

# Winton School

## Charter 2023-2025



**Kia tipu**  
*To grow*

**Kia hua**  
*To thrive*

**Kia puāwai**  
*To prosper*

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## Description of the School

Winton School was established in 1870 and has a very rich and proud history. In the 153 years that our school has been serving the Winton Community, there are countless episodes and stories of success, achievement and participation in the academic, social, cultural and physical aspects of our school.

Unfortunately, due to the pandemic, we were unable to celebrate our 150th Jubilee in 2020. This was postponed to 2021, but in the end was cancelled. We hope to celebrate 155 years of Winton School history in 2025!

Winton School is a Full Primary situated in the Central Southland township of Winton catering for new entrants to Year 8 students. 73% of our students identify as NZ European, 23% Māori and 4% who identify with other ethnicities. Our start of year roll was 253 and the estimated end of year roll is approximately 275 students. Our school currently has thirteen classrooms and a Technology Block, which provides both Hard and Soft Materials Manual Technology education for Year 7 and 8 students from Central Southland schools. 2023 will see the construction phase of our Technology Block remodel begin.

Winton School also accommodates an on-site Oral Health Community Clinic and Resource Teacher of Learning and Behaviour (RTLB) base, both serving the Central Southland area.

## Principles

The principles of the New Zealand Curriculum underpin all decision making for our local curriculum.

**High Expectations** - All ākonga are supported to achieve their personal best according to their individual needs.

**Coherence** - Our curriculum makes use of the natural links that exist between learning areas and opens up pathways for further learning.

**Community Engagement** - Learning experiences connect with the lives of our students and their whānau, while engaging the support of the Winton Community.

**Future Focus** - Ākonga are encouraged to look to the future and consider a range of issues, such as sustainability, citizenship, enterprise and globalisation.

**Learning to Learn** - All ākonga are encouraged to reflect on their learning and understand how they learn best.

**Treaty of Waitangi** - We reflect New Zealand's biculturalism through the integration of Te Reo Māori and tikanga Māori.

**Inclusion** - The Winton School community values individual identities and caters for different learning needs.

**Cultural Diversity** - Our curriculum celebrates the cultural diversity within Winton School and the wider community.

## Our School Vision and Values

Winton School is a place where all students are encouraged and challenged to strive for personal excellence in a wide range of academic, social, cultural and physical activities. Through effective governance, high quality teaching, high expectations and a strong home-school partnership, we aim to help our students to become confident, connected and actively involved lifelong learners. Winton School learners will be supported to:

### Academic

- Develop strong literacy and numeracy skills
- Be technologically literate and competent
- Be critical, creative and reflective thinkers
- Have an understanding of the world we live in
- Be active seekers, users and creators of knowledge

### Social

- Be confident and responsible citizens in local, national and global settings
- Collaborate, compete and cooperate
- Have a positive sense of belonging / Hauora
- Communicate confidently and effectively using a variety of tools
- Resolve conflict in socially acceptable ways

### Cultural

- Express themselves creatively within the Arts
- Recognise and develop their talents and special abilities
- Have an understanding of and respect for different cultures
- Have knowledge of their own culture and heritage

### Physical

- Develop a sense of personal well being
- Engage and be involved in a variety of physical activities
- Demonstrate an increasing responsibility for self care
- Make informed choices around lifestyle and wellbeing

We will achieve our vision by encouraging, modeling and exploring the following values (as identified by our school community) through our school culture, classroom practice and learning activities.

### Respect (Whakaute)

- We value respect because it allows us to develop and maintain positive relationships with each other.
- For self, others and the environment
- Wear your uniform with pride
- Celebrate success
- acknowledge the support of others

### Effort (Manawanuitanga)

- We value effort because it allows us to achieve to the best of our ability.
- Be the best you can be
- Make the most of your opportunities
- Have a positive attitude
- Take risks and be resilient

### Responsibility (Takohanga)

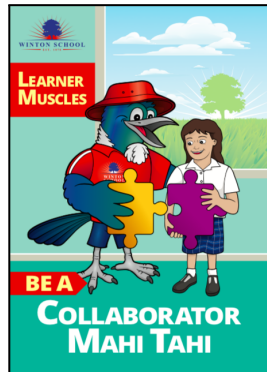
- We value responsibility because we need to be accountable for our own actions and it is the basis for trust and honesty.
- Make positive choices
- Co-operate and work as a team
- Be reliable and dependable
- Self manage and be prepared for learning

### Empathy (Pūaroa)

- We value empathy because it allows us to see what another person is feeling or experiencing.
- Care for those around you
- Include each other
- Understand, accept and value difference
- Be aware of the feelings and needs of others

# Learner Muscles and Key Competencies

At Winton School we deliver the Key Competencies through our Learner Muscles, developed to meet the needs of our students. These are capabilities and dispositions that young people need for growing, working, and participating in their communities and society. Our students are supported to develop (flex) their Learner Muscles through a range of opportunities provided within our teaching and learning programme and across the wider school community.



**Collaborators** are:  
Reliable and Empathetic

We can:

- Work with others to achieve a shared goal
- actively listen and respect other people's views
- take on different tasks and role



**Communicators** are:  
Confident and Respectful

We can:

- Communicate ideas in different ways and for different purposes
- share our ideas in a range of context
- listen thoughtfully to others.



