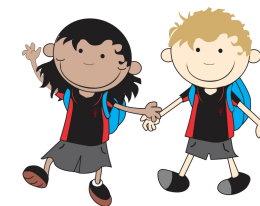




Rimu Full Primary School Charter 2019

Enriching Education with Country Values



School No: 4006

MISSION STATEMENT

At Rimu Full Primary School we strive to support our learners to be **mana motuhake** (confident, independent, resilient, self-managing) tamariki who problem solve, notice, wonder, and question the world around them. Our tamariki create, innovate and **ako** (collaborate together) within the context of our special rural environment, while learning to communicate with **manaakitanga** (respect) and **aroha** (care and empathy for others). Our tamariki learn and develop through the influence of **whanaungatanga** - sense of belonging to our place.

INTRODUCTION

Rimu School is located 12 kms southeast of Invercargill city in a country area, which includes both sheep and dairy farming and has a long association with the community and district. Nearby is the small town of Kennington where a variety of manufacturing industries operate. It is a U3 decile 9, full primary school. The roll is approximately 129 students, with a staffing component of 7.2 FTTE. The school is organised into 5 classrooms and a new entrant class opens in July. We have a dedicated staff providing a learning environment that maximizes the learning potential of students with a strong focus on literacy and mathematics and engaging inquiries. We also value learning through the environment and are working towards our Enviroschools Silver Accreditation. The Board of Trustees is an enthusiastic and committed team who work together to support our teaching team. The school encourages an active home and school partnership and a strong parent community supports the school. Rimu Full Primary School strives to provide all students with the opportunities that will help them reach their personal best according to their individual capabilities, in a learning environment that challenges, motivates and nurtures.

VALUES

The values of the New Zealand Curriculum are supported and modeled along with the following values and beliefs from our community:

Whanaungatanga



Working together to develop our sense of belonging to our community.



Manaakitanga



Respect for ourselves, other people and our environment.



Aroha

Care and Empathy.



Ako

Collaborating and learning together.



Mana Motuhake

Being self managing and resilient.



VALUING CULTURAL DIVERSITY, INCLUSION and EQUITY

27% of the total school roll are students identified as Māori and approximately 10% are identified as other cultures.

Our goal is to develop and maintain programmes and school rituals that reflect New Zealand's cultural diversity and, in particular, the unique position of Māori as tangata whenua. We provide opportunities for all learners to learn tikanga Māori (Māori culture) and te reo Māori (Māori language) through integrated inquiry and specific classroom instruction. Teachers have been supported to improve their knowledge of te ao Māori through ongoing professional learning. At Rimu Full Primary School we strive to enhance communication and endeavor to develop educationally powerful connections with all whanau, and in particular with Māori and Pasifika families to ensure the learning needs of Māori and Pasifika students are being met.

All Māori children who are having learning difficulties are identified and provided with extra assistance on a needs basis, using approaches that value their cultural capital, to ensure tamariki are given opportunities to achieve success as Māori learners.

In order to honour the Treaty of Waitangi, Rimu Full Primary School will achieve this by:

- Continuing to develop the abilities in the present teaching staff so they are encouraged and fully supported with professional development to extend their current abilities in Te Reo;
- Ensure that there are satisfactory components of Tikanga Māori and Te Reo Māori integrated into all appropriate aspects of the school curriculum and school customs.
- Consult with Māori community around the academic outcomes for their children through regular Whanau Hui meetings.
- Liaise with our local Māori community and/or representatives of the Murihiku Runanga.

The school aims to be responsive to the social, emotional and academic needs of all students of other cultures by ensuring that all reasonable steps are provided to give students the opportunity to develop through:

- Consulting with the community about the needs and wants for our students from different cultures.
- Provide ESOL assistance to students who require it.
- Provide an inclusive environment for all students through the use of our SENCO teacher to assist teachers to provide enriching educational opportunities for all.

NATIONAL EDUCATION PRIORITIES (NEPs)

Rimu School recognises the Government's National Education Priorities:

• SUCCESS FOR ALL

All year 1 to 10 students will be given opportunities to gain the knowledge, skills, attitudes, and values identified in the New Zealand Curriculum Framework and the national curriculum statements.

