

Winton School

Charter 2022-2024



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 152 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 in 2025!

Winton School is a decile 7 full primary situated in the Central Southland township of Winton catering for new entrants to Year 8 students. 72% of our students identify as NZ European, 24% Māori and 4% who identify with other ethnicities. Our start of year roll was 270 and the estimated end of year roll is approximately 295 students. Our school currently has thirteen classrooms and a Technology Block, catering for both Hard and Soft Materials, which provides Technology education to Year 7 and 8 students from Winton and nine contributing schools.

2018 saw the completion of stage 1 of our Technology Block re-model. Phase 2, re-modelling the interior of both rooms, will hopefully begin later this year. 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.

Early 2022 will see the completion of a Learning Support Coordinator Office and extension of the staffroom.

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)

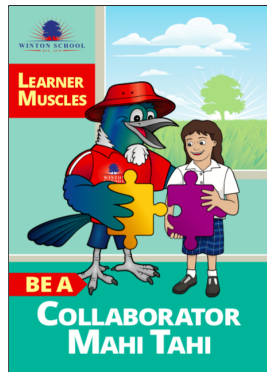
- We value responsibility because we need to be accountable for our own actions and it is the basis for trust and honesty.
- Make positive choices
- Co-operate and work as a team
- Be reliable and dependable
- Self manage and be prepared for learning

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:

- Sending to each home and to various agencies around Winton, the fortnightly school newsletter
- Maintaining an up to date school website with Facebook (weekly video) class Seesaw App and Skool Loop App
- Holding a start of year 'Meet the Teacher and Information Evening' outlining plans and expectations for the year ahead
- 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 written reports and Three Way Learner Conferences to discuss student progress and achievement in relation to the NZC
- 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 2022 - 2024

Literacy PLD (2021 / 2022)

Winton School is in the second year of a two-year PLD contract focused on literacy learning and oral language. Teachers are participating in professional learning workshops 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 of Trustees with our school development - including strategic and Local Curriculum documentation.
6. These are all aspects of one of the Principal's 2020 Performance Goals and will continue through to 2021 and 2022.

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 of Trustees 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 of Trustees 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 (learners), 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 2022 'Charter Check' document co-exists with this 2022-2024 Charter so that we are able to keep track of each of our 2022 goals.

NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT		
Strategic Aim 1: To develop, implement and review curriculum delivery with the aim of improving teaching and learning programmes, especially in Literacy and Numeracy.		
Objectives: <ul style="list-style-type: none"> • Equity and Excellence in student outcomes. • Improve student outcomes with a particular focus on Literacy and Numeracy • To effectively integrate all curriculum areas through our Inquiry approach • To encourage all students to be physically active and develop movement skills at all levels 		
2022 Goals / Actions	2023	2024
<ul style="list-style-type: none"> • Continue to implement Winton School Evaluation Plan (ERO) • Update our Curriculum Delivery Plan. • Update our Cultural Action Plan • Evaluate new Inquiry Framework 	<ul style="list-style-type: none"> • Continue to implement Winton School Evaluation Plan (ERO) Review our Curriculum Delivery Plan in line with NZ Curriculum refresh • Review the use of Learner Muscle Rubrics • Implement Aotearoa Histories Curriculum 	<ul style="list-style-type: none"> • Review our Curriculum Delivery Plan • Continue to implement Winton School Evaluation Plan (ERO)

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.		
Objectives: <ul style="list-style-type: none"> • Use a variety of assessment tools and techniques to collect high quality student achievement data. • Teachers supported to collaboratively diagnose students' learning needs and to plan and evaluate teaching and learning programmes. • Analyse student achievement data to identify those students requiring extra learning support and extension. 		
2022 Goals / Actions	2023	2024
<ul style="list-style-type: none"> • Realign assessment requirements to fit PLD learning. • Determine assessment types that are entered into HERO SMS. • Design a new reporting template. 	<ul style="list-style-type: none"> • Review updated assessment requirements • Review assessment types entered into HERO SMS. 	<ul style="list-style-type: none"> • Review updated assessment requirements

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.

