* |  |  |
|  |  | Hold weekly assemblies to recognise this positive behaviour and reinforce school values. | Staff/principal | \* | \* | \* | \* |  |  |
| National Standards Target. Data also shows we have the following percentage of students achieving below or well below  Numeracy 37.8%  Reading 29.7%  Writing 45.9% | Use achievement data to  a) Accurately report on National Standards to parents in plain language.  b) Identify students at risk of not achieving and implement intervention measures to help improve their learning outcomes. | Create target groups in each class for those below the standard. Through careful planning using achievement data accelerate the learning of these students.  Data will be reviewed regularly and target students will be discussed at staff meetings | Teachers/principal | \* | \* | \* | \* |  |  |
|  |  | Participation in A.L.L (year 1) | Jarrod – with support of principal and Yvonne |  | \* | \* | \* |  |  |
|  |  | Participation in ALiM (year 1) | Yvonne-with support of principal and Jarrod |  | \* | \* | \* |  |  |
|  |  | Have a set time each day for the teaching of reading and numeracy so that cross grouping between classes can happen. | Staff/teacher aide |  | \* | \* | \* |  |  |
|  | Identify students who are achieving Above National Standards, extend their learning and keep them engaged. | Plan when possible extension programmes for those excelling. | Teachers/principal |  | \* | \* | \* |  |  |

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**Strategic Goal Two: Well-being**

We will provide a school environment that lets each child feel secure, valued and catered for with regard to their strengths, interests and challenges. We will monitor and improve student engagement and enthusiasm.



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| **1/4** | **2/4** | **3/4** | **4/4** |
| All our teachers are new to Peria School this year and we also have a high percentage of new children. Responsive and reciprocal relationships important for student development and achievement | For all teaching staff to know each student well (home environment, strengths, interests and challenges in terms of learning and development). | Use learning opportunities within the class to find out about students. ‘Getting to know you’ type exercises. | Teachers/ principal | \* | \* | \* | \* |  |  |
|  | Ensure student voice effects curriculum development and teacher reflection | Evidence of student voice in curriculum planning and teacher reflection. | Teachers  Students in enviro – suggestions  Settling in reports | \* | \* | \* | \* |  |  |
| Peria has traditionally been highly regarded as a school where students of all ages play and learn well together in a caring and friendly way. We have a diversity of students and it is important for each one to feel comfortable and confident at school in order to make the most of each day. | Encourage and promote the value of being ‘inclusive’ and using language that values, respects and acknowledges each other as individuals and from different cultures. | Role modelling by all staff.  Role modelling, leadership and governance promoting inclusiveness by BOT and principal. | All staff/BOT/students. | \* | \* | \* | \* |  |  |
|  |  | Review Treaty of Waitangi policy and associated procedures. | BOT/ principal |  | \* |  |  |  |  |
|  | Promote interaction, friendship and mentoring relationships between all the different aged children within the school | Evidence of Teina/Tuakana teaching/learning opportunities within regular classroom practise. | Teachers | \* | \* | \* | \* |  |  |
|  |  | Regular whole school activities carried out including sports activities, EOTC opportunities, school performances and hosting visitors. | Staff/ principal/whanau/BOT | \* | \* | \* | \* |  |  |

**PERIA SCHOOL VISION:**

Each child working in harmony to learn, create and grow.

**Strategic Goal Three: INTEREST**

We will use participation in; art, drama, music, speaking, science, inquiry and technology to develop students creativity and enhance achievement of the fundamental skills of reading, writing and mathematics.



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| **1/4** | **2/4** | **3/4** | **4/4** |
| We have a unique school community filled with students with varying interests and needs from a community that embraces creativity and diversity | We are offering our children a range of learning opportunities across a wide range of learning areas to enhance their engagement with learning | Year 7&8 to attend Technology at Kaitaia Intermediate school once a fortnight.  Appropriate learning activities will be set up for remaining students to help further develop areas of interest. | Teachers at the Intermediate school  Staff  $468 + $100 |  | \* | \* | \* |  |  |
|  |  | Join Science LCN cluster in the Far North | Jarrod with the support of teaching staff | \* | \* | \* | \* |  |  |
|  |  | School drama production | Staff and whānau  $500 |  |  | \* |  |  |  |
|  |  | ICT  \*Using GAFE productively in the classroom  \*Use programmes such as Reading Eggs/eggspress/Studyladder/Khan academy | Teachers/,principal  $1000 | \* | \* | \* | \* |  |  |
|  |  | There is evidence of incorporating the areas of interest and different learning areas into the three core subjects. This will be seen in teacher planning and in the physical environment of the classroom. | Teachers/,principal |  | \* | \* | \* |  |  |
|  |  | Bring in outside expertise to provide regular music tuition within the school environment | Outside provider (Jane Hillier)  $1165 | \* | \* | \* | \* |  |  |

**Strategic Goal Four: NURTURE**

We will continue to develop the quality learning environment that we have at Peria School in terms of its capability to provide physical and creative challenge, development and choice. Learning based on our natural environment will be an essential part of our classroom programmes.

