Lake Rotoiti School

Charter 2020

MOE 3199

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Introduction:

Lake Rotoiti Primary School is a small, two class school, situated on the edge of the Nelson Lakes National Park. The school draws upon learners from a range of farming, Department of Conservation, hospitality and entrepreneurial backgrounds.

Pourangahau (Mt Robert) is a notable feature of Lake Rotoiti's landscape, providing a stunning visual feature from one classroom and the playground. Children aspire to walk to Bushline Hut at the top of this mountain.

Currently (February 2020), there are 23 children on our school roll, with children in Years 1-4 in the Junior Room and Years 4-8 in the Senior Classroom.

Since 2017 there has been a significant staff churn, with 3 principals and 3 Junior Class teachers. In 2020 the Principal who had been acting Principal in 2017, returned in a permanent capacity. In addition to this, a new caretaker and a new office manager were appointed in 2019. It is anticipated that staffing has now consolidated and will remain so for the foreseeable future.

Everyone at the school aims to make the most of this amazing location. We have close links with The Department of Conservation (DOC) and local people. Elements of our location are integrated into our curriculum so that the park and the surroundings become an extension of our school learning environment.

We encourage our young people to persevere, develop respect through responsibilities, promote integrity, develop diversity and aim for excellence.

Our enthusiastic and open-minded teachers encourage a passion for learning through listening and building relationships. Children develop life skills and the ability to meet the changing future. Teachers are committed to understanding the needs of each learner – socially, emotionally and academically. The two classes work closely together applying a tuakana/teina approach and mixing the learning through a variety of programmes.

We honour Te Tiriti O Waitangi, using this as a springboard to embed our values of developing rights and respect through understanding our responsibilities.

We offer a variety of programmes including education outside the classroom, guitar and piano, extra-curricular swimming sessions, sailing, skiing and local walks. Class learning is important to us, we use targeted teaching techniques and participatory pedagogy to engage learners to take responsibility and ownership of their learning. Children learn social skills and values through discovery and outdoor play based learning. Teachers value the use of inquiry, graphic organisers, participatory teaching techniques, Blooms and STEAM to extend learning.

The Community:

The community supports learning at Lake Rotoiti School. Many people are called upon and willingly help with a variety of aspects of life within the school. This includes camp, day trips, local walks, meeting with DOC, visits to a local farm, Bible in Schools and technology challenges. The community actively supported the 2017 pool upgrade. Lake Rotoiti School maintains contact with immediate whānau through Get to Know your Teacher, 3 way conferences, Maths Big Day Out, Show our Learning programme, Formal reporting, Goal setting, Thursday sailing, Kea Kai and co-ordinated sporting events, including the Term Three ski trips.

Lake Rotoiti School consults with the school community annually as part of the review cycle. Consultation includes an annual Community consultation meeting, working alongside DoC and maintaining close links with the Board of Trustees.

Recognising New Zealand's Cultural Diversity:

Lake Rotoiti, in consultation with the community, continues to develop policies and practices that reflect Aotearoa's cultural diversity, the unique position of the Maori, and New Zealand's position in the world.

Lake Rotoiti School will take all reasonable steps to provide instruction in tikānga Māori, te reo Māori (Māori language) for all children. The teachers actively develop an understanding of the learner and through this encourage children and their whānau to be familiar with:

- The rich heritage children come from. (Mihi)
- The history of this area. (including Māori and European settlement) Turangawaewae
- The importance of correct pronunciation, embedding language and tikānga.
- Tikānga when welcoming new people to the school. (mihi whakatau)
- The necessity of understanding customs and cultural values to be comfortable and acceptable at a hui, pōwhiri, tāngi and many other social occasions.
- The enrichment possible when reading New Zealand's best literature, if Maori language, New Zealand culture, history and values are to be understood.

We will help, through the above, to develop citizens who will be respectful, confident and connected with their dual heritage in an increasingly multicultural society.

