

Alfredton School Charter and Annual Strategic Plan 2021



Inspiring learning for a lifetime - Little acorns to mighty oaks

Our Vision: To grow students to be confident, broad minded, innovative learners who are community orientated and culturally aware.

Our Values: To be MIGHTY Oaks – Motivated

Imaginative

Giving Respect

Happy

To be adaptable

You're confident

General Description

Alfredton School is a rural U2, full primary. The school is 47 km north of Masterton and 19 km east of Eketahuna and is in an attractive rural setting (golf course alongside and the domain nearby). The pupil catchment area is approximately within a 23 km radius, with all of our children travelling to school on a Ministry Direct Resourced bus service operated by the school. The Alfredton District is mainly a beef and sheep farming area where a strong community spirit exists and both parents and the wider community are actively involved, interested and supportive of school life. The school fundraising team, ASCA, are the driving force behind the school's fundraising and provide support for all major events. Our staff and Board of Trustees strive to provide a secure environment for children to learn and develop, and are committed to "Excellence in Education".

Maori Dimensions and Cultural Diversity

Alfredton School ended 2020 with a roll of 56 students, with 23% of these students identifying as Maori. Our students come from a range of iwi. We recognise and respect the cultural diversity of all families at our school. The school promotes the importance of New Zealand's cultural diversity and the unique position of Maori culture. This is demonstrated through:

- ❖ Consultation with our Maori community on charter development and student achievement.
- ❖ Policies and procedures that reflect New Zealand's and Alfredton School's community and cultural diversity.
- ❖ Providing all students with experiences and understanding in cultural traditions, language and local history.
- ❖ Visits by students and staff to local marae
- ❖ Enriching the NZ Curriculum with Maori Language and Maori cultural perspectives.
- ❖ Ensuring planning and teaching incorporates Te Ao Maori through Te Reo and Tikanga Maori.

The Board will consider any requests from parents for instruction to be delivered in Te Reo Maori and all reasonable steps will be taken to explore possibilities for extending the current provision e.g. dual enrollment with Te Kura, consulting with Maori Education Services, advising whanau of the nearest school that provides a higher level of instruction in Te Reo and Tikanga Maori (if available).

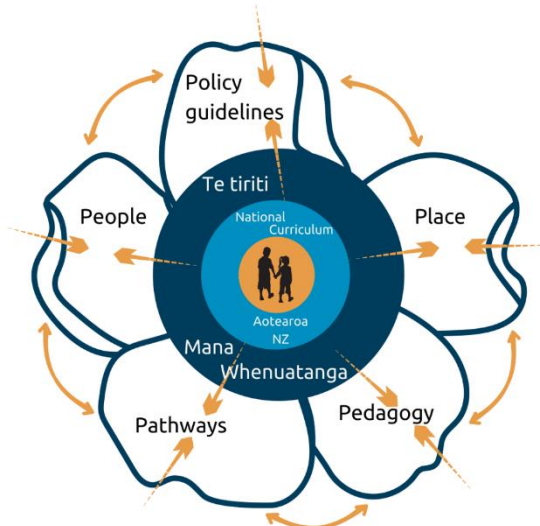
Strategic Goal 1: To provide an effective teaching and learning environment for our ākongā

Action	How it will be achieved	Responsibility	Progress
<p>Assessment For Learning / Formative assessment strategies will be visibly promoted in teaching and learning practices</p>	<p>Professional discussion and readings on formative assessment</p> <p>Students will be taught how to describe and reflect upon their learning and next steps. They will be taught how to review their own and others learning using co-constructed success criteria and through clear models</p> <p>Students will be taught how to use feedback to build on their own learning</p> <p>Training will be provided by Kahui Ako on Formative Assessment which we may choose to access</p>	<p>Alison</p> <p>All staff</p> <p>All staff</p> <p>Alison / Staff</p>	
<p>Target progress through intensive intervention programs for identified learners</p>	<p>10 week intervention programs will be developed to target specific students in maths, reading and writing</p> <p>Teacher Aide will implement and run the programs in consultation with SENCO and class teacher</p> <p>Programs will be reviewed after 10 weeks. New programs will be initiated.</p>	<p>All staff / RTLB</p> <p>Alison, Jane and staff</p> <p>Alison, Jane and staff</p>	
<p>Collaborative Teaching as Inquiry will be an authentic practice that inspires professional growth and continues to lift teaching practice, especially for;</p> <ul style="list-style-type: none"> · Digital Technologies · Coherent Pathways · Learning Progressions in Mathematics and Literacy (see student achievement targets) · Well Being 	<p>A Professional Growth Cycle will be developed in consultation with staff</p> <p>Look for ways to ensure planning and teaching incorporates Te Ao Māori through Te Reo and Tikanga Māori</p> <p><u>Digital Technologies</u> Google Classroom will be introduced from Year 3 and used as one of the vehicles for learning within the classroom</p>	<p>Alison</p> <p>All staff</p> <p>Alison and Robin</p>	