• A SAFE LEARNING ENVIRONMENT

Schools will provide a safe physical and emotional environment for all students.

- **IMPROVING LITERACY AND NUMERACY**

Schools will place priority on improving student achievement in literacy and numeracy, especially in years 1 to 4. Special emphasis will be placed on students whose further education or training may be at risk through under-achievement in literacy and/or numeracy.

- **BETTER USE OF STUDENT ACHIEVEMENT INFORMATION**

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities.

- **IMPROVING OUTCOMES FOR STUDENTS AT RISK**

Drawing on dependable assessment evidence, schools will improve outcomes for students who are not achieving, or are at risk of not achieving, or have special learning needs.

- **IMPROVING MĀORI OUTCOMES**

Schools will work with Māori communities to plan, set targets for and achieve better outcomes for Māori students.

- **REPORTING**

Schools will report to students and their parents on the achievement of individual students and to the school's community on the achievement of students as a whole. They will also report on the progress of groups identified in these national education priorities. The school will report to the parents at least twice a year in plain language using the New Zealand Curriculum as a basis for indicators to report on. The school will report to the board against the New Zealand Curriculum and will use this information in the annual report.

- The school contributes to the National Education Goals and National Education Priorities at governance, management and operational levels by giving them full consideration when involved in any planning for school development and / or school and class programmes. Literacy and Numeracy are currently recognized as curriculum priorities; a long-standing commitment strongly reaffirmed by the Board and communication

RIMU FULL PRIMARY SCHOOL STRATEGIC GOALS 2019-2021

As a result of community consultation, whanau hui survey's, student voice, ERO feedback and analysis of school wide achievement data and information, the board of trustees have identified these strategic goals to achieve our vision and reflect our beliefs.

Note: At Rimu School, strategic planning is based on three main sections, each of which relate to the National Administration Goals (NAGs) as follows:

Section 1.	Student Achievement	- NAGs 1, 2, 3, 5, 8
Section 2.	School Values	- NAGs 1, 2, 5
Section 3.	School Systems	- NAGs 1-8

Goal 1:
Student Achievement

Within a safe and secure learning environment Rimu Full Primary School, will encourage the development and achievement of each individual student, giving priority to literacy and mathematics.

Ongoing

- Provide targeted support for children requiring extra support to meet or make sufficient progress in relation to the New Zealand Curriculum learning progressions for reading, writing and mathematics and statistics, prioritising boys and national priority groups of Māori, Pasifika and students with special needs.

2019

Strengthen student agency by developing a key competency focused curriculum and a shared conceptual understanding and language of learning across the school.

2020-2021

Strengthen our integrated inquiry, key competency approach to teaching across the curriculum

Goal 2:
School Values

All students will be supported to develop key competencies, skills and knowledge, attitudes and values to enable them to be connected, confident, life long learners striving for their personal best.

Ongoing

- Encourage and strengthen our school culture by embedding our school values in responsive curriculum through culturally responsive practices and developing hauora (holistic wellbeing).
- Continue to develop and strengthen student's ability to take responsibility for their environment

2019

- Strengthen positive classroom and school culture through PB4L and teaching self-regulation skills.
- Continue to develop staff culturally responsive teaching practices.

2020-2021

- Strengthen positive classroom and school culture through PB4L and teaching self-regulation skills.
- Strengthen school wide and community whanaungatanga (relationships) to support learners, including meaningful integration of Māoritanga into school community.

Goal 3:
School Systems

Informed by an ongoing self-review process Rimu Full Primary School will provide resources and facilities to enhance learning. (Resources encompasses programmes, equipment, buildings, plant)

Ongoing

- The School will provide a safe, secure, attractive and effective MLE (modern learning environment)
- Provide ongoing professional learning for staff with continued focus on teaching as inquiry in literacy, mathematics, integrated inquiry and wellbeing.

2019

- Continue to review and improve systems of communication and consultation with whanau.

2019-2021

- Complete 5YA Capital works projects

ANNUAL PLANNING SECTION

Goal 1 – Student Achievement

Within a safe and secure learning environment Rimu Full Primary School, will encourage the development and achievement of each individual student, giving priority to literacy and mathematics.