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| **Baseline Data**  (evidence to rationalise) | **Annual Goals**  (what you want to achieve) | **Actions to Achieve**  (how will we know) | **Lead by /**  **Resources** | **2015** | | | | **2016** | **2017** |
| **1/4** | **2/4** | **3/4** | **4/4** |
| Our physical environment within the school is high quality now but involving students in further improvements would give them a sense of ownership and achievement. | Students are involved in the planning of and have hands on learning opportunities involved in improving their school environment. | Offer students a chance to plan and implement a change to an area (or areas) of the school environment that they would like to improve. Ideally to involve creative, planning, colaborative and practical skills. Led by the enviro-group. | Teachers, principal, BOT(Peter Visser from REAP may be able to help).  $$$ |  |  |  | \* | \* |  |
|  | Ensure student voice is evident in practical management aspects of the school that impact on student well-being and learning. | Investigate within each class whether there is potential to enhance learning effectiveness by any changes in layout or equipment provided (for example a Modern Learning Type environment). Develop and implement a plan to set any changes identified in place. | Teachers, principal.  $$$ | \* | \* |  |  |  |  |
| Environmental sustainability is important to many of our whānau and within our community. Utilising natural resources and themes in our learning gives a sense of shared values between school and home. | Work towards becoming a Silver status Enviro-school. | Work with Julie Holt from Enviro-ed to create and implement a long term programme and scheme for Peria School. | Jarrod – enviro teacher, with support of staff and Julie Holt  $$ | \* | \* | \* | \* | \* | \* |



**Strategic Goal Five: CONNECT**

We will utilise real world learning opportunities both out in the community and within the school environment. We will be the school of choice in our area and we will foster community, family and whānau involvement with the school.



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| **Baseline Data**  (evidence to rationalise) | **Annual Goals**  (what you want to achieve) | **Actions to Achieve**  (how will we know) | **Lead by /**  **Resources** | **2015** | | | | **2016** | **2017** |
| **1/4** | **2/4** | **3/4** | **4/4** |
| Local families choosing to send their children to Peria School crucial to grow our roll to a 3 classroom level. | Complete Community Action Plan 2014, extend plan for 2015 and keep community in touch with what is happening at school | New school signs completed and installed | BOT |  | \* |  |  |  |  |
|  |  | Consultation evening with local Maori whānau. | BOT | \* | \* |  |  |  |  |
|  |  | Regular newsletters and communication home and out to ‘friends of the school’ | Staff/principal | \* | \* | \* | \* |  |  |
|  |  | Regular updates to website and facebook page | Staff/ PR person | \* | \* | \* | \* |  |  |
| Families who have entrusted us with their child’s education need our school to be attuned and responsive to their child’s needs. | All families/whānau feel comfortable discussing any school matter with their child’s teacher and the principal. | Teacher knows each child’s home situation and has a positive and ongoing relationship with caregivers. This is reviewed in Term 2 and contact made with any families that teacher feels they have not had enough quality and/or quantity interaction with. | Staff/principal/whānau/caregivers | \* | \* | \* | \* |  |  |
|  | Whānau/families feel informed as to their child’s progress and achievement.. | Student achievement reporting and 3 way interview schedule planned and implemented | Teachers/principal |  | \* |  | \* |  |  |
|  | Whānau/families input into both their child’s learning and the success of the school is encouraged | Opportunities for whānau/family/school community input into the school i.e gardening group, music helpers, reading with students, helping with sports trips promoted. | Staff/BOT/ principal | \* | \* | \* | \* |  |  |
|  | Accelerate learning progress and achievement by working with families to provide them with tools and knowledge necessary for them to support the development of their children. | Regular communication with caregivers as to how best to encourage each students individual achievement where necessary | Teachers/principal. | \* | \* | \* | \* |  |  |
|  | Engage with local Kaumatua and elders from our local community | Local community knowledge and experience is utilised to enhance the culture and sense of history within the school. | BOT/principal/ staff | \* | \* | \* |  |  |  |

**PERIA SCHOOL STUDENT ACHIEVEMENT TARGETS**

* 1. Targets for raising student achievement in relation to the National Standards are detailed on the following page:

Pg 13 - Written Language

Pg 14 - Reading

Pg 15 - Maths

|  |  |  |
| --- | --- | --- |
| 1.2 To increase the number of Year 3 and Year 8 students achieving at or above the National Standards for **writing**  Baseline data: School wide writing data in November 2014 showed 54% of all students were achieving or exceeding National Standards. Analysis of the data identified disproportionate representation by gender and ethnicity. As with our reading data Maori males were over-represented.  There are no clear patterns within the data as to Male/Female Maori/European. There are slightly more Maori not succeeding (10 vs 7 E) and more female (10) than male not achieving.  As we are a completely new staff we are working through reassessing our students and moderating our results. We have continued to use the writing rubric as provided by e-asTTle, but we have also fallen back on the Literacy Learning Progressions and found the children’s next learning steps easier to identify through this tool. |  | In 2015 we will participate in ALL ministry programme and set target groups within each class.  Targets:  Through focused intervention, to obtain accelerated movement from all learners, especially those in Year 3 and Year 6 identified as well below or below the National Standards. |