	Each child will have one piece of work shared weekly on SeeSaw	All Staff	
	SeeSaw will be used as a means of regular communication with whanau	All Staff	
	Programs to develop digital citizenship and fluency will be introduced into teaching and learning	Robin and Alison	
	<u>Coherent Pathways</u> Professional reading and discussions using Weaving a Coherent Curriculum and Connected Pathways	Alison / Staff	
	Termly / weekly events will be organised with play group. These could include: library visits, shared morning tea, buddy reading with older students	Natasha	
	<u>Wellbeing</u> Staff to attend Pause Breathe Smile PLD	All staff	
	Following PLD further actions will be developed to implement the program	All staff	

Strategic Goal 2: To develop a local curriculum which embeds our school values and demonstrates cultural diversity

Action	How it will be achieved	Responsibility	Progress
Consult with local Māori to ensure curriculum is culturally responsive	Contact local marae for discussions and support	Alison	
	Take part in Rongohia Te Hau through Kahui Ako (led by Poutama Pounamu)	All Staff	
Use this framework to develop a localised curriculum which reflects our values and Te Ao Māori.	Look for ways to enrich the New Zealand Curriculum with Māori Language and Māori cultural perspectives – use local experts by	Alison / Staff	

<p>3) A framework – ‘ways in’ to local curriculum design</p> 	<p>contacting the Marae / Tararua College staff / whanau</p> <p>Use Simon Breakspear’s clarity framework to focus ideas</p> <p>Use whanau survey conducted in Nov 2020 to support development</p> <p>Professional readings and discussion</p> <p>Visit other schools who have already developed a localised curriculum e.g. Douglas Park School</p>	<p>All staff</p> <p>All staff</p> <p>Alison / Staff</p> <p>Alison / Staff</p>	
<p>Actively seek opportunities for students to authentically learn and be inspired by environmental education experiences within the community.</p>	<p>Use long term / medium term planning to include EOTC</p> <p>Make links with the community eg: Water group to develop opportunities</p> <p>Contact Horizons for support to develop outdoor learning experiences</p> <p>Continue to develop the Native Garden</p>	<p>All staff</p> <p>All staff</p> <p>Alison</p> <p>Robin / Ross</p>	
<p>Implement the William Pike Challenge for our Year 7 and 8’s</p>	<p>Register for the William Pike Challenge 2021</p> <p>Incorporate Challenges into the classroom and as outdoor learning experiences</p> <p>Make links with Kumeroa School who will also be taking part in the challenge this year</p>	<p>Alison</p> <p>Robin / Parents</p> <p>Alison / Robin</p>	

Strategic Goal 3: To empower ākonga, whanau, teachers and the wider community to participate in collaborative partnerships for learning