2022 Goals / Actions**2023****2024**

- Integrate (MoE) Learning Support Register into HERO SMS
- Identify Intervention Group/s to make accelerated progress.
- Implement new Tracking system in HERO to replace Achievement Summaries.

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

- 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.

2022 Goals / Actions**2023****2024**

- All staff to engage in school-wide PLD on Literacy / Oral Language (Year 2)
- Incorporate 'Teacher Sprint' Model into Winton School Professional Growth Cycle document
- Staff to begin Year 1 of Healthy Active Learner initiative by Active Southland.

- All staff to engage in school-wide PLD focus area
- Review the new Winton School Professional Growth Cycle document.
- Staff to continue with Year 2 of Healthy Active Learner initiative by Active Southland.

- All staff to engage in school-wide PLD focus area

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 annual reporting
- To review procedures and policies through triennial review programme 2020 – 2022
- 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

2022 Goals

2023

2024

- 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.

- 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

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

2022 Goals

2023

2024

- Review the Induction and Mentoring Programme Guidelines
- Engage outside Appraiser for Principal appraisal

- Complete the internal Appraisal of Principal (BOT chair, DP and Principal)

- Engage outside Appraiser for Principal appraisal

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.

2022 Goals

- Work on 2023 draft budget (T4).
- Begin building phase of Technology Block interior remodel.
- Replacement of coal boiler system

2023

- Work on 2024 draft budget (T4).
- Explore options for Junior Block Upgrade
- Explore options for shade sails on northern side of A Block

2024

- Work on 2025 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.

2022 Goals

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

2023

- Conduct a Wellbeing@Winton survey with students and staff.
- Review the Wellbeing Action Plan
- 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.

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.

2022 Goals

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

2023

- 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

ANNUAL SECTION

The following section outlines our aims for student achievement and school-wide development this year. A 2022 'Charter Check' document co-exists with this 2022-2024 Charter so that we are able to keep track of each of our 2022 goals.

NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT ACTION PLAN FOR 2022

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

2022 Goals:	How	Led by
1. Continue to implement Winton School Evaluation Plan (ERO)	In conjunction with our ERO Evaluative Partner, we will continue to use this document to help guide us through our PLD and the effectiveness of outcomes. We will refer to it often at Management and Literacy Team and staff levels. This document includes Evaluative Questions, Indicators / Criteria / Approaches and Activities, Timeframes and Resourcing.	All Staff Literacy / PLD Team
2. Update our Curriculum Delivery Plan	Our Curriculum Delivery Plan will be shared with staff at the start of year Teacher Only Day. Any changes made will be shared as the year progresses. A mid year review and update will be made as well.	Steve / Craig All Staff
3. Update our Cultural Action Plan	As Steve's sabbatical focus is Cultural Responsive Practice within schools, this Plan will be reviewed in Term 2.	Steve Management Team
4. Evaluate new Inquiry Framework	After a year of implementation, the staff will review the effectiveness of the Inquiry Framework. This will be done at Team and staff levels.	Management Team All 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.

2022 Goals:	How	Led by
1. Realign assessment requirements to fit PLD learning	Review Assessment Schedule to ensure it is meeting the needs of our learners and that assessment types are purposeful. With new knowledge gained from our PLD we will be adding and deleting a number of assessments.	Craig and Maryse Management Team
2. Determine assessment types that are entered into HERO SMS	Alongside the assessment review we will begin to further utilise HERO to record child/rens assessment. The types of assessments used will be loaded onto our school HERO SMS and used for reporting purposes along with next learning steps.	Management Team / Literacy Team
3. Design a new reporting template	Through new PLD learnings and the introduction of HERO, we will be designing a more fit for purpose reporting template, that we believe will show progress better not just achievement benchmarks.	Steve / Craig Management Team

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

2022 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 / Maryse
2. Identify Intervention Group/s to make accelerated progress	Intervention Group (Charter Target students) identified through analysing achievement data from the end of 2021. Put in place key improvement strategies and a programme of intervention. This process follows the Intervention Guidelines outlined in our Winton Raising Achievement Plan.	Literacy Team / Staff
3. Implement new Tracking system in HERO to replace Achievement Summaries	Within HERO we will design and use a new system for staff to record student results and analysis. This will replace Achievement Summaries which were Google Docs.	Craig 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.