The child – the heart of the matter

Our Vision and Mission

Courageous Learners

Preparing our children to approach future challenges with confidence

Our Vision

And

Mission

By providing opportunities for tamariki to explore social values in a meaningful context

Manaakitanga (Our Values)

Positive
(Can do it attitude)

Respect and Responsibilities
(Fostering social responsibility)

Excellence
(the best you can do)

Integrity
(be true to yourself)

Diversity
(accepting and inclusive)

2020 Strategic Goals

Aim One

Ako. Teaching and Learning
To demonstrate strong cultural practices and support an inclusive school environment

Aim Two

Whakawhanaungatanga – Connecting with the Community
To support future partnerships within school and across the wider community

Aim Three

Evaluation
Strengthen assessment practices school wide

2020 Annual Plan

Stratgeic goal		
Ako. Teaching and Learning: To demonstrate strong cultural practices and support an inclusive school environment.	Aim 2: Whakawhanaungatanga – Connecting with the Community: To support future partnerships within school and across the wider community.	Aim 3: Evaluation: Strengthen assessment practices school wide.
Annual Plan 2020		
Ako: To develop culturally responsive practices across the school. 1.2 To ensure all ākonga/students have equitable outcomes.	Whanaungatanga: Develop and maintain community relations to support learning. Kaitiakitanga: Sustain community relationships to support a strong sense of guardianship.	Evaluation: Strengthen school assessment practices to ensure that there is consistent evaluative capabilities that will create sustained and valued outcomes for all ākonga. Developing evaluative systems and processes.
Annual 2020		
Ako: To consolidate culturally responsive practices across the school to ensure all ākonga have equitable outcomes.	Whanaungatanga: To maintain community relations to support learning. Kaitiakitanga: To maintain community relationships to support a strong sense of guardianship.	Evaluation: To consolidate school assessment practices to ensure there is consistent evaluative capabilities that will create sustained and valued outcomes for all ākonga. Maintaining evaluative systems and processes.
Annual 2020		
Ako: To embed culturally responsive practices across the school to ensure all ākonga have equitable outcomes.	Whanaungatanga: To embed community relations to support learning and a strong sense of kaitiake.	Evaluation: To maintain school assessment practices to ensure there is consistent evaluative capabilities that will create sustained and valued outcomes for all children. To embed evaluative systems and processes.

Annual Plan Action Plan

Strategic Goal 1: Ako: Teaching and Learning. To demonstrate strong cultural practices and support an inclusive school environment. 1.1 To develop culturally responsive practices across the school. 1.2 To insure all students have equitable outcomes.				
Action	Resources	By When? By Whom?	Outcome	Output
Engaging ākonga in learning using a contextual learning approach.	TPP (Total participatory pedagogy techniques) BLOOMS Taxonomy Use of the 7 essential learning building blocks (PLD)	Mike Term 1-2	Teachers will engage learners in a more collaborative manner so that learning will require active participation.	Children learn best in environments where teachers know and understand them and their identities are valued.
Creating a sense of belonging for all learning.	Whanaungatanga Wa Whānau Mihi, Pōwhiri Karakia Whakatauki Te Tiriti o Waitangi Noho Marae	Mike, Alison On going	Children will develop an understanding of their identity and value their heritage.	Confident, self assured children. Children will learn powhiri, waiata and haka so that they can confidently greet visitors to our school.
Whanaungatanga Demonstrate strong partnerships around each tamariki for learning.	Family conferences	All teachers – throughout the year	Identify and acknowledge the richness of cultures within the school community.	
Preparing Seniors for Secondary School by implementing specific learning outcomes.	Other Intermediates or Colleges CoL Technology teachers	Mike Term 1 and 2	Children exposed to learning through other providers to ease transitions into Year 9.	Children exposed to learning through other providers to ease transitions into Year 9.