Ongoing Strategy: Provide targeted support for children requiring extra support to meet or make sufficient progress in relation to the New Zealand Curriculum learning progressions for reading, writing and mathematics and statistics, prioritising boys and national priority groups of Maori, Pasifika and students with special needs.

Resources to support the ongoing strategic goal: Reading Recovery teacher employed 0.4, teacher aide support for number knowledge development, spelling support, and letter sound knowledge development, ALiM teacher peer coaching, Teaching As Inquiry focus, SENCO teacher monitoring and development of support programmes, ongoing teaching practice videoing and coaching and ongoing professional learning with Gail Loane

School systems, structures and practices to support the ongoing strategic goal: School culture that values achievement, continuous improvement, inclusive practices, and restorative practices, ongoing review and use of school wide literacy and mathematics progressions to monitor and inform teaching, ongoing moderation of judgments, including using PACT, class and school wide data used to inform teaching, Teacher Aide time allocated to supporting learners, RTLB and RT Lit support programmes, staff professional learning and strategic planning, ongoing tracking in the Student Boost Register, monitoring and differentiation related to student progress and achievement.

<i>Planned Actions for 2019</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>Actual Outcome</i>
Use 2018's data for reading, writing, and mathematics to identify 'at risk' academic learners and high achieving students and determine interventions and support programmes – including IEPs for individual students.	Principal, SENCO, Classroom Teachers, Specialist Literacy Teachers	Ongoing	TA time and extra Reading Recovery allowed for in the budget.	
Continue to strengthen the use of Rimu School progressions for Literacy and Mathematics for developing student agency, ongoing monitoring and to inform teaching and reporting.	Principal, DP, Classroom Teachers	Ongoing	Teacher release using Banked staffing	
Continue to provide professional development for staff to strengthen teaching of mathematics to accelerate student achievement.	Principal, DP, Pip	Ongoing	\$4000 ALiM funding	

Review school mathematics curriculum plan and assessment strategies.	Principal, DP, Pip	Term 1, 2019	Teacher release using Banked staffing	
Provide opportunities for parents to build their knowledge of mathematics and how it is taught to support students in their learning	Principal, DP, Pip	Term 1, 2019	Teacher release using Banked staffing	

2019 Strategy: Strengthen student agency by developing a key competency focused curriculum and a shared conceptual understanding and language of learning across the school.

<i>Planned Actions for 2019</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
Engage in professional learning with Mark Treadwell to develop a deeper understanding of how to teach through the key competencies.	Principal, DP, Teachers	Ongoing	PLD Funding, Staff professional learning budget, shared cost with Woodlands	
Review and redevelop our curriculum delivery plan with a key competency focus.	Principal, DP, Teachers	Ongoing	N/A	
Develop a shared conceptual understanding and language of learning across the school through using the Global Competencies teaching resources and collaborative planning.	Principal, DP, Teachers	Ongoing	N/A	
Develop learning progressions for Dance and Social Studies and use these to support development of student agency through student goal setting and reflection.	Principal, DP, Teachers	Ongoing	N/A	
Support and encourage the use of digital technologies to develop innovation and problem solving skills.	Principal, Aaron, Teachers	Ongoing	Technology budget, Funding Grants	

Goal 2 – School Values

All students will be supported to develop key competencies, skills and knowledge, attitudes and values to enable them to be connected, confident, life long learners striving for their personal best.

Ongoing Strategies:

- Encourage and strengthen our school culture by embedding our school values in responsive curriculum through culturally responsive practices and developing hauora.
- Continue develop and strengthen student's ability to take responsibility for their environment

Resources to support the ongoing strategic goal: EnviroSchools teacher and student leaders (Volunteer Army), Units allocated for PB4L Lead Teacher, team meeting time allocated the professional learning, PALs programme, Life Education Van, William Pike Challenge, values based rewards and certificates

Ongoing practices to support strategic goal: Continual focus on improving inquiry practices, restorative practices, values based celebration of student success, student leadership roles of responsibility, House duties, supporting and encouraging culturally responsive practices and hauora, collaborative staff and learning community, ongoing reflection and review informed by student voice, student agency through goal setting and reflecting.