2022 Goals:	How	Led by
1. All staff to engage in school-wide PLD on Literacy / Oral Language (Year 2)	With 180 hours of MOE funded PLD hours, staff will continue to work with Jane and Greg Carroll and Jo Barr (Core Education) to strengthen their understanding and practice in Literacy, in particular oral language. A Literacy / PLD team will continue to ensure that new knowledge, programmes, resources, etc are effectively implemented.	Management Team, Literacy / PLD Team and Staff
2. Incorporate 'Teacher Sprint' Model into Winton School Professional Growth Cycle document	Through our Professional Growth Cycle we intend to incorporate the 'Teacher Sprint' mini inquiry model. This was introduced at our February TOD and will initially be facilitated by Jane and Jo in Week 4 of Term 1.	Literacy Team Jane and Jo
3. Staff to begin Year 1 of Healthy Active Learner PLD	We will initially diagnose what areas we wish to be our focus. Initial meetings to be held with Richie and over the year decide on our area of focus and how we can improve our Health and PE delivery.	Richie Crean, Catherine and staff

NAG 2: DOCUMENTATION & SELF REVIEW ACTION PLAN FOR 2022

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

2022 Goals:	How	Led by
<ul style="list-style-type: none"> Review our Curriculum Review process. Curriculum review of: <ul style="list-style-type: none"> Literacy Science Technology (including Digital Technologies) 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 	<p>Explore examples of Best Practice with regard to curriculum review. This will ensure a robust and purposeful review process at Winton School.</p> <p>Review these three curriculum areas through staff surveys / Previous Action Plans / PMIs which detail programmes, assessment practice, meeting needs / interests / abilities and resources. Student and whānau voice will be collected. Based on findings, a new Action Plan will be formulated to further develop and strengthen aspects of curriculum delivery. Through our 'Curriculum Review and Action Plan Timeline' document, ensure all current Action Plans are being followed / actioned.</p> <p>Use our 2022-2024 Triennial Review Programme to review areas of governance and practice e.g. (Governance and Operational Policies, Procedures / Guidelines, Curriculum Reports, etc).</p> <p>Send out a 2022 Health and PE Community Survey (available as paper copy or on-line survey). Analyse findings and share with all stakeholders.</p>	<p>Management Team, Board, staff</p> <p>Management team / Curriculum Leaders</p> <p>Board</p> <p>Management Team</p>

NAG 3: EMPLOYMENT AND PERSONNEL ACTION PLAN FOR 2022

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.

2022 Goals:	How	Led by
<ol style="list-style-type: none"> Review the Induction and Mentoring Programme Guidelines Engage outside Appraiser for Principal appraisal 	<p>Review our Provisionally Certificated Teachers Induction Programme to ensure it continues to support Beginning Teachers.</p> <p>From Term 2 onwards, an outside appraiser will work with Steve for the remainder of the year.</p>	<p>Steve, Management Team</p> <p>Steve</p>

NAG 4: FINANCE AND PROPERTY ACTION PLAN FOR 2022

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

2022 Goals:	How	Led by
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1. Work on 2023 draft budget (T4)	Steve, Mike and Campbell (Education Finance) to meet in November 2022 to draft the 2023 budget. Working from the 2023 MOE Operations Grant notice and current year's figures as a guide.	Steve, Mike, Campbell
2. Begin building phase of Technology Block interior remodel	Engage School Support to initiate the procurement and consent process for the re-model of the interior of the Technology Block.	Board, School Support
3. Replacement of coal boiler system	The MOE are coordinating a cost benefit analysis to determine the best option for heating A Block and Junior Block areas (mainly hallways and toilets).	Board, School Support