Strategic Goal 2: Whakawhanaungatanga – Connecting with the Community. To support future partnerships within school and across the wider community. 2.1 Develop and maintain a responsive and inclusive community culture. Kaitiakitanga. 2.2 Sustain community relationships to support a strong sense of guardianship.				
Action	Resources	By When? By Whom?	Outcome	Output
Community dialogues.	Fortnightly newsletters through Lake Rotoiti news. School stream updates as required. Update School website and calendar.	Mike – fortnightly and as required	Our school community will have an awareness and an input into what is happening and when. (Ownership)	An informed and involved community.
3 way learning Conversations.	Agreed format between Mike and Alsion	Mike/Alison Term 2	Children will have understanding of learning journeys and next learning steps. Families will have an understanding of student's next learning step.	
Drop Ins		Mike/Alison	Encourage an environment where families can 'drop in' for a discussion without doing a formal interview.	Links are created between kura and whānau members, to build a positive and forward focused future.
Use of IT	See saw SMS review	Mike Alison	Children's work shared with families.	Links are created between kura and whānau members, to build a positive and forward focused future.

			More effective use of SMS or investigate a better option than Edge.	Data is more effectively recorded and used.
Kaitiakitanga Demonstrate a strong sense of guardianship	Develop and embed the principles of every person having a guardianship role.	All staff and students – on going	Provide the opportunities to look after our environment and each other. Life Education, River care, Tuakana/Teina, Restorative behaviour management.	All staff, parents and students have a sense of justice and responsibility.

Strategic Goal 3: Evaluation: Strengthen school assessment practices. 3.1 Strengthen school assessment practices to ensure that there is consistent evaluative capablilites that will create sustained and valued outcomes for all ākonga. 3.2 Developing evaluative systems and processes.				
Action	Resources	By When? By Whom?	Outcome	Output
PLD on use of a variety of assesment tools	Asttle Reading/Writing/ Maths IKAN/Gloss/NumPA/JAM, Running Records, Probe	Mike, Alison Term 1	Develop a clear and manageable minimum school assessment map.	Data that can be tracked longitudinally for reporting on progress and achievement to a variety of stakeholders. Data that can be used formatively. Data that allows the development of a local curriculum.
PLC/PLD	Involving CoL	Mike Term 1 (During school meetings)	Develop evaluative processes and ideas, being	Sharing of ideas and build capacity plus leadership.

			culturally responsive of all learners. (Getting to know the learner).	
Moderation within and outside of school	LLP, PacT guidelines	Term 2 Term 3 Connect with other schools Mike, Alison	Teachers have a sound understanding of levels within the curriculum, through use of learning progressions.	Teachers will be more consistent with OTJ's. OTJ's triangulated in line with future pathways.
Local curriculum development		Mike, Alison On-going	Tracking of curriculum being covered. Discuss at fortnightly staff meetings.	A whole-school working document that refelcts the needs and opportunities in our local environment.
Priority learner list	Google Doc and Edge RTLB LSC	Mike, Alison Term 1	Identifying and assisting learners. Identifying high needs and Gifted/Talented learners.	A whole-school working document that provides long term data.

Analysis of variance:

Reading

Baseline:
Over the past year around 92% of ākonga achieved at or above curricum levels in Reading. 60% of Maori achieved at curriculum levels. Boys achieved 86% at or above. Three out of 4 target students shifted a level. (Two girls, one boy) One boy stayed below.

	Well below	below	at	above	
Whole school	8%	12%	60%	20%	
Boys	0	4%	36%	4%	44%
Girls	8%	8%	24%	16%	56%

	Stayed the same	Moved one sub level	More two sub levels.	More than two	
Whole school	4%	44%	32%	20%	
Boys		20%	16%	8%	44%
Girls	4%	24%	16%	12%	56%

Discussion

96% of ākonga have moved at least one sub level of learning, with 52% moving two sub levels. It is expected that most learners will shift a minimum of one sub level per year, however over a two year period, will shift three levels.

