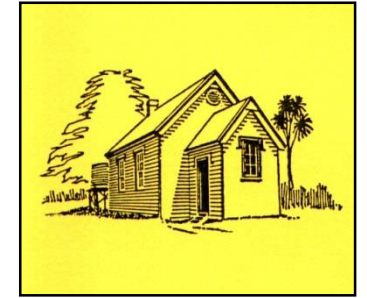


*'Striving For Excellence
While Caring For Others'*



Dairy Flat School Charter

2015 – 2018






Dairy Flat School 2016-2018



Introductory Section – Strategic Intentions

<p>Mission Statement</p>	<p>To provide the best possible learning experiences and environment to facilitate students to become lifelong learners who strive for excellence, value diversity, think creatively and care for themselves and others.</p>
<p>Vision</p>	<p><i>That our students are proud of who they are and where they come from and have the confidence and skills to create opportunities to ensure a positive and successful future for themselves and their communities.</i></p>
<p>Values</p>	<p>Whanau at Dairy Flat School are respectful, responsible, resilient, considerate, honest and fair.</p>
<p>Principles</p> 	<p>All curriculum should be consistent with these eight statements: (taken directly from NZC)</p> <p><u>High expectations</u> The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</p> <p><u>Treaty of Waitangi</u> The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</p> <p><u>Cultural diversity</u> The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.</p> <p><u>Inclusion</u> The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</p> <p><u>Learning to learn</u> The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p> <p><u>Community engagement</u> The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.</p> <p><u>Coherence</u> The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p> <p><u>Future focus</u> The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p>

Maori Dimensions and Cultural Diversity



Reflecting New Zealand's multi-cultural diversity

All cultures at our school will be valued and accepted through the active encouragement of a non-racist school culture and ethos. All staff will treat students as individuals with unique differences, talents and cultural values and perspectives that will be respected. The school usually has students from Asian countries in any one year and their cultural heritage shall be valued also.

Acknowledging the unique position of the Maori culture

Dairy Flat School will endeavour to develop an awareness of tikanga Maori and Te Reo Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi appropriate to the knowledge level of staff and seek to get assistance from Maori parents/caregivers to develop expertise where possible.

- Classrooms and school celebrations will reflect Maori culture through signage, waiata, every day greetings and poi. The school will continue to build resources to support the tikanga Maori programmes. Our curriculum statements will include components of tikanga Maori as appropriate to the topic and the class level.
- **All requests to provide instruction in te reo Maori** (Maori language) for full time students whose parents ask for it will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and availability of accommodation within the school. The option of dual enrolment at the Correspondence School would be discussed with parents.
- Focus group meetings chaired by BOT chair/Principal to ascertain Maori perspectives on education. Consultation with Maori parents in ways in which they are comfortable, informally on sports sideline, school social occasions and in the playground.

Strategic Direction

Strategic Goals		Core Strategies for Achieving Goals 2014-2018			
		2015	2016	2017	2018
Students Learning	<p>For students to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas.</p> <p><u>Assessment</u> -develop staff competencies in effectively using a range of assessment tools at all levels.</p> <p><u>E-Learning</u> – for staff and students to become confident users of digital technologies and integrate these as part of the teaching and learning in the classrooms</p> <p><u>Physical Education</u> – for all students to participate in regular, quality, physical activity</p>	<p>Review effectiveness of programmes delivered and monitor the progress and achievement of students annually</p> <p>Reading results, Running records, Writing samples and Numeracy assessments will be analysed and reported on.</p> <p>A variety of formative and summative assessment tools will be used to measure student learning.</p> <p>Continue to develop the use of digital technologies to enhance learning.</p> <p>Continue to develop Enterprise</p> <p>Staff will continue to use effective teaching practices incorporated into teaching programmes as a result of Professional development</p> <p>Prepare students for a global future - Work towards a global curriculum which will transcend traditional, domestic boundaries by utilizing new technologies and multinational contexts.</p> <p>Consider international collaborative service/community-based projects.</p> <p>Strive for language proficiency</p> <p>Ensure high levels of student achievement in Literacy and Numeracy</p>			
		<p>Develop systems and pedagogy for MLE</p> <p>Develop leadership skills</p> <p>Include Mandarin in teaching and learning programme</p> <p>Continue gardens</p> <p>Arts Festival</p> <p>Review teaching and learning pedagogy</p> <p>Develop graphic organisers common to all classrooms</p>	<p>Focus on Science – STEAM subjects</p> <p>Continue to develop collaborative teaching practices in ILS</p> <p>Embed new pedagogy</p> <p>Accelerating Literacy Project</p> <p>Production</p>	<p>Marae visit</p> <p>Develop opportunities for student collaboration with learners in other schools in New Zealand and beyond</p> <p>Continue ALL project – apply for ALIM project</p>	