<i>Planned Actions for 2019</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>Actual Outcome</i>
Increase the visual presence of our school values in our physical environment through creative art works linked to inquiries	DP, Classroom Teachers	Ongoing	Inquiry and Arts budget	
Encourage values of kaitiakitanga through engaging students in environmental projects and sustainable practices.	Principal, DP, Classroom Teachers	Ongoing	Inquiry and Arts budget	
Maintain the development of a balanced, holistic curriculum by focusing on creating and communicating through Dance.	Principal, DP, Classroom Teachers	Ongoing	Principal's Discretionary Fund	
Develop a Student Council as Ariki (Representatives) who will provide student voice to inform decision making and strategic direction.	Principal, DP	Ongoing	Principal's Discretionary Fund - badges	
Work towards achieving our Silver Enviro School	Principal, DP,	Ongoing	Inquiry Budget	

Accreditation	Classroom Teachers			
Integrate an enviro school focus in each class in Term 2 (Me and My Environment – Ecological Identity)	Principal, DP, Classroom Teachers	Term 2	Inquiry Budget	

2019 Strategies:

- Strengthen positive classroom and school culture through PB4L and teaching self-regulation skills.
- Continue to develop staff culturally responsive teaching practices.

<i>Planned Actions for 2019</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
Engage in professional learning for PB4L with the Ministry of Education	Principal, DP, Aaron	Ongoing	PB4L Funding (\$6600)	
Strengthen our students understanding and application of our school values through deliberate teaching strategies.	Principal, DP, Teachers	Ongoing	N/A	
Continue to develop and strengthen students skills in self reflection in their learning and behaviours	Principal, DP, Teachers	Ongoing	N/A	
Strengthen teaching practices that enable students to have voice and choice in their learning (Responsive Curriculum)	Principal, DP, Teachers	Ongoing	N/A	
Teach students emotional self-regulation skills through the Zones of Regulation Programme	Principal, DP, Teachers	Ongoing	PB4L Funding	
Develop digital and other school systems and structures to support students to be agentic learners, including using SeeSaw to celebrate learning success.	Principal, DP, Teachers	Ongoing	N/A	
Support and encourage culturally responsive teaching practices in which Maori identity language and culture is valued, integrated across the curriculum and embedded in	Principal, DP, Teachers	Ongoing	N/A	

our school routines and rituals.				
Develop a Maori Curriculum Plan with supporting resources for teaching Te Reo.	Principal, Pip, Maori Whanau	Term 1	Teacher release using Banked staffing	

Section 3 – School Systems

Informed by an ongoing self-review process Rimu Full Primary School will provide resources and facilities to enhance learning.

Ongoing Strategies:

- The School will provide a safe, secure, attractive and effective MLE (modern learning environment)
- Provide ongoing professional learning for staff with continued focus on teaching as inquiry in literacy, mathematics, integrated inquiry and wellbeing.

Resources to support the ongoing strategic goal: 10 Year Property Plan, maintenance and repairs as part of the cyclical maintenance programme, professional learning budgeted for and aligned to the strategic plan.

Ongoing practices to support strategic goal: Self-review drives continuous improvement, innovative development of existing spaces to enhance learning environments, safety culture, monthly health and safety checks by the BOT, resourcing of learning, policies and procedures used to guide practices, biannual health consultation, annual student wellbeing consultation, annual community feedback and Maori consult, planned for policy reviews, termly community events held to build whanaugatanga.

<i>Planned Actions for 2019</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>Actual Outcome</i>
Liaise with SDC re road-side parking extension	Principal / BOT	Ongoing	Funding Application	
Work with SQS to action the first stage of our 5YA Plan	Principal/ BOT	March	Ministry Funded	
Provide a safe and healthy environment by complying with the Rimu School Health and Safety Policy and Procedures.	Principal/ BOT	All Year	Maintenance Budget	
Working Collaboratively with Woodlands School to engage in Key Competency professional learning with Mark	Principal, DP, Classroom	Ongoing	PLD Funding and Staff Professional	

Treadwell	Teachers		Learning Budget	
Working Collaboratively with Woodlands School to engage in writing professional learning with Gail Loane	Kate / Pip	Ongoing	Staff Professional Learning Budget	
ALiM professional development (third year)	Kate / Pip	Ongoing	\$4000	
PB4L Ministry of Education Training	Principal, DP, Classroom Teachers	Ongoing	\$6600	