- ALL and target learners have shifted a minimum of two levels - with some shifting three - a whole curriculum level.
- 1 student showed no progress against the standards but has shown progress against other markers - attitude, comprehension.
- 80% of ākonga are at or above in reading.
- There are more girl learners well below/below than boys.
- Our Maori ākonga are making good progress with 60% working at or above standard, 40% working below to well below.
- Our kura has two ākonga receiving assisted learning support, and through this we are experiencing expected learning trajectories in all subject areas.
- It is our belief that a number of attendance issues have impacted on ākonga throughout all levels of the kura.

Next steps

- There will be a continuation of the ALL programme in 2020 with a focus on Year 5 – 8.
- Opportunities will be sought for support with attendance issues.

Writing

Baseline:
84% of ākonga achieved at or above curriculum expectations in writing. 80% of Maori achieved at curriculum levels. There was not a significant difference between genders. Boys were 78% and girls 86%. One target student (boy) shifted a level, two (boy) stayed the same, one (girl) stayed the same.

	Stayed the same	Moved one sub level	More two sub levels.	More than two	
Whole school	8%	48%	36%	8%	
Boys	4%	4%	28%	8%	44%
Girls	4%	44%	8%		56%

	Well below	below	at	above	
Whole school	8%	24%	60%	8%	
Boys		16%	24%	4%	44%
Girls	8%	8%	36%	4%	56%

Discussion

- 96% of ākonga have moved at least one sub level of learning, with 36% moving two sub levels.
- Girls have made greater moves than boys.
- ALL and target learners have shifted a minimum of two levels - with some shifting three - a whole curriculum level.
- The ALL programme focus was in writing, this has supported the reading programme, through an integrated approach in identifying words and word patterns.
- 68% of ākonga are at or above in writing, with 40% of these learners being girls.
- Our Maori ākonga are making good progress with 80% working at or above standard, 20% working below to well below.
- Our kura has two ākonga receiving assisted learning support, and through this we are experiencing expected learning trajectories in all subject area

Next steps

- There will be a continuation of the ALL programme in 2020 with a focus on Year 6 – 8 (there are no year 5 akonga).

Maths

Baseline:
93% of all ākonga were at or above curriculum levels for Maths. This left two target students at below, equaling one boy, one girl.
Data has been collected and tracked in a way to show shifts through the progressions.

	Stayed the same	Moved one sub level	two sub levels.	More than two	
Whole school	4%	28%	40%	28%	
Boys		0	20%	24%	44%
Girls	4%	28%	20%	4%	56%

	Well below	below	at	above	
Whole school	12%	8%	72%	8%	
Boys		4%	36%	4%	44%
Girls	12%	4%	36%	4%	56%

Discussion

- 96% of ākonga have moved at least one sub level of learning, with 72% moving two sub levels.
- Boys have made greater moves than girls.
- 80% of ākonga are at or above in Maths, with 40% of these learners being boys. (Majority of boys)
- Our Maori ākonga are making good progress with 60% working at or above standard, 40% working below to well below.
- This data supports the outcomes for the DMiC and ALiM programme, where students are making progress with targeted teaching to their needs.
- DMiC and ALiM seem to be incompatible.
- DMiC is difficult to implement effectively with the small size of the classes in our multi-level rural school. (9 akonga in years 1 – 4 and 14 akonga in years 6 – 8, there are no year 5 akonga)

Next steps

- ALiM will continue with a focus on Years 1 – 4.
- DMiC will be discontinued and small targeted learning groups will be established.

Charter Review Cycle

● The Principal reports to the Board to review progress on Student achievement targets and Charter goals.	August-September
● The Board consults with staff, whānau, iwi and wider community as part of its annual Charter review.	July – November
● The Board, Principal and kaiako draft targets for the following year and complete analyse of variences.	October-November
● Student achievement information is shared with parents.	November
● Charter is finalised and ratified by the Board, shared with kaiako and the community	February
● A copy of the school's charter is available for the community via the school's web site.	March
● Charter is submitted to Ministry	March
● Parents are invited to discuss children's needs	February
● Parents are invited to 3 way conferences.	June

Board of Trustees Members

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