<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Student Engagement</h1>	<p><u>Maori and/or Pacific students</u>: - that Maori and Pacific Island students achieve at or above national standards and feel valued in our school community</p> <p><u>Students with special needs, including gifted and talented</u>: that student learning is monitored and goals set that focus on improving achievement for every student</p> <p><u>Global Connections</u>: that the Board of Trustees explores the opportunities to host foreign students both in groups and as individuals</p> <p><u>Environmental Education</u>: that the school participates in the enviro-schools programme with a particular focus on sustainability</p>	<p>Results from normed tests (Asttle, PAT, STAR) will be analysed annually and students with specific needs (Learning support, Gifted and Talented) will be identified.</p> <p>Ensure 'Excellence in Teaching' which results in a high level of student achievement in all learning areas as well as students who feel safe and happy at school</p> <p>Ensure Te Reo and Tikanga Maori are included in our curriculum.</p> <p>Continue to develop Te Reo and Tikanga Maori</p> <p>Continue GATE teaching and learning programme using Rich Tasks</p> <p>Continue Quick 60 programme and CORE 5</p> <p>SENCO to continue to work with teachers and students</p> <p>Increase teacher aide support</p>		
		<p>Consultation with parents of Maori students to develop strategies and programmes that promotes Maori achievement.</p> <p>Focus on Inclusive ethos and practices across the school</p> <p>Build on environmental education from 2014 and introduce a garden group</p>	<p>Continue garden Group and introduce an environmental project with voluntary participation.</p> <p>Pilot project – 24-7 Primary Project (youth workers)</p> <p>Develop stronger Values programme (Crackerjacks/ School Values)</p> <p>Reading Dog</p> <p>Chinese student visit</p> <p>Project based learning</p>	<p>Consultation with parents of Maori students to develop strategies and programmes that promotes Maori achievement.</p> <p>Further develop Values programme</p> <p>Chinese student visit</p> <p>Develop SENCO role</p> <p>Continue project based learning to develop Student voice/student choice</p> <p>Focus on Inclusive ethos and practices across the school</p>

FINANCE PROPERTY HEALTH AND SAFETY		<p>Ensure financial policies, systems and processes are sound and keep the BOT informed on financial matters and the school financial situation</p> <p>Put in place a system for managing and replacing school assets</p> <p>Build a strongly positive 'brand' using a planned marketing strategy so that the school grows and prospers</p> <p>Manage finances well</p>		
Finance	Financial To allocate funds to support the school's long term student achievement goals	<p>Letter explaining donation – increase revenue</p> <p>Regular invoices and reminders</p> <p>Continue to manage finances</p> <p>Mid-year update of budget to reflect increasing funding due to roll growth</p>		
Property	Property projects: that projects planned in the 5YA are completed	Continue to maintain property	Continue to maintain property Up-grade the school playground Renew 5 year and ten year property plans	Complete 5YA property projects Continue to maintain property
	The BOT will work closely with the team assigned by the MOE to get the best possible outcome for our school from the roll growth funding.	Continue to work with MOE appointed Team - Roll growth building/s	Continue to work with MOE appointed Team - Roll growth building/s	.
Health and Safety	Health and Safety: Provide a safe physical and emotional environment for students and staff.	<p>New system for pick-up after school Gate</p> <p>Continue to monitor - playgrounds without rules – bulrush, climbing in trees</p>	<p>Maintain health and safety adhering to all policies.</p> <p>Maintain buildings and site to ensure all health and safety requirements are met.</p>	