2019 Strategies:

- Continue to review and improve systems of communication and consultation with whanau.
- Complete 5YA Capital works projects

<i>Planned Actions for 2019</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
Strengthen communication with whanau via a School App	Principal, BOT	January	\$2500	
Build more informal opportunities for consultation through regular “Korero with Kate” and curriculum information evenings	Principal, Lead Teachers	Ongoing	N/A	
Carry out a review of our communication of learning	Principal, DP	Term 3		
Work with SQS to action the first stage of our 5YA Plan, including the replacement of Miro’s wall and modernisation of our Junior Learning block.	Principal/ BOT	March	Ministry Funded	

SUPPORTING DOCUMENTATION FOR CORE SCHOOL BUSINESS

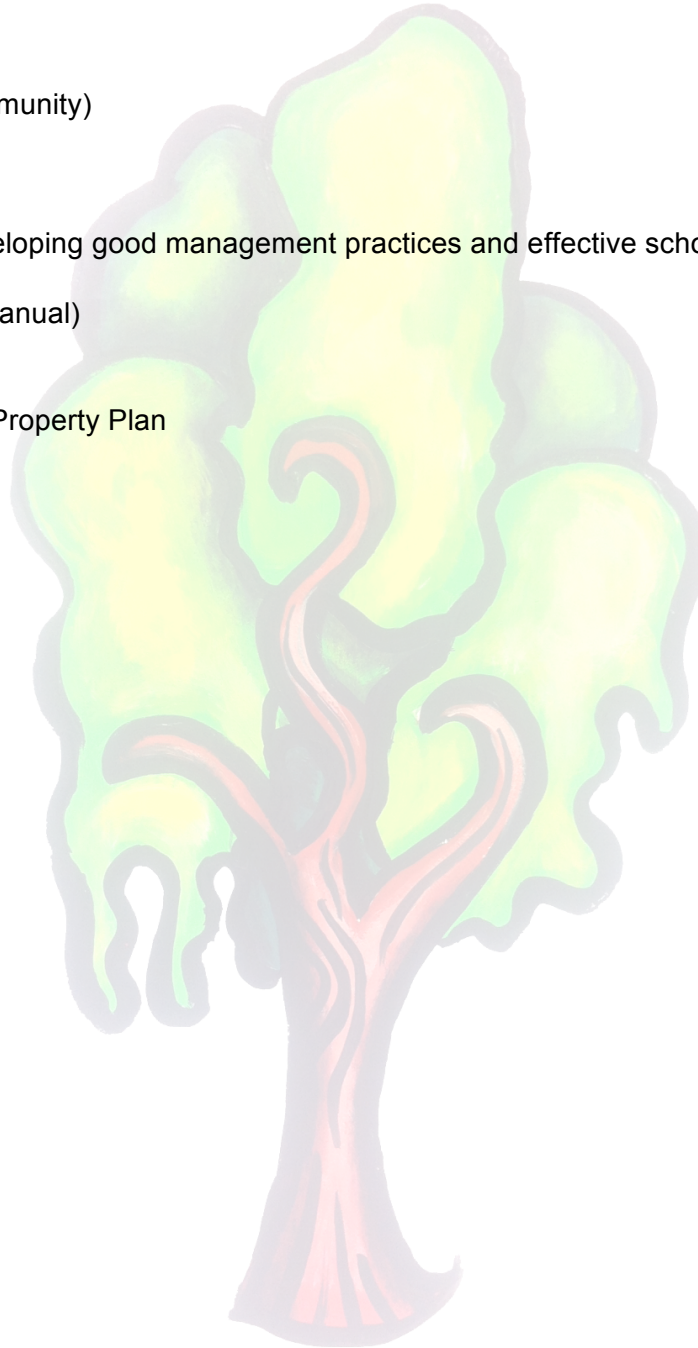
The following documentation continues to support us in improving student achievement and teacher/school programmes:

- School policies
- Curriculum plans

- Assessment plans
- Reporting plans (to parents, BOT, and community)
- Teacher's programmes of work
- Teacher information book

The following documentation supports us in developing good management practices and effective school systems