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| Actions to achieve targets | Led by | Budget | Timeframe |
| Review November 2014 achievement data and collect new data to identify target group needs and priorities. | Classroom Teachers |  | Term 1 |
| Monitoring meetings in week 3, 6 and 8 of each term to discuss progress of target students, with a written summary at the end of each term. | Principal, classroom teachers |  | On-going throughout year |
| Participate in A.L.L Year 1 second intake (late term 2). | Jarrod McClay, teachers |  | Term 2 & 3 |
| Ensure classroom writing in embedded in authentic and real life contexts for the children. | Classroom Teachers |  | On-going throughout year |
| Teachers to undertake Teaching as Inquiry project focussing on target group  once ALL project starts | Principal, classroom teachers |  | On-going throughout year |
| Classroom Teacher Aide funded by BOT | Principal | $6,000 | On-going throughout year |
| Meet with parents, whanau of target group students around ways to support students’ learning | Classroom Teachers |  | Term 2 once ALL started |
| Teachers regularly model writing in the classroom, including making mistakes and thinking aloud. | Classroom Teachers |  | On-going throughout year |
| Analyse November achievement data to inform progress and planning for the following year | Principal |  | November |

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| 1.1 To increase the number of students, especially in Year 6 and 8 achieving at or above the National Standards for reading  Baseline data: School wide reading data in November 2014 showed 70.2% of all students were achieving or exceeding National Standards.  Analysis of the data showed that more than half in our well below cohort were predominantly Maori and even mix of gender with more females being below and well below.  An area of strength for 2014 was the consistent use of instructional reading groups, although this will be refined further in 2015 through improvement in guided reading techniques and a more honed approach to planning, including cross grouping between classes. |  | Target:  Through focused intervention, to obtain accelerated movement from all learners, especially in  year 6 and 8, identified as well below or below the National Standards. |

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| Actions to achieve targets | Led by | Budget | Timeframe |
| Review February 2014 achievement data with teachers and determine the particular learning needs of target students | Principal |  | Week 6 Term 1 |
| Running Record procedures will be discussed and checked to ensure school wide consistency | Junior Classroom Teacher |  | Term 1 |
| Monitoring meetings in week 3 and 8 of each term to discuss progress of target students, with a written summary at the end of each term. | Principal |  | On-going throughout year |
| Interview target group to identify reading habits and genre preferences | Classroom Teachers |  | Term 1 |
| Teachers to undertake Teaching as Inquiry project focussing on target group | Principal |  | On-going throughout year |
| Meet with parents, whanau of target group students around ways to support students’ learning | Classroom Teachers |  | On-going throughout year |
| Buddy Reading Programme to assist with reading mileage | Junior Classroom Teacher |  | On-going throughout year |
| Classroom Teacher Aide support funded by the BOT | Principal | $6,000 | On-going throughout year |
| Analyse November achievement data to inform progress and planning for the following year | Principal |  | November |
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| 1.3 To increase the number of students achieving at or above the  National Standards for mathematics  Baseline data: School wide mathematics data in November 2014 showed 62.2% of all students were achieving or exceeding National Standards.  Analysis of the data by gender, ethnicity and Year group did not show an easily identifiable cohort.  We are a completely new staff with varying maths knowledge. |  | In 2015 we will participate in Year 1 ALiM programme. We will continue to strive to find meaningful ways to engage our maths learners, look for real life contexts where we can, and we will seek to close the gaps in our struggling learners base of knowledge.  Targets:  Through focused intervention, to obtain accelerated movement for Year 7 & 8’s and from all learners identified as well below or below the National Standards. |

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| Actions to achieve targets | Led by | Budget | Timeframe |
| Review existing achievement data to identify needs and priorities. | Classroom Teachers |  | Term 1 |
| Identify target groups and finalise teaching intervention strategies to be used. | Classroom Teachers |  | Term 1 |
| Review of equipment and resources to effectively meet mathematics needs. | Classroom Teachers | $600 | Term 2 |
| Monitoring meetings in week 3 and 8 of each term to discuss progress of target students, with a written summary at the end of each term. | Principal |  | On-going throughout year |
| All teachers look to supplement their classroom programmes with the use of ICT. | Classroom Teachers |  | On-going throughout year |
| Classroom Teacher Aide funded by the BOT | Principal | $6,000 | On-going throughout year |
| Teachers to undertake Teaching as Inquiry project focussing on target group | Principal |  | On-going throughout year |
| Meet with parents, whanau of target group students around ways to support students’ learning | Classroom Teachers |  | On-going throughout year |
| Develop integrated mathematics units that involve authentic and real life contexts. | Classroom Teachers |  | On-going throughout year |
| Analyse November achievement data to inform progress and planning for the following year | Principal |  | November |