Action	How it will be achieved	Responsibility	Progress
Continue to develop goal setting conversations with students and whanau	<p>Develop Student Voice through discussions about targets and next steps – link to work on assessment for learning (Goal 1) Training will be provided by Kahui Ako on Formative Assessment which we may choose to access</p> <p>During Term 2 set targets with students which they share with whanau</p> <p>During Term 3 review the targets set via 3 way conversations (Teacher/Student/Parents) and set new targets</p>	<p>All Staff</p> <p>All Staff</p> <p>All Staff</p>	
Enable students to identify the key people and tools that help them in their learning	Discussions and learning map recording with students	All Staff	
Develop a Graduate Profile	Use information gained from discussions, examples from other small rural schools and readings about coherent pathways to develop a graduate profile	Alison / Staff	
Consult with the community to review our charter and strategic decision	<p>Begin consultation during Term 2 to develop a shared understanding</p> <p>Write new Charter and Strategic Plan for 2022 to 2024</p> <p>Link future plans to NELP (National Education Learning Priorities)</p>	<p>BoT / Alison</p> <p>BoT / Alison</p> <p>BoT / Alison</p>	
To encourage students to remain at Alfredton for Year 7 and 8	<p>Ask parents and students what would make staying attractive.</p> <p>Offer the William Pike Challenge to Year 7 and 8.</p> <p>Contact other full primary schools to discover what they do.</p>	<p>BoT / Alison</p> <p>Alison / Robin</p> <p>Alison</p>	
Collaborate with schools in the Kāhui Ako, building on collaborative partnerships and strengthening networks across schools, continuing to work towards the goals in the Achievement Plan	<p>PLD day across Kahui Ako (June 2021)</p> <p>Participation in training organised by Kahui Ako on goals in the Achievement Plan</p>	<p>Alison / Staff</p> <p>Alison / Staff</p>	

Maths

2021 Student Achievement Annual Targets	Key Improvement Strategies / Actions to Lift Student Achievement	Responsibility
<p>80% of all students will attain AT or ABOVE in maths</p> <p>50% of Māori students will attain AT or ABOVE in maths.</p> <p>100% of those children making less than expected progress to make at least EXPECTED progress.</p>	Cross grouping to enable more teacher time and focus on specific learning foci	Alison
	Restructure maths long term plan to ensure more frequent coverage of number areas	Alison
	Specific teaching time at the start of each lesson on recall of basic facts	All Staff
	Each child to have a math's language book (Year 3 to 8)	All Staff
	Greater use of authentic contexts to enable transference of skills, knowledge and strategies	All staff
	Greater use of maths apps	All Staff
	PLD and professional readings will be accessed by staff	Alison / Joy
	Students will be able to discuss their learning and will be able to explain what their next step in learning should be	All Staff

Writing

2021 Student Achievement Annual Targets	Key Improvement Strategies / Actions to Lift Student Achievement	Responsibility
<p>70% of all students will attain AT or ABOVE in writing</p> <p>50% of Māori students will attain AT or ABOVE in writing.</p> <p>65% of those children making less than expected progress to make at least EXPECTED progress.</p>	<p>PLD and professional readings will be accessed by staff</p> <p>Students will be able to discuss their learning and will be able to explain what their next step in learning should be</p> <p>Fortnightly Big Write to enable regular revisiting of different text types</p> <p>Staff to explicitly model and ensure all students understand structures and language used in different text types</p> <p>Spelling / Phonics will be taught explicitly throughout the school</p> <p>Trial 'The Write Stuff' by Jane Considine in Kiwi and Huia rooms</p>	<p>Natasha / Alison</p> <p>All Staff</p> <p>Natasha / Staff</p> <p>All Staff</p> <p>All Staff</p> <p>Alison / Joy / Robin</p>

Reading

2021 Student Achievement Annual Targets	Key Improvement Strategies / Actions to Lift Student Achievement	Responsibility
<p>90% of all students will attain AT or ABOVE in reading</p> <p>65% of Māori students will attain AT or ABOVE in reading.</p> <p>70% of those children making less than expected progress to make at least EXPECTED progress.</p>	<p>PLD and professional readings will be accessed by staff</p> <p>Students will be able to discuss their learning and will be able to explain what their next step in learning should be</p> <p>Phonics will be taught explicitly throughout the school; this will include Toe-by-Toe to specific students</p> <p>Home reading will be encouraged and a school wide program will be developed</p> <p>Home reading will be expected to the end of Year 5</p> <p>Adults will be invited into school to discuss their favourite books / read to classes in order to demonstrate the importance of reading</p>	<p>Alison / Natasha</p> <p>All Staff</p> <p>Natasha</p> <p>Natasha</p> <p>All Staff</p> <p>Alison / Natasha</p>