- School policies/ procedures (governance manual)
- School Self Review Plan
- Annual budget
- Ten year Maintenance Plan and Five year Property Plan



Learning target for 2019
Strategic Goal: Student Achievement
To increase the number of students across the school, particularly boys, achieving at or above the expected curriculum level in writing.
School Wide Goals:
<ul style="list-style-type: none"> - All children who achieved “At expectation” at the end 2018 will be given the opportunity to develop their full potential and achieve “Above expectation” by the end of 2019. - Encourage quality teaching practice across the school to accelerate the writing progress of boys who achieved “Below expectation” (26%) by 1.5 year’s progress by the end of 2019.
Baseline:
Analysis In December 2018 children achieved: <ul style="list-style-type: none"> • 70.7% at expectation in writing and 11.2% above expectation. • 75% Maori and Pasifika at expectation in writing and 15.6% above expectation. • 68.9% of boys at expectation in writing and 4.9% above expectation. • 72.7% of girls at expectation in writing and 18.2% above expectation.
Targets:
<ol style="list-style-type: none"> 1. Strengthening our teaching of writing practices to accelerate progress of all below students to make 1.5 or more year’s progress by the end of the year. 2. Provide enriching opportunities to accelerate student achievement in writing to achieve 15% above their expected curriculum level.
Signed BOT Chair
Date

Improvement plan

Strategy: To increase the number of students across the school, particularly boys, achieving at or above the expected curriculum level in writing.			
<i>What will be done?</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Indicators of progress</i>
Engaging in ongoing Professional Learning with Gail Loane in collaboration with Woodlands School.	Kate, Emma, Alice	Ongoing	Reflected in planning and teaching of writing.
Writing mentoring and coaching in classrooms to support teachers to know what effective teaching of writing looks like.	Emma, Alice, Ruth	Ongoing	Evidence in calendar and Teaching As Inquiry Reflections
Deepen teacher understanding of language features through regularly looking critically at mentor text during team meetings.	Alice, Emma	Ongoing	Evidenced in Team Meeting agenda and minutes and in time teaching practice.
Focus on student engagement in writing by enabling students with regular opportunities to write personal memoir, while valuing their cultural capital.	Kate, Alice, Teachers	Ongoing	Student Voice and level of engagement in class.
Continue to provide students with authentic opportunities to write across many text types and plan using a range of different planners.	Teachers	Ongoing	Evidenced in writing books
Using data to differentiate and inform deliberate acts of teaching.	Teachers	Ongoing	Reflected in teacher planning
Regular sharing of student writing books to help develop teacher understanding and inform next teaching steps.	Kate/teachers	Ongoing	Evidenced in Team Meeting agenda and minutes
Continue using PACT to support OTJs and inform teaching programmes.	Kate	Term 2/4	Reflected in OTJs and report next learning steps
Build student agency through co-constructing success criteria with students and teaching students how to self assess and provide critical feedback.	Teachers	Ongoing	Reflected in teacher practice – appraisal observations

Develop sharing circles and strengthen peer feedback techniques.	Kate/Teachers	Ongoing	Reflected in classroom practice, student voice and videoing of practice
Developing differentiation through fluid groupings and mini lessons to meet students' learning needs.	Kate/Teachers	Ongoing	Reflected in teacher planning / Appraisal Planning Checks
Developing student agency by supporting students to set writing goals and self/peer assess achievement against these goals.	Kate/Teachers	Ongoing	Students able to articulate goals and self assess – Student Goal Setting and Learning Conferences.
Use the Alpha to Omega programme to develop more consistent approaches to sounding out words and teaching spelling patterns across the school, including through Teacher Aide groups.	Kate/Katherine	Term 1/2	Reflected in classroom practice and increased spelling accuracy in books

Monitoring: Reporting against each of these goals at each board meeting
Resourcing: Details are provided for within the annual budget and PD plan

Other 2019 Key Improvement Strategies to achieve Strategic Vision	
Property Indicators of progress	<i>How did we get on?</i>
Develop our next 10 Year Property Plan.	<i>Documented above</i>
Health and Safety <i>Indicators of progress</i>	<i>How did we get on?</i>
Liaise with Southland District Council regarding the car park extension	<i>Documented above</i>