



# Warkworth School

## School Charter Strategic and Annual Plan for Warkworth School

2019 - 2021

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

# Warkworth School 2019 - 2021

## Introductory Section - Strategic Intentions

<b>Mission Statement</b>	Nurturing ACTIVE Learners Adventurous Collaborative Thoughtful Innovative Valued Empowered
<b>Vision</b>	Success for all
<b>Values</b>	Excellence, Respect, Integrity, Cultural Diversity, Innovation, Inquiry and Curiosity.
<b>Principles</b>	<p>We believe in providing teaching and learning programmes that develop the whole child academically, physically, socially and emotionally, and that focus on our children, their families, our community and our global community.</p> <p>We believe in providing child-centred learning experiences which are engaging, challenging, future-focused, inclusive, and affirming of New Zealand's unique identity.</p> <p>Teaching and learning programmes will acknowledge the principles of the New Zealand Curriculum which include - High expectations; Treaty of Waitangi; Cultural diversity; Inclusion; Learning to learn; Community engagement; Coherence; Future-focus.</p>
<b>Māori dimensions and Cultural Diversity</b>	<p>Warkworth School Board of Trustees will develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture. The Board will provide professional development for teachers that supports te reo Maori me nga tikanga in the classroom and