NAG 5: HEALTH AND SAFETY ACTION PLAN FOR 2022

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

2022 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.	Craig / Steve Management Team
3. Review school wide EOTC procedures	Undertake review of current practice and procedures with regards to EOTC.	Craig / Steve
4. Review Health and Safety procedures and ensure staff are familiar with them	Through admin, staff and Team Meetings staff will be updated on changing HHealth and Safety Procedures as they arise.	Craig / Steve

NAG 6: LEGISLATION ACTION PLAN FOR 2022

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

2022 Goals:	How	Led by
<ul style="list-style-type: none"> - Meet deadlines for submission of: - Charter / Analysis of Variance / Targets - Financial Statements - Roll Returns - Board Elections 	<p>Consult with relevant groups to prepare the following documents and submit by the stated deadline.</p> <p>Charter – Mar 1 Draft Accounts - Mar 31 Audited – May 31 Roll Returns – Mar 1 & July 1</p>	Management Team, BOT, School Support, Accountants, Auditors, MOE.

2021 ANALYSIS OF VARIANCE

CURRICULUM AREA : LITERACY

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

Student Achievement Target 1: Five Year 2 students to be achieving at Stage 2 of the Little Learners Love Literacy Programme (phonics based)

Student Achievement Target 2: Five Year 2 students to be achieving at Stage 4 of the Little Learners Love Literacy Programme (phonics based)

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: Term 1, 2021 (from End of Year 2020 data)

- A number of Year 2 students, including those who worked with Vicki last year as Year 1's, were tested using the phonics based Little Learners Love Literacy Programme screen test. 10 students were identified. 5 who are not achieving at Level 2 and 5 who are not achieving at Level 4.
- Identified Maori students (school-wide) not meeting curriculum level expectations in Reading, Writing and Maths.

Reading (school-wide): 8 boys, 7 girls (15/68) - 22% .

Writing (school-wide): 10 boys, 6 girls (16/68) - 24%

Maths (school-wide): 7 boys, 8 girls (15/68) - 22%

Analysis

2021 End of Year Student Achievement Data:

Student Achievement Target 1 - For Five Year 2 students to be achieving at Stage 2 of the Little Learners Love Literacy Programme (phonics based)

3/5 of our students reached Stage 2. The two that did not make it to stage 2 are both Maori students. They are both on our Pastoral Care register with attendance concerns.

Student Achievement Target 2 - Five Year 2 students to be achieving at Stage 4 of the Little Learners Love Literacy Programme (phonics based)

All of our students reached this target. 3 were Maori students

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

Reading (school-wide): 9 boys, 4 girls (13/66) - 20%

Reading (Same group - clean data): 7 boys, 3 girls (10/60) - 16%

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

Writing (Same group - clean data): 8 boys, 5 girls (13/60) - 22%

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

Maths (Same group - clean data): 7 boys, 6 girls (13/60) - 21%

Reason for Variance / Where to Next?

History / Reason for Literacy Intervention / Overview

This group of students were identified as a priority as they were all working towards in their achievement. We had predominantly tried a Balanced Literacy approach in the past. At the end of 2020 we researched the Science of Literacy as an approach and we thought it would be successful for this group. We then became involved in our current PLD with CORE education.....

- As per our Intervention Guidelines, key staff met to look at the data, discuss the needs of certain students and agree on the type of support they needed.
- A Year 2 Intervention Programme began in March with three groups of children receiving three half hour sessions per week. The Lock down in August interrupted the programme, but continued when school came back.
- These students became our Charter Target group with the target being -**Group one** identified Year 2 to be achieving at Stage 2 of the Little Learners Love Literacy Programme (phonics based). **Group two** to be achieving at Stage 4 of the Little Learners Love Literacy Programme (phonics based).
- The programme focussed on some key areas of Structured Literacy - Oral Language, Reading and recording at sound, word and sentence level.
- Some of the strategies and learning conditions that supported progress included building confidence levels, breaking down and mastering simple tasks, modelling and using good language structure and vocabulary, teachers being aware of different response times, clear and repeated instructions and being clear about intentions for all involved (students through to Board of Trustees - 'Line of Sight').
- Testing was completed at the end of November - 10/12 students achieved their targets

Contributing factors to acceleration:

- Initial analysis of raw data to target specific needs.
- Small withdrawal groups. Not overwhelmed by noise or distractions, time to master skills and supporting each other.
- Systematic review and analysis of prior knowledge.
- Repetition of skills being taught back in the classroom. Time to build on and strengthen these skills.
- Building positive perceptions of their competence. Students need to experience success. Confidence was boosted.
- Modelling and using correct sentence structure and syntax.
- Children understood why they were working on certain skills. So they could use them back in the classroom.

- Shared view among all staff of the Importance of the Schoolwide PLD
- Parent involvement, support and feedback
- High level of communication between intervention teacher and classroom teacher.

Barriers to Learning:

- The two who did not meet the target have a history of non-attendance.
- Limited attention span and poor working memory.

Where to Next:

- Continue with Year 2 of our School-wide Literacy / Oral Language 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 some classrooms with a view to implementing across the school to support phonological awareness.
- Use of School Readiness Assessment for New Entrant students who are struggling to access the curriculum.
- 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. Our Learning Support Coordinator to support in this area.
- Continue to follow our self developed guidelines with regard to identifying, planning and delivering Intervention Programmes
- Continue to track absences and lateness and effectively and positively communicate with families.
- Develop a range of tools to help address attendance concerns. E.g Rock On and Cluster Meetings.
- Ensure the basic needs of students are met, through the Pastoral Care Team, eg. social, emotional and physical wellbeing.

2022 IMPROVEMENT PLANS / TARGETS

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.
- Identified Maori students (school-wide) not meeting curriculum level expectations in Reading, Writing and Maths.

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)

- **Reading (school-wide):** 9 boys, 4 girls (13/66) - 20%
- **Writing (school-wide):** 9 boys, 6 girls (15/66) - 23%
- **Maths (school-wide):** 7 boys, 7 girls (14/66) - 21%

Key Improvement Strategies :

Led by

Intervention with identified Year 6 Students

1. Analysis of end of 2021 and early 2022 data to identify those students who require additional learning support.
2. A number of Year 6 students have shown a lack of understanding of letter/sound relationships that has led to lower reading and spelling achievement.
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.

Fiona , Maryse Literacy / PLD Team, Learning Support Team, Management Team and Board.

5. Teachers directly involved with the students to plan a programme of delivery with families / whanau notified.
6. During the intervention, time to be allocated for regular discussion regarding progress and 'where to next'.
7. An Intervention Summary Report to be an ongoing working document tracking the effectiveness of programme delivery.
8. Half termly meeting with relevant staff to discuss the effectiveness of approaches, strategies, techniques, etc of the intervention.
9. At the end of the intervention, a Summary Report to be completed and shared with staff and Board.
10. Consideration given to how the learning can be sustained (Support for teacher, Teacher Aides, Board funding, etc)

Intervention with identified Attendance Target Students

1. Utilising Ministry initiatives and support networks e.g Rock On and Learning Support Meetings
2. Building positive relationships with whanau and students
3. Develop a toolkit of school responses to deal with unique situations
4. Analysis of attendance data on a regular basis
5. Regular discussion with Office Manager regarding communication with home
6. Staff to discuss attendance concerns at Team and Staff Meetings
7. Ensure that attendance is discussed in other settings as needed e.g. Pastoral Care Meetings

Further Strategies / Techniques

1. All teaching and support staff involved in second year of MOE funded PLD focussing on Literacy / Oral Language
2. Literacy / PLD team leads the establishment of new, strategies, programmes, resources, etc
3. Sharing successful Intervention strategies / techniques with staff on a regular basis.
4. Allocating Teacher Aides and support to match student / group needs, including specialised PD for Support Staff.
5. Alongside the implementation of our new SMS we will refine and review types of assessment and ways to track students more effectively.
6. Staff to work with parents and whānau to support students learning in a culturally responsive manner.
7. Numeracy leader to attend regular Numeracy Leadership workshops and share knowledge / new learning with staff.
8. Selected staff to participate in Just in Time Maths PLD.
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.

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