**Researchers** are:  
Curious and Critical

We can:

- Locate and use a wide range of sources
- investigate problems, issues and questions
- think critically about the information that we gather.



**Self Managers** are:  
Responsible and Resilient

We can:

- Make good choices about our learning and behaviour
- take responsibility for our own actions
- set and work towards personal goals.



**Thinkers** are:  
Open Minded and Persistent

We can:

- Think logically and creatively
- organise and adapt our thinking as we learn
- reflect on our thinking.

## Cultural Diversity

### Aims

1. The Board will take all reasonable steps to provide opportunities for instruction in Tikanga Māori (Māori culture) and Te Reo Māori (the Māori language) for students.
2. When developing policies and practices for the school, every endeavour will be made to reflect New Zealand's cultural diversity and the unique position of Māori culture.

### Tikanga and Te Reo Māori

The School aims to:

- Ensure that there are components of Tikanga Māori and Te Reo Māori integrated into aspects of the school curriculum
- Task the Cultural Team to foster culturally responsive pedagogy and promote knowledge of Te Reo and cultural awareness in the school
- Respond to parents who request that their children be taught in the medium of Te Reo **Māori** by:
- Seeking the assistance of REAP in providing a tutor
- Supporting an application, where appropriate, for dual enrolment at Correspondence School for the student/s

## Community Consultation and Communication

The Board is committed to positive, ongoing consultation and building strong relationships with our community.

It does this by:

- Using HERO (SMS) to communicate with school families.
- Sending to each home and to various agencies around Winton electronically, the fortnightly school newsletter
- Maintaining an up to date school website
- Posting a Weekly Video of school events and happenings on the school's Facebook Page.
- Having an open door policy for the community and regularly publicising this
- Holding various parent information sessions to share and discuss specific initiatives and plans
- Consulting with the community on the updated Charter
- Consulting with the community on our Health and PE Programme every two years
- Conducting a major Community Survey with our community every two years
- Completing twice yearly progress reports through HERO and Three Way Learner Conferences to discuss student progress and achievement.
- Conducting a Wellbeing@Winton School Survey each year for staff and students
- Publishing in various newspapers and supplements, items of interest and information to the community
- Consulting with Māori families through regular hui

## Strategic Section 2023 - 2025

### Literacy PLD (2021- 2023)

Winton School is in the third year of a PLD contract focused on literacy learning and oral language. Teachers are participating in professional learning on how literacy learning progresses, the role and importance of oral language and on specific literacy learning needs.

The intended outcomes for this PLD are:

1. Develop the pedagogical content knowledge of teaching and support staff, with a specific focus on emergent literacy and all that underpins literacy success.
2. Develop clarity around the school programme and resources put in place to support all learners, including understanding and documenting clear progressions of developmental and literacy skills.
3. Strengthen the home-school partnership so whanau have the opportunity, understandings and ability to support their child's learning journey.
4. Strengthen the relationships we have with the three ECE's in our local area by collaborating with them in the design of a localised curriculum.
5. Develop a line of sight from learners and their whanau through to the Board with our school development - including strategic and Local Curriculum documentation.
6. These are all aspects of one of the Principal's Performance Goals

### Winton Raising Achievement Plan (WRAP)

A Winton Raising Achievement Plan (WRAP) assists us to further develop processes and practices that respond effectively to the strengths and needs of students whose learning and achievement needs to be accelerated.

The Goals of our Winton Raising Achievement Plan are:

1. To ensure teachers, the Management team and the Board are **focussed** on accelerating the progress of priority learners.
2. To have in place robust systems to **identify, monitor and plan for** the progress of priority learners.
3. For teachers to be made aware of **approaches, strategies and learning conditions** that have strong evidence of accelerating progress for priority learners.
4. For students and parents/whānau to **understand** what needs to happen for accelerated progress to be made.
5. For the staff, Management team and Board to receive quality achievement information along with **evaluative commentary** about what is working and why.
6. To improve student learning outcomes in a **culturally responsive** and inclusive manner.

## **Wellbeing Action Plan (WAP)**

In response to a number of identified needs among students relating to social and emotional wellbeing, resilience and strategies to deal with uncertainty, we have developed a Wellbeing Action Plan.

### **The Aims of our Wellbeing Action Plan are:**

1. To nurture and sustain a culture of wellbeing based on shared values and positive relationships throughout our school community.
2. To support the social and emotional wellbeing of our students.
3. To foster a caring, inclusive and cohesive learning community.
4. To support the behaviour, engagement, participation and learning of our students.
5. To support teachers to include in their practice effective, evidence based strategies that promote positive behaviour.

“Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers and where they are able to be active, visible members of the learning community. Effective teachers foster positive relationships with environments that are caring, inclusive, non-discriminatory and cohesive.”

New Zealand Curriculum, pg 34.

## **Positive Behaviour for Learning (PB4L)**

### **Statement of Purpose:**

We believe positive relationships within the Winton School community will strengthen our sense of identity, belonging and purpose. We will improve social and academic outcomes for all ākonga, through analysing evidence and proactively teaching and modeling school-wide behavioural expectations.

Behaviour, like other aspects of the school curriculum, is learned. To learn better ways of behaving, students must be directly taught the replacement behaviours. To retain new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of settings. Our vehicle for delivering this is through our school values and kaitiaki, RERE. These values form the framework in which PB4L is delivered at Winton School. A school-wide behaviour matrix was developed so that we have consistency in our school-wide expectations of behaviour within our variety of school settings. This alongside our school kaitiaki, RERE, gives an effective delivery vehicle for teaching these skills.

## **Cultural Responsiveness**

As a school we have identified that in order to improve student outcomes, we need to ensure that leaders and teachers have the understanding and the capacity to create culturally responsive learning environments. This includes rejecting deficit explanations for students’ learning, building educationally powerful relationships, caring for the learner, including their language and culture, having high expectations, sharing power in a well managed learning environment, maximising interactive learning that builds on students’ prior learning and knowing what students need to learn.



The following section outlines our aims, objectives and goals for student achievement and school-wide development over the next three years. A 2023 'Charter Check' document co-exists with this 2023-2025 Charter so that we are able to keep track of each of our 2023 goals.

NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT		
<b>Strategic Aim 1: To develop, implement and review curriculum delivery with the aim of improving teaching and learning programmes, especially in Literacy and Numeracy.</b>		
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Equity and Excellence in student outcomes.</li> <li>• Improve student outcomes with a particular focus on Literacy and Numeracy.</li> <li>• To effectively integrate all curriculum areas through our Inquiry approach.</li> <li>• To encourage all students to be physically active and develop movement skills at all levels.</li> </ul>		
2023 Goals / Actions	2024	2025
<ul style="list-style-type: none"> <li>• Continue to collaborate with ERO in identified areas within the revised model.</li> <li>• Review our Cultural Action Plan.</li> <li>• Implement the Aotearoa Histories Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of refreshed NZ Curriculum.</li> <li>• Continue to collaborate with ERO in identified areas within the revised model.</li> <li>• Review the use of Learner Muscle Rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of refreshed NZ Curriculum.</li> <li>• Review Curriculum Delivery Plan.</li> <li>• Continue to collaborate with ERO in identified areas within the revised model.</li> </ul>

<b>Strategic Aim 2: Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated.</b>		
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Use a variety of assessment tools and techniques to collect high quality student achievement data.</li> <li>• Teachers supported to collaboratively diagnose students' learning needs and to plan and evaluate teaching and learning programmes.</li> <li>• Analyse student achievement data to identify those students requiring extra learning support and extension.</li> </ul>		
2023 Goals / Actions	2024	2025
<ul style="list-style-type: none"> <li>• Realign Assessment Schedule to fit PLD learning.</li> <li>• Review assessment types that are entered into HERO (SMS).</li> <li>• Conduct school-wide moderation in core curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Review Assessment Schedule requirements.</li> <li>• Review assessment types that are entered into HERO (SMS).</li> <li>• Conduct school-wide moderation in core curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Review Assessment Schedule requirements.</li> <li>• Conduct school-wide moderation in core curriculum areas.</li> </ul>

**Strategic Aim 3: To identify priority learners and put in place learning support.****Objectives:**

Identify students and groups of students:

- Who are not achieving or at risk of not achieving equitable outcomes.
- To keep track over time of the above students and ensure appropriate learning support is in place.
- All students, including those identified above experiencing success in their learning.

**2023 Goals / Actions**

- Integrate (MOE) Learning Support Register into HERO (SMS).
- Identify Intervention Group/s to make accelerated progress.
- Review WRAP (Winton Raising Achievement Plan).

**2024**

- Review use of Learning Support Register.
- Identify Intervention Group/s to make accelerated progress.
- Review WRAP (Winton Raising Achievement Plan).

**2025**

- Review use of Learning Support Register.
- Identify Intervention Group/s to make accelerated progress.
- Review WRAP (Winton Raising Achievement Plan).

**Strategic Aim 4: For staff to improve their practice by engaging in quality professional development and by inquiring and reflecting on their practice.****Objectives:**

- Through our Professional Growth Cycle, staff inquire and reflect on the impact of their practice.
- High quality and effective teaching and learning programmes.
- Staff introduced to new ideas and concepts to strengthen teaching practice.
- Improved student outcomes as a result of effective professional development and improved teacher practice.

**2023 Goals / Actions**

- All staff to engage in school-wide PLD on Literacy / Oral Language (Year 3).
- Engage in Curriculum Refresh PLD.
- Staff to continue with the Healthy Active Learner initiative facilitated by Active Southland.
- To begin the Mitey Programme in Term 2.

**2024**

- All staff to engage in school-wide PLD focus in Numeracy.
- Engage in Curriculum Refresh PLD.
- Staff to continue with the Healthy Active Learner initiative by Active Southland.
- Continue with Year 2 of the Mitey Programme.

**2025**

- All staff to engage in school-wide PLD focus in Numeracy.
- Engage in Curriculum Refresh PLD.
- Continue with Year 3 of the Mitey Programme.

## NAG 2: DOCUMENTATION & SELF REVIEW

**Strategic Aim:** To document how the Board of Trustees is giving effect to strategic planning, self review and reporting requirements.

**Objectives:**

- Continue to review and develop the Charter and Annual Plan.
- Prepare an Analysis of Variance Report as part of our annual reporting.
- To review procedures and policies through the triennial review programme 2021 – 2023.
- To consult with our Māori community on programmes, progress and achievement.
- Review and refine school systems as a result of effective self review and community consultation.
- Report to students, parents and community on progress and student achievement through Learner Conferences and twice yearly written reports.

### 2023 Goals

### 2024

### 2025

- Ensure that policies and procedures are updated and relevant to current practice.
- To ensure our whole school community has the opportunity to contribute to the direction of the school.

- Ensure that policies and procedures are updated and relevant to current practice.
- To ensure our whole school community has the opportunity to provide feedback on Health & PE curriculum delivery.

- Ensure that policies and procedures are updated and relevant to current practice.
- To ensure our whole school community has the opportunity to contribute to the direction of the school.

## NAG 3: EMPLOYMENT AND PERSONNEL

**Strategic Aim:** To develop and implement policies and procedures which promote high levels of staff performance and effective use of resources catering for the needs of our students.

**Objectives:**

- To create a positive and culturally responsive learning environment
- To be a good employer
- Comply with the conditions contained in employment contracts for both teaching and non-teaching staff

### 2023 Goals

### 2024

### 2025

- Review the Induction and Mentoring Programme Guidelines.
- Complete the internal Appraisal of Principal (BOT Presiding Member, DP and Principal).

- Engage outside Appraiser for Principal appraisal.

- Complete the internal Appraisal of Principal (BOT Presiding Member, DP and Principal).

#### NAG 4: FINANCE AND PROPERTY

**Strategic Aim:** To ensure school finances and property are managed effectively for the benefit of all staff and students.

**Objectives:**

- Allocate funds to reflect the school's priorities.
- Monitor and control school expenditure.
- Prepare an annual budget based on Operations Grant notification.
- Ensure annual accounts are prepared and audited.
- Comply with asset management regulations.
- Implement a maintenance programme to ensure the school's buildings and facilities provide a safe, healthy learning environment for staff and students.
- Ensure the school's 5YA and 10YPP documents are up to date and reflecting the school's property needs.

##### 2023 Goals

- Work on 2024 draft budget (T4).
- Begin building phase of Technology Block interior remodel.
- Replacement of coal boiler system with heat pumps.

##### 2024

- Work on 2025 draft budget (T4).
- Explore options for Junior Block Upgrade.
- Construct bike track on Eglinton St field.

##### 2025

- Work on 2026 draft budget (T4).
- Explore options for astro turf on tennis / netball courts.

#### NAG 5: HEALTH AND SAFETY

**Strategic Aim:** To ensure that both staff and students can work and play in a physically and emotionally safe environment.

**Objectives:**

- Provide a safe physical and emotional environment for staff and students.
- Ensure all staff are familiar with the Child Protection Policy and procedures.
- To encourage staff and students to make healthy life choices.
- Comply with any legislation concerning health and safety in the workplace.
- Conduct regular fire, earthquake and lockdown drills.
- Conduct electrical inspections.
- Staff to follow EOTC Guidelines.

##### 2023 Goals

- Conduct a Wellbeing@Winton survey with students and staff.
- Review the Wellbeing Action Plan.
- Review Health and Safety procedures and ensure staff are familiar with them.
- Staff to hold current workplace first aid. Refresher / Level 1 courses.

##### 2024

- Conduct a Wellbeing@Winton survey with students and staff.
- Review the Wellbeing Action Plan.
- Review Health and Safety procedures and ensure staff are familiar with them.
- Review school wide EOTC procedures.

##### 2025

- Conduct a Wellbeing@Winton survey with students and staff.
- Review the Wellbeing Action Plan.
- Review Health and Safety procedures and ensure staff are familiar with them.
- Staff to hold current workplace first aid. Refresher / Level 1 courses.

## NAG 6: LEGISLATION

**Strategic Aim:** To ensure that all legislative requirements are addressed resulting in effective governance of the school.

**Objectives:**

- Comply with all legislation concerning school operations.
- Review all policies and procedures over a 3 Year Review cycle.
- Regularly review Self Audit checklists.

### 2023 Goals

- Meet deadlines for submission of:
  - Charter / Analysis of Variance / Targets
  - Financial Statements
  - Roll Returns

### 2024

- Meet deadlines for submission of :
  - Charter / Analysis of Variance / Targets
  - Financial Statements
  - Roll Returns

### 2025

- Meet deadlines for submission of:
  - Charter / Analysis of Variance / Targets
  - Financial Statements
  - Roll Returns
  - Board Elections

## ANNUAL SECTION

The following section outlines our aims for student achievement and school-wide development this year. A 2023 'Charter Check' document co-exists with this 2023-2025 Charter so that we are able to keep track of each of our 2023 goals.

### NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT ACTION PLAN FOR 2023

**Strategic Aim 1:** To develop, implement and review curriculum delivery with the aim of improving teaching and learning programmes, especially in Literacy and Numeracy.

2023 Goals:	How	Led by
1. Continue to collaborate with ERO in identified areas within the revised model.	In partnership with our ERO Evaluative Partner, Suzanne Lewis, we will continue to focus on the following: <ul style="list-style-type: none"> <li>Evaluative Plan (focussing on our Structured Literacy PLD)</li> <li>Engagement and Attendance data</li> <li>School Improvement Framework Continuum</li> <li>Summative EOY report</li> </ul>	Management Team, Staff and Board
2. Review our Cultural Action Plan	In conjunction with Goal 3, our Cultural Action Plan will be reviewed in Term 3.	Steve Management Team
3. Implement the Aotearoa Histories Curriculum	When planning for Inquires, staff will begin to implement this curriculum as it fits. Teams will look at ways to integrate through other curriculum areas.	Management Team, Staff

**Strategic Aim 2:** Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated.

2023 Goals:	How	Led by
1. Realign Assessment Schedule to fit PLD learning.	Review Assessment Schedule to ensure it is meeting the needs of our learners and that assessment types are purposeful and relevant to our PLD.	Craig, Maryse and Management Team
2. Review assessment types that are entered into HERO (SMS).	The types of assessments will be loaded onto our school HERO (SMS) and used for reporting purposes along with next learning steps.	Craig
3. Conduct school-wide moderation in core curriculum areas	Moderation sessions will be scheduled during key reporting times.	Staff

**Strategic Aim 3: To identify priority learners and put in place learning support.**

2023 Goals:	How	Led by
1. Integrate (MOE) Learning Support Register into HERO (SMS).	We will move our current Excel Worksheet to our new HERO system when practical. This will enable more effective communication of needs and create a better working document for those involved	Craig and Maryse
2. Identify Intervention Group/s to make accelerated progress.	Intervention Group (Charter Target students) identified through analysing achievement data from the end of 2022. Put in place key improvement strategies and a programme of intervention.	Maryse, Management Team and Staff
3. Review WRAP (Winton Raising Achievement Plan).	Analyse the Intervention Guideline Steps involved to see if they fit with our renewed approach to Tier 3 intervention.	Management Team

**Strategic Aim 4: For staff to improve their practice by engaging in quality professional development and by inquiring and reflecting on their practice.**

2023 Goals:	How	Led by
1. All staff to engage in school-wide PLD on Literacy / Oral Language (Year 3)	With a further 100 hours of MOE funded PLD hours, staff will continue to work with Jane and Jo Barr (Core Education) to strengthen their understanding and practice in Literacy, in particular oral language and writing. Maryse, our Literacy Lead will continue to ensure that new knowledge, programmes, resources, etc are effectively shared and implemented.	All Staff including Teacher Aides
2. Engage in Curriculum Refresh PLD	As per the MOE roll out, all teaching staff to engage in PLD around the Curriculum Refresh. We will be hosting the first day in our school hall (Monday 24 April). This will be facilitated by Greg Carroll (Core Ed). An MOE representative will also be present.	Staff, MOE, Greg (Core Ed)
3. Staff to continue with the Healthy Active Learner initiative facilitated by Active Southland.	Richie Crean will lead our Year 2 PLD with Active Southland. Catherine is continuing in her role as HAL champion.	Richie Crean, Catherine and Staff
4. To begin the Mitey Programme in Term 2	Our Mitey Lead Teachers will engage in provided PLD and implement the programme from Term 2. Initial meetings are scheduled for Term 1.	Brittany, Deb and Staff

## NAG 2: DOCUMENTATION & SELF REVIEW ACTION PLAN FOR 2023

**Strategic Aim:** To document how the Board of Trustees is giving effect to strategic planning, self review and reporting requirements.

2023 Goals:	How	Led by
1. Ensure that policies and procedures are updated and relevant to current practice	Use our 2021-2023 Triennial Review Programme to review areas of governance and practice e.g. (Governance and Operational Policies, Procedures / Guidelines, Curriculum Reports, etc).	Board
2. To ensure our whole school community has the opportunity to contribute to the direction of the school.	Send out a 2023 on-line Community Survey. Analyse findings and share with all stakeholders.	Management Team and Board.

## NAG 3: EMPLOYMENT AND PERSONNEL ACTION PLAN FOR 2023

**Strategic Aim:** To develop and implement policies and procedures which promote high levels of staff performance and effective use of resources catering for the needs of our students.

2023 Goals:	How	Led by
1. Review the Induction and Mentoring Programme Guidelines	Review our Provisionally Certificated Teachers Induction Programme to ensure it continues to support Beginning Teachers.	Steve and Management Team
2. Complete the internal Appraisal of Principal (BOT Presiding Member, DP and Principal)	Being an odd year, we will conduct an Internal process of Principal Appraisal (PGC) involving Craig (DP) and Nathan (Presiding Member of Board).	Steve, Craig and Nathan.

## NAG 4: FINANCE AND PROPERTY ACTION PLAN FOR 2023

**Strategic Aim:** To ensure school finances and property are managed effectively for the benefit of all staff and students.

2023 Goals:	How	Led by
1. Work on 2024 draft budget (T4).	Steve, Marius and Campbell (Education Finance) to meet in November 2023 to draft the 2024 budget. Working from the 2024 MOE Operations Grant notice and current year's figures as a guide.	Steve, Marius and Campbell
2. Begin building phase of Technology Block interior remodel.	School Support to facilitate the procurement and consent phase of the re-model of the Technology Block upgrade. Building to hopefully begin by the end of the year.	Board and School Support
3. Replacement of coal boiler system with heat pumps.	The MOE have approved a heat pump plan for heating and cooling A Block and Junior Block areas, including hallways and toilets.	Board, MOE and TBIG Company



### NAG 5: HEALTH AND SAFETY ACTION PLAN FOR 2023

**Strategic Aim:** To ensure that both staff and students can work and play in a physically and emotionally safe environment.

2023 Goals:	How	Led by
1. Conduct a Wellbeing@Winton survey with students and staff.	In Term 3, survey all staff and students on various aspects of wellbeing through a Winton School Wellbeing Survey.	Management Team
2. Review the Wellbeing Action Plan.	The Management team will review the current Wellbeing Action Plan and introduce relevant initiatives.	Management Team
3. Review Health and Safety procedures and ensure staff are familiar with them.	Through Admin, Staff and Team Meetings, staff will be updated on changing Health and Safety Procedures as they arise.	Craig and Steve
4. Staff to hold current workplace first aid. Refresher / Level 1 courses.	Staff to participate in refresher or relevant workplace course in second half of year.	Craig and Steve

### NAG 6: LEGISLATION ACTION PLAN FOR 2023

**Strategic Aim:** To ensure that all legislative requirements are addressed resulting in effective governance of the school.

2023 Goals:	How	Led by
1. Meet deadlines for submission of:  - Charter / Analysis of Variance / Targets - Financial Statements - Roll Returns	Consult with relevant groups to prepare the following documents and submit by the stated deadline.  Charter – March 1 Draft Accounts - Mar 31 Audited – May 31 Roll Returns – Mar 1 & July 1	Management Team, Board, School Support, Accountants, Auditors and MOE.

## 2022 ANALYSIS OF VARIANCE

### CURRICULUM AREA : LITERACY

**NAG 1, Strategic Aim 3: To identify priority students and put in place learning support.**

**Student Achievement Target 1:** Reading: 5 identified Year 6 students to progress at least 2 Stages of the Little Learners Love Literacy Programme (phonics based)  
Spelling: 4 identified Year 6 students to progress to achieve above 80% in The Code Year 2

**Student Achievement Target 2:** For 9 identified students to improve attendance by at least 20%

**Student Achievement Target 3:** For all Māori students who are not meeting curriculum level expectations to make accelerated progress in Literacy and Numeracy.

**Baseline Student Achievement Data: (from beginning of 2022 data)**

**Student Achievement Target 1:**

- A number of Year 6 students were tested using the phonics based Little Learners Love Literacy Programme screen test. 5 students were identified as not achieving at expected levels. They achieved only stages 4, 6 or 7.1 of the LLLL reading test.
- A number of Year 6 students were tested using the The Code spelling screen test. 5 students achieved only between 50% and 80 % at Year 1 Level.

**Student Achievement Target 2: (from 2021 and beginning of 2022 attendance data)**

- We have 9 students who have either been identified as truant or have a high number of unjustified absences.

**Student Achievement Target 3: (from end of 2021 data)**

- Identified Maori students (school-wide) not meeting curriculum level expectations in Reading, Writing and Maths.
- **Reading:** 9 boys, 4 girls (13/66) - 20%
- **Writing:** 9 boys, 6 girls (15/66) - 23%
- **Maths:** 7 boys, 7 girls (14/66) - 21%

### Analysis

**2022 End of Year Student Achievement Data:**

**Student Achievement Target 1:**

Reading - The 5 identified students all made progress of at least 2 stages as set out in our target (see table).

Spelling - All four of our identified students achieved the 80% target (see table).

Little Learners Assessment of Reading Skills (LLARs)			The Code Spelling Assessment Tool			
Student	OTJ start	OTJ end	Student	Term 1	Term 2	Term 3
1	Stage 4+	Stage 7.1	1	40%	63%	87%
2	Stage 4	Stage 7.1	2	31%	56%	90%
3	Stage 7.1	Stage 7.4	3	55%	71%	82%
4	Stage 7.2	Stage 7.5	4	68%	77%	90%
5	Stage 7.1	Stage 7.5				

**Student Achievement Target 2:**

Of the 9 students identified, 6 made progress in their attendance rates. 2 of these students managed to improve their rate by at least 20% (see table).

Student	T1 2022 %	T2-4 2022 %	Student	T1 2022 %	T2-4 2022 %
1	63	68	6	60	75
2	77	78	7	77	75
3	62	72	8	40	60
4	30	62	9	63	63
5	71	68			

**Student Achievement Target 3:** For all Māori students who are not meeting curriculum level expectations to make accelerated progress in Literacy and Numeracy.

**End of 2021 - Reading (school-wide):** 9 boys, 4 girls (13/66) - 20%.

**End of 2022 - Reading (school-wide):** 10 boys, 6 girls (16/58) - 27%

**End of 2021 - Writing (school-wide):** 9 boys, 6 girls (15/66) - 23%

**End of 2022 - Writing (school-wide):** 15 boys, 5 girls (20/58) - 33%

**End of 2021 - Maths (school-wide):** 7 boys, 7 girls (14/66) - 21%

**End of 2022 - Maths (school-wide):** 7 boys, 9 girls (16/58) - 28%

### **Contributing Factors to Progress / Barriers to Learning / Where to Next?**

#### **Contributing factors to progress:**

- Every child involved in the Reading and Spelling programme made exceptional progress. With the gaps identified at the beginning of the year, we implemented a very structured and systematic programme from the beginning of the year using Dandelion Decodable Readers and Liz Kane's The Code Spelling programme.
- Delivery of the programme involved decodable reading groups identified using the Little Learners Reading Assessment. Initially, 3 groups worked on various levels of decodables (as identified at the end of 2021). As the students progressed, groups changed and we ended up with two focus groups.
- A daily spelling programme using Liz Kane's 'The Code' was used with the whole class and then the identified group in a workshop style delivery.
- **READING** - Readers were placed into groups with decodable books set at their initial stage level, also taking into consideration interest topics for the boys – promoting 'buy in'. The two boys on Stage 4 worked together initially, (before being split to focus on sounds), consolidating their sound knowledge using Level 1 of the Extended Code.
- The three boys at Stage 7.1 worked together consolidating all their sounds while reading The Magic Belt series – a chapter series of 12 books.
- The two boys working at Stage 4 initially progressed to working in Stage 7.1 and the three boys working at Stage 7.1 progressed to Stage 7.5 – which is the end of the programme.
- **SPELLING** - All four children identified in 2021 began the year working on The Code Spelling Programme at Year 1 (plugging gaps) and Year 2 through daily workshop teaching. They followed a systematic approach which enabled progress and transference into their writing. All four boys reached at least 80% or more as shown on the table by the end of Term 3. Testing occurred at the beginning of Term 1 to gain initial data, then at the end of Term 2 and Term 3. I also completed an individual midterm check up with individuals to see how they were tracking.

**Barriers to Learning:**

- Teacher illness
- Non-attendance of target students
- Limited attention span and poor working memory.
- Dyslexic tendencies of some children and a lack of formal diagnosis

**Where to Next:**

- Continue with Year 3 of our School-wide Literacy PLD with Jane Carroll (Otago Uni) and Greg Carroll and Jo Barr (Core Education) which will provide new knowledge and strategies to support intervention.
- Successful strategies and techniques gained through PLD shared in order to sustain the learning / progress.
- Decodable texts will be used in all classrooms to support phonological awareness.
- Use of Winton School Entry Assessment for New Entrant students to gather baseline data.
- The upskilling of Teacher Aides who are also involved in our PLD.
- Continue the sharing of best practice at Team and Staff Meetings.
- Weekly Learning Support Meetings to continue with identification and allocation of internal and external resources / agencies engaged.
- Continue to follow our self developed guidelines with regard to identifying, planning and delivering Intervention Programmes
- Ensure the basic needs of students are met, through the Pastoral Care Team, eg. social, emotional and physical wellbeing.
- Set up specific intervention groups in HERO. However this time, make them shared to all staff.. This will enable us to better track these students and have instant access to any achievement data.
- It has been difficult tracking 'clean' data in the past so we will be able to do this much easier. Any new students to Winton will be tracked but can be a sub group for separate analysis.

## 2023 IMPROVEMENT PLANS / TARGETS

### **NAG 1, Strategic Aim 3: To identify priority students and put in place learning support.**

**Student Achievement Target 1 - Literacy:** For identified Room 6 students to be achieving at L20 in the Dandelion sequence by the end of the year.

**Student Achievement Target 2 - Numeracy:** For the Room 13 Year 8 students involved in the Senior School Mathematics intervention, to move at least one stage in two maths domains.

**Student Achievement Target 3 - Attendance:** For the 10 students who are identified as chronically absent (less than 70%), to improve by at least 10%.

### **Baseline Student Achievement Data: (from beginning of 2023 data)**

#### **Student Achievement Target 1 - Literacy:**

For identified Room 6 students to be achieving at L20 in the Dandelion sequence by the end of the year.

This includes:

8 Year 2 students - 7 girls and 1 boy

1 Year 3 boy

All students had achieved Unit 7 at the end of 2022

#### **Student Achievement Target 2 - Numeracy:**

##### Addition and Subtraction:

6/10 (60%) - 1 stage (1 year) below expected level for beginning of year.

3/10 (30%) - 2 stages (2 years) below expected level for beginning of year.

1/10 (10%) - 3 stages (3 years) below expected level for beginning of year.

##### Multiplication and Division:

4/10 (40%) - at expected level for beginning of year.

3/10 (30%) - 1 stage (1 year) below expected level for beginning of year.

2/10 (20%) - 2 stages (2 years) below expected level for beginning of year.

1/10 (10%) - 3 stages (3 years) below expected level for beginning of year.

##### Fractions, proportions and ratios:

2/10 (20%) - 1 stage (1 year) below expected level for beginning of year.

4/10 (40%) - 2 stages (2 years) below expected level for beginning of year.

3/10 (30%) - 3 stages (3 years) below expected level for beginning of year.

1/10 (10%) - 4 stages (4 years) below expected level for beginning of year.

OTJ - Pre	OTJ - End T1	A/S - Pre	A/S - End T1	M/D - Pre	M/D - End T1	P/R - Pre	P/R - End T1
Room 13							
Towards		E6		5		5	
Towards		5		E6		E6	
Towards		E6		6		E5	
Towards		E6		E6		5	
Towards		6		7		5	
Towards		6		E7		6	
Towards		6		E7		E6	
Towards		6		6		E6	
Towards		6		E7		6	
Towards		6		6		E6	

### Student Achievement Target 3 - Attendance:

For the 10 students who are identified as chronically absent (less than 70%), to improve by at least 10%.

Attendance %	Student 1	2	3	4	5	6	7	8	9	10
2022	60%	62%	63%	63%	65%	67%	68%	68%	68%	68%

Key Improvement Strategies :	Led by
<p><b><u>Intervention with identified Year 2 Literacy Students (Target 1)</u></b></p> <ol style="list-style-type: none"> <li>1. Analysis of end of 2022 and early 2023 data to identify those students who require additional learning support.</li> <li>2. 9 Year 2/3 students, who have been identified as Tier 2 learners, have shown a lack of understanding of letter/sound relationships that has led to lower reading and spelling achievement.</li> <li>3. All relevant staff (Principal, Learning Support Team, Classroom Teacher) to meet to discuss identified students and the approaches needed to create optimum learning conditions for acceleration.</li> <li>4. Teachers directly involved with delivering the intervention to familiarise themselves with identified students.</li> <li>5. Teachers directly involved with the students to plan a programme of delivery with families / whanau notified.</li> </ol>	<p>Bev, Maryse, Hayley, Learning Support Team, Management Team and Board.</p>

6. Specialist teachers working alongside target students in Room 6, with a particular focus on fluency.
7. During the intervention, time to be allocated for regular discussion between Hayley, Maryse and Bev regarding progress and 'where to next'.
8. An Intervention Summary Report to be an ongoing working document tracking the effectiveness of programme delivery.
9. Half termly meeting with relevant staff to discuss the effectiveness of approaches, strategies, techniques, etc of the intervention.
10. At the end of the intervention, a Summary Report to be completed and shared with staff and Board.
11. Consideration given to how the learning can be sustained (Support for teacher, Teacher Aides, Board funding, etc).

**Intervention with identified Year 8 Numeracy Students (Target 2)**

1. Analysis of end of 2022 and early 2023 data to identify those students who require additional learning support.
2. 10 Year 8 students have shown gaps in critical maths concepts
3. All relevant staff (Principal, Learning Support Team, Classroom Teacher) to meet to discuss identified students and the approaches needed to create optimum learning conditions for acceleration.
4. Teachers directly involved with delivering the intervention to familiarise themselves with identified students.
5. Teachers directly involved with the students to plan a programme of delivery with families / whanau notified.
6. Specialist Teacher supporting Numeracy programme in Senior School during Term 1 (3 times per week)
7. During the intervention, time to be allocated for regular discussion regarding progress and 'where to next'.
8. An Intervention Summary Report to be an ongoing working document tracking the effectiveness of programme delivery.
9. Half termly meeting with relevant staff to discuss the effectiveness of approaches, strategies, techniques, etc of the intervention.
10. At the end of the intervention, a Summary Report to be completed and shared with staff and Board.
11. Consideration given to how the learning can be sustained (Support for teacher, Teacher Aides, Board funding, etc).

**Intervention with identified Attendance Target Students (Target 3)**

1. Utilising Ministry initiatives and support networks e.g Rock On and Learning Support Meetings.
2. School Application for Flexible Fund around attendance - potential Central Cluster application.
3. Building positive relationships with whanau and students.
4. Revise school responses to deal with unique situations, eg. letters, phone calls, meetings.
5. Analysis of attendance data on a regular basis.
6. Regular discussion with Office Manager regarding communication with home.
7. Staff to discuss attendance concerns at Team and Staff Meetings.
8. Ensure that attendance is discussed in other settings as needed e.g. Pastoral Care Meetings.
9. Discussing attendance trends / patterns / strategies, etc with our ERO Evaluative Partner.

Nicole, Mel, Bev,  
Learning Support Team,  
Management Team and  
Board.

Craig, Steve, Amber,  
Management Team,  
Learning Support Team.  
All staff  
Board



**Further Strategies / Techniques**

1. All teaching and Support Staff involved in a third year of MOE funded PLD focussing on Literacy / Oral Language
2. Literacy Leader leads the establishment of new, strategies, programmes, resources, etc. Support from Averil Lee (Numeracy Advisor)
3. Sharing successful Intervention strategies / techniques with staff on a regular basis.
4. Teachers to discuss strategies implemented for Priority Learners and changes made to practice at termly Check In Meetings.
5. Allocating Teacher Aides and support to match student / group needs, including specialised PD for Support Staff.
6. Alongside the implementation of our new HERO SMS, we will refine and review types of assessment and ways to track students more effectively.
7. Staff to work with parents and whānau to support students learning in a culturally responsive manner.
8. Numeracy leader to attend regular Numeracy Leadership workshops and share knowledge / new learning with staff.
9. Staff to engage with Numeracy facilitator to develop / strengthen areas of practice.
10. Implementation of Cultural Action Plan to have Maori students enjoying success as Maori.
11. Monitoring and working towards improving attendance levels of identified students.
12. Discussing progress, systems, etc with our ERO Evaluative Partner.