Self Review	<p>Establish a culture of self-review to ensure continuous improvement.</p> <p>That the BOT, staff and community have a clear understanding of self-review;</p> <ul style="list-style-type: none"> • The purpose • The process • The outcomes 	<p>Review Student Achievement Review policies and procedures</p>		
		<p>Review pedagogy Ongoing development of collaborative environment Further develop teaching inquiry and attestation Review Dairy Flat pedagogy Review Maori Community engagement Review playground rules</p>	<p>Provide a clear visual plan of Teaching and learning in Dairy Flat School and work with the community to ensure broad understanding of the vision and values</p>	<p>Continue to review policies and procedures Further develop a self-review cycle</p>
Personnel	<p>Performance management: That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes</p>	<p>Continue to develop clear expectations for performance and appraise teachers against agreed criteria and goals. That staff are provided with opportunities to develop knowledge and skills in assessing and improving student achievement To seek to employ and provide support for teachers and ancillary staff who demonstrate a high level of knowledge and skills as they relate to the school's strategic goals. Teacher's appraisal goals will focus on and develop from long term curriculum goals and strategic planning. Embed the PLC (professional learning community) and pastoral procedures in the school Ensure that Employment processes meet good employer requirements.</p>		
Community engagement	<p>Maintain 'country school' feel and culture Establish a strong relationship with the community and PTA - <i>Communication</i> Build school community 'spirit'</p>	<p>Manage the growth of the school Support the relationship with the PTA to ensure a shared vision for fundraising Change the structure of the newsletter Continue to develop relationships with the PTA and wider community including Waste Management</p>		

Teaching and Learning	Expected Outcome	Actual Outcome/ Annual Report
1.For students who to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas.		
1.1 Include learning intentions, success criteria and differentiated teaching strategies	Planning will reflect students' needs and progress	
1.2 Collect and moderate NS data before and after the teaching and learning programme to measure student achievement in reading , writing and mathematics	Data will provide evidence of student achievement	
1.3 Use feedback and feed forward that relates to stated learning intention	This informs students and refines teacher understanding of student learning	
1.4 Purchase resources to help support the literacy and numeracy programmes	Resources purchased	
1.5 Professional development in Numeracy and Literacy through PLC and staff meetings - Team Leaders attend Literacy and Numeracy meetings each term	PD completed	
1.6 Participate in ALL (Accelerating Literacy Learning) Project - 15 week Intervention – target group (year 6 students achieving at below	Project successful	
1.7 Introduce a reading dog programme to motivate and support readers.	Project positive for readers	

2. Continue the development of rich tasks and Inquiry project based learning ensuring appropriate curriculum coverage and individual student learning needs.		
2.2 That students are given choice and the opportunity to develop self-directed learning goals and processes through the 'Venture Activity and Inquiry Projects' programme.	Teachers implement concepts and strategies	
2.3 Ensure the reporting system meets the needs of the parent community as well as students and MOE	ensure that reporting meets requirement for reporting on national standards	
3. Further develop <i>e-learning</i> across the school		
3.2 a range of technologies to be used across the curriculum in authentic contexts	As stated	
3.3 All curriculum units to include an e learning component	All curriculum units will include e-learning	
3.4 Continue to develop the use of google docs and teacher dashboard across the school	Range of uses for learning	
3.5 Develop graphic organisers common to all classrooms	All classes using the same set of graphic organisers	

4. All students to participate in regular, quality, physical activity, and ‘Kiwi Sport’		
4.1 all students participate in KiwiSport through the Crackerjack programme which teaches values through sport. The theme this year is teaching and encouraging the concept that “Making Good Choices”	Students participate in A range of sports	Term 1 – Year 3-6 – Gymnastics, Ball Skill games
4.2 All students participate in physical activity during each school day	Brain break	
4.3 Students in years 1-2 and other selected students participate in PMP Programme	PMP Programme completed	
4.4 Year 5/6 students participate in Waterwise programme	Students have the opportunity to participate in the Waterwise programme	
5. Provide opportunities for student voice and ensure that they have appropriate input into school operations and teaching and learning.		
5.1 Form a student council that will have responsibility for informing teaching and learning practice by conducting video interviews with students. The council will also inform the BOT about other school matters.	Student council meet regularly and have input into school decision making	
5.2 Ensure that teachers consider student input in planning and assessment.	Student input evident in planning	

6. Production		
6.1 All students will have the opportunity to participate in the Production”	Students given the opportunity to experience a creative arts experience.	
6.2 Provide the opportunity to participate in the Northern Bays Arts Festival, APPA and Word Vision Choirs as well as the Hibiscus Coast Concert.		
7. Develop Science as an integral part of the curriculum delivery		
7.1 to ensure that our teaching and learning programme delivery in Science is in line with the NZC and is given appropriate coverage	Ensure that students have the opportunity for quality learning in Science	
7.2 That we develop a strong Enviro- Schools programme that fits with our ‘country’ focus and includes recycling and garden development.	That we can engage our school community in the enviro focus	
7.3 To further develop Science by implementing a focus on STEAM subjects (Science, Technology, Engineering, Arts and Mathematics)	Focus on STEAM subjects in Term 2	
8. Provide opportunities for students to develop leadership skills.		
8.1 Support the Peer Mediator programme which provides opportunities for students to take responsibility for mediating playground issues.	Peer Mediator Programme has positive impact on the school	
8.2 Form a student council and provide opportunities for input into school operations and leadership.	Student council organise a range of events and activities	

9. Collaboratively review Teaching and learning pedagogy and provide a clear visual description for understanding of all stakeholders (Self Review/Personnel)

9.1 Develop a matrix/rubric for performance measurement against this for embedding our agreed pedagogy into our practice

A clear statement of our pedagogy owned and understood by all

10. Continue to develop systems and processes that support teaching and learning in flexible spaces. (MLE)

Planned Priorities Educating all Students	Expected Outcome	Actual Outcome/ Annual Report
1. That Maori and Pacific Island students achieve at or above national standards and feel valued in our school community		
1.1 Include suggestions and ideas from consultation with Maori whanau and students to develop strategies and programmes that promote Maori achievement.	Consultation completed and Maori achievement in line with NS expectations.	
1.2 That the BOT use the 'Hautu' document to review practices and procedures in place to support Maori learners and their whanau	Revisit 'Hautu' to measure progress	
1.3 that Maori and pacific island cultures are acknowledged and reflected in curriculum planning and teacher reflections	Maori and Pacific Island Students feel valued in the school	
1.4 ensure that teachers understand and implement 'Ka Hikitea' and 'Tātaiako'	Teachers are familiar with and implement concepts and strategies from 'Ka Hikitea' and 'Tātaiako'	
1.5 Teachers improve their knowledge and skills in curriculum delivery in Te Reo and Tikanga Maori.	Classrooms clearly reflect increased knowledge of Te reo and Tikanga Maori	

2. That student learning is monitored and goals set that focus on improving achievement for every student		
2.1 Use academic tests and identifying characteristics to identify gifted and talented students and students with special needs.	Identify all students with special needs, behavioural, academic, emotional and social as well as students with talents	
2.2 In every curriculum unit staff need to show planning for gifted and talented students and students with special needs	All units planned support the needs of all students	
2.3 We will continue to develop the 'Quick 60' programme.	Quick 60 programme includes more students	
2.4 The SENCO will maintain a Special Needs Roll and will liaise with teachers and other agencies to provide appropriate support for learners	Clear roll that can be seen by all teachers	
2.5 Teachers will have a focus on educating students with gifts and talents through challenge and rich task	Gifted and talented students will receive education that meets their needs and will be their talents will be recognised and acknowledged	
2.6 The SENCO will investigate other programmes that may enhance learning for others.	Other success programmes researched and then considered for inclusion in the school	

3. Continue to focus on improving curriculum delivery to meet the needs of students with special needs, particularly students identified as gifted and talented.		
3.1 Ensure that PLC meetings include discussion on achievement levels of all students as well as having a focus on those achieving below.	As stated, these will be part of curriculum team responsibilities	
4. That the ESOL teachers are familiar with ELIP and use the assessment and benchmarks to plan appropriate programmes for individual student needs		
4.1 That students make good progress in learning English literacy and language skills	Improved achievement by ESOL students	
5. Focus on Inclusive ethos and practices across the school.		
6. Develop a Values programme based on the school values (Respect, Responsibility, Resilience, Consideration, Honesty, Fairness) which includes the 'Crackerjack Programme' and Peer Mediation programme.		
6.1 Continue to promote the school values throughout all school programmes	Clear evidence of explicit teaching of values	
6.2 All students learn the mediation process to solve disputes	Mediation process part of values education	
6.3 Trial the 24-7 Primary Project. This is a project that supports youth workers working in schools.	Project successful	

Planned Priorities Finance and Property Health and Safety	Expected Outcome	Actual Outcome/ Annual Report
1. Work with the MOE contractors in planning the roll growth property project		
1.1 BOT will continue to work with the ministry team and teachers in planning the new building.	Project completed	
1.2 Continue to develop school gardens (not part of 5YA)	Project completed	
1.3 Work with all stakeholders to plan the upgrade of the school playground.	Project planned and consented.	
2.To allocate funds to support the school's long term student achievement goals		
Work with PTA to explore fundraising opportunities BOT to liaise with PTA in fundraising and funding decisions	Clear responsibilities and expectations	
That professional development opportunities be provided for all staff	All staff have the opportunity to participate in appropriate professional development	
That resources are provided so that high quality teaching and learning programmes are provided	Resources provided to ensure high quality curriculum	

Provide a safe physical and emotional environment for students and staff		
Ensure policies and procedures are adhered to provide a safe environment	Staff and students are safe physically and emotionally	
Ensure that all policies are in place to meet the new Health and Safety requirements.	Policies and systems upgraded to meet new law	
Planned Priorities Self Review	Expected Outcome	Actual Outcome/ Annual Report
1.Review policies according to a programme of review	Policy review up to date	
2. Develop strategic goals that reflect the school charter	Strategic goals completed and charter forward to MOE once approved	
3. Develop the teaching and learning pedagogy to reflect more collaborative practice for teaching and learning in flexible spaces.	Review completed	
5. Manage roll growth through liaison with the ministry.	Classroom acquisition and allocation keeps pace with roll growth.	

Planned Priorities Personnel	Expected Outcome	Actual Outcome/ Annual Report
That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes	Professional development supports teacher inquiry and student data used to evaluate teaching and learning programmes	
Continue to develop using the school wide inquiry process for assessing the effectiveness of teaching and learning programmes and continue to implement the attestation and appraisal processes.	Model implemented	
Planned Priorities Connections	Expected Outcome	Actual Outcome/ Annual Report
1. that the Board of Trustees continues to explore the opportunities to host foreign students both in groups and as individuals		
1. The principal will continue to be a member of the Asia New Zealand Network and explore making connections to secure group and individual foreign students.	Establish a network and attract foreign fee payers to our school through working with an agent	
Develop sister school relationship with schools in other parts of the world, particularly Asia	A group from China are visiting this year in August	
Employ a language assistant to teach mandarin to students	Students have experience of learning another language	

Continue to develop relationships with the PTA and wider community, including Waste Management.	Positive relationships formed ongoing.	
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Dairy Flat School (1258) Analysis of Variance 2016

FOCUS:	STRATEGIC AIM:	ANNUAL AIM
<h1>Writing Literacy</h1>	<p>For students to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas.</p>	<p>Collect and moderate NS data before and after the teaching and learning programme to measure student achievement in reading , writing and mathematics</p>
BASELINE DATA:	TARGET:	
<p>The national standard data from 2015 showed that 75% of students are achieving at or above the National Standard. There is less difference in achievement in gender comparisons but there still is a difference.. 71% of boys compared to 79% of girls are achieving at the level expected. As well as this, we analysed Spelling data as this impacts on the surface features aspect of writing. We found that 32% of our students were achieving below their age level in spelling. This has been reduced from 2014 but still needs further improvement.</p>	<p>Our target is that 85% are achieving at or above in Writing Literacy. In 2015 teachers worked with a number of target students to raise their achievement.</p> <p>71% students made progress of one or more curriculum levels in their writing. 60% of the students who did not progress by a level are working within or above the expected level and made good gains within this.</p> <p>We are still determined to raise the overall National Standard data results and this year plan to implement our next steps to improve students' achievement.</p> <p>Teaching and Learning in Writing Literacy continues to be a challenge across the cluster of schools in the Northern Bays Cluster. We continue developing and improving our teaching and learning practice.</p>	
ACTIONS:		
<p><u>Teaching and Learning Programme Development</u></p> <ul style="list-style-type: none"> • Each teacher has reflected on the data and together set up a google doc that identifies target students and will record progress. • Collaborate on planning to engage and motivate students in writing. • Students will be grouped into mixed ability groups for literacy so that there is the opportunity for pair and peer collaborative learning. For most specific teaching lessons, students will be grouped according to their learning needs. In this way students work with a range of their peers. <p><u>Professional Development</u></p> <p>In 2016 the school has been accepted into the ALL (Accelerating Learning in Literacy) programme. A group of students in year 6 is our target group and we are hoping that the intervention will support the target students to reach the expected level in writing.</p> <p><u>Support</u></p> <ul style="list-style-type: none"> • Student progress will be monitored in team and PLC meetings. 		

- CORE 5 logons have been given to 50 students who can work at their own pace in extending their learning in a personalised programme. This is part of a home-school partnership.

Teachers have also listed their 'Next Steps' for improving teaching and learning:

- More active activities need to be done to encourage blending. The children are a very active group and more activities that use movement and action are needed. Use of the phonics mat and hop scotch type activities need to be included in the Reading Rotation.
- Oral Language - at the moment the only formal activity is News which is only once a week. More retelling of stories during reading time and the inclusion of a listening post will boost the exposure to Oral language
- Include more focus on punctuation during reading rotation. Make more use of games such as Silly sentences which include punctuation. Use different colours to show punctuation.
- Use of the talking tins might help the children who need continual prompts. More motivation for writing is needed to encourage reluctant writers.
- Seek Student Voice - Create a Google Form for students to complete e.g. Questions
 - How are e-learning tools currently used in your class writing programme?
 - How does my teacher help me to write?
 - What motivates me to write?
 - What would make me write more content?
 - Are there any tools we don't use for writing that I would like to? What are they?
- Timetable as part of the lesson time, a time to look and update the writing progressions in each of the students books.
- Develop/rewrite the writing progressions in more child speak language.
- Continue to focus on breaking the writing down into short bursts (Sheila Cameron)
- Continue to use visual motivation - video clips, images, school photos. Add to the writing motivation presentation shared with students in Hapara. https://docs.google.com/presentation/d/1ytUW5yxIFcHrLW_vuH0SEaunvfTrmpMte5IRXT5s9o/edit#slide=id.p
- Continue to use Blogger and encourage students to comment on blogs
- The team will continue to use Hapara and we will investigate setting up writing groups within Hapara
- Continue to run workshops

OUTCOMES and REASONS FOR THE VARIANCE:

EVALUATION:

PLANNING FOR NEXT YEAR:

