



# Patoka School

through our school we are one

## CHARTER 2018

### **Our Mission: (What are we aiming for?)**

Patoka School will provide a happy and secure learning environment where the students are nurtured and challenged to achieve personal standards of excellence.

### **Our Motto:**

Through our school we are one

### **Cultural Responsiveness**

We are strongly committed to promoting cultural diversity, recognising the value of Māori culture by integrating Te Reo and Tikanga in the school and providing instruction in Te Reo as we are able.

### **Strategic goals: (how are we going to get there?)**

- Student achievement:  
Our students will receive targeted, specific programmes to help them achieve personal achievement goals related to the NZ Curriculum, and students will access a range of opportunities that meet their needs and provide them with challenge and support.
- Quality Staff:  
Our staff will experience opportunities for continuous growth and develop their personal understandings regarding educative principles and practises. This will specifically involve us developing and implementing a schoolwide inquiry approach to enhance student agency and student achievement.
- Effective Governance:  
Our Trustees will consolidate their understanding and capacity in this role. This will specifically occur through accessing targeted Professional learning opportunities and collaboratively working on updating the schools' policies and practises.
- Positive Relationships:  
Our Trustees and staff will build and maintain positive relationships within our parent and wider school communities.

### **Our Values: TRUEE**

- Trustworthiness
- Respect
- Unity
- Enthusiasm
- Excellence

### **Our community:**

- Patoka School is a U2 full primary, with a roll of between 51-75 students.
- Most students live on sheep, beef or dairy farms.
- Approximately one third of the school population is transient.
- The school has three well-furnished classrooms, a fully stocked library and beautiful grounds including a double tennis court, adventure playground and ample playing fields.
- The school is staffed by four fulltime teachers, a part time Teacher Aide, a part time Office Administrator, a gardener, a cleaner and a groundsman. The BOT contribute towards funding the staffing of the school.
- There is a local Kindergarten licensed for 2-6 years olds and most of our students feed in from there.
- A community Hall and a Community outdoor Swimming Pool are used by the school
- Students from the school travel to and from school mainly by bus on four different routes
- Most leavers attend Boarding school after Year 8 in either Napier or Hastings.
- The Parents and Friends association raise money for the students through a variety of fundraising opportunities.

2018 Annual plan  
(what will we do this year)

Student achievement goals: (what will we do this year?)	Strategies: How will we analyse achievement information, identify target students (those at risk of under achievement) and track, monitor and report on these student' progress?	Resources
<p>Reading:</p> <p>80% or more of our students reading text at their chronological age in the Senior School or at the required level in the Junior School.</p>	<ul style="list-style-type: none"> <li>• Regular direct teaching in small groups</li> <li>• Identification of target students in each class who would benefit from close monitoring and intervention programmes</li> <li>• Principal released from teaching in one class to work across the school with a variety of learners.</li> <li>• Literacy activities that build student skills, knowledge and confidence, including Sunshine Classics</li> <li>• Additional teacher time to support target students across the school</li> <li>• Robust and moderated assessment processes to measure student growth</li> <li>• Each teacher using the Teacher as Inquirer process to identify students to monitor and trial new interventions</li> <li>• Learning conference and Student Led conference opportunities for families and teachers to share and discuss student learning</li> <li>• Referrals to RTLB, RT Lit, Learning Support and ESOL to ensure our staff receive the best advice and access to support materials</li> </ul>	<ul style="list-style-type: none"> <li>• Yolanda Sorryl Phonics training in March 2018 for staff who require training in phonics programmes</li> <li>• Subscriptions to iPad apps that support the classroom programme</li> <li>• Materials that can support the classroom programme</li> <li>• A Teacher Aide to work alongside students in each class, support the classroom programme e.g. Toe by Toe, Early Words, Yolanda Sorryl Phonics</li> <li>• Principal 0.4 release</li> </ul>
<p>Writing:</p> <p>80% or more of our students operating at the NZ Curriculum level, and showing at least one sub level of growth over the year.</p>	<ul style="list-style-type: none"> <li>• Regular direct teaching in small groups</li> <li>• Identification of target students in each class who would benefit from close monitoring and intervention programmes</li> <li>• Principal released from teaching in one class to work across the school with a variety of learners.</li> <li>• Literacy activities that build student skills, knowledge and confidence</li> <li>• Additional teacher time to support target students across the school</li> <li>• Robust and moderated assessment processes to measure student growth</li> <li>• Each teacher using the Teacher as Inquirer process to identify students to monitor and trial new interventions</li> <li>• Learning conference and Student Led conference opportunities for families and teachers to share and discuss student learning</li> <li>• Referrals to RTLB, RT Lit, Learning Support and ESOL to ensure our staff receive the best advice and access to support materials</li> </ul>	<ul style="list-style-type: none"> <li>• Yolanda Sorryl Phonics training in March 2018 for staff who require training in phonics programmes</li> <li>• Subscriptions to iPad apps that support the classroom programme</li> <li>• Materials that can support the classroom programme</li> <li>• A Teacher Aide to work alongside students in each class, support the classroom programme e.g. Toe by Toe, Early Words, Yolanda Sorryl Phonics</li> <li>• Principal 0.4 release</li> </ul>
<p>Mathematics:</p> <p>80% or more of our students operating at the Numeracy stage</p>	<ul style="list-style-type: none"> <li>• Regular direct teaching in small groups</li> <li>• Identification of target students in each class who would benefit from close monitoring and intervention programmes</li> <li>• Principal released from teaching in one class to work across the school with a variety of learners</li> <li>• Mathematics activities that build student skills, knowledge and confidence, including Maths Whizz</li> </ul>	<ul style="list-style-type: none"> <li>• Subscriptions to iPad apps that support the classroom programme</li> <li>• Materials that can support the classroom programme</li> </ul>

suggested by the NZ Curriculum, based on the Numeracy Project.	<ul style="list-style-type: none"> <li>• Robust and moderated assessment processes to measure student growth</li> <li>• Each teacher using the Teacher as Inquirer process to identify students to monitor and trial new interventions</li> <li>• Learning conference and Student Led conference opportunities for families and teachers to share and discuss student learning</li> <li>• Referrals to RTLB, RT Lit, Learning Support and ESOL to ensure our staff receive the best advice and access to support materials</li> </ul>	<ul style="list-style-type: none"> <li>• A Teacher Aide to work alongside students in each class, support the classroom programme</li> <li>• Principal 0.4 release</li> </ul>
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**NB:**

The NZ Curriculum is structured around levels, and it is expected that students work through a level over the course of a two-year period. A level contains detailed skills and areas of knowledge for students to experience and is measured by a variety of assessment tools. Examples include: PAT tests, Running Records, Writing sample assessment, Essential Spelling list assessment, eAsTTle assessments, student reflection and ePortfolios.

- Year 1-2 working at Level 1
- Year 3-4 working at Level 2
- Year 5-6 working at Level 3
- Year 7-8 working at Level 4

Quality Staff	Actions	Resources
Staff will work together to improve the delivery of the curriculum through an inquiry framework.	<ul style="list-style-type: none"> <li>• Teacher appraisal programme to support individual growth</li> <li>• Shared focus through our 2018 Vision</li> <li>• Weekly staff meeting discussions around novels, academic readings and watching short video clips relating to inquiry teaching</li> <li>• Collaborative planning opportunities to write unit of inquiries referring to the 2018 Learning Journey</li> <li>• Co-teaching opportunities with Principal to meet student needs</li> <li>• Teachers analyse the needs of students and identify priority learners for inclusion with Principal's programmes.</li> <li>• Annually review of Principal release to provide additional curriculum access to students</li> </ul>	<ul style="list-style-type: none"> <li>• Yolanda Sorryl Phonics training in March 2018 for staff who require training in phonics programmes</li> <li>• Support from RTLB and RT Lit teachers to train staff</li> <li>• Staff attending Kath Murdoch's 'The Power of Inquiry' workshop, July 2018</li> <li>• Educamp attendance</li> <li>• Specialist teachers utilised by school e.g. Te Reo, Music</li> </ul>

Governance	Actions	Resources
BOT will develop a strong understanding of governance and develop individual strengths	<ul style="list-style-type: none"> <li>• Appointment of an independent BOT chair to assist BOT in governance expertise</li> <li>• Trustees to attend a range of courses offered throughout the year to build capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with MoE, NZSTA to seek advice and support</li> <li>• NZSTA training opportunities related to the PD developed for the BOT</li> </ul>

Positive relationships	Actions	Resources
<p>Our Trustees and staff will build and maintain positive relationships within our parent and wider school communities.</p>	<ul style="list-style-type: none"> <li>• First Community meeting 9 April</li> <li>• Second Community meeting term 3 Date TBC</li> <li>• Celebrate our school successes through a variety of channels e.g enviroschool newsletter</li> <li>• Literacy lunch term 2 to invite families for an open curriculum sharing session with their children and a shared lunch</li> <li>• Term curriculum overviews sent to families</li> <li>• Sharing student learning through a variety of channels e.g Facebook, seesaw, newsletter, website</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel to maintain the communication via digital technologies</li> <li>• MoE personnel to support</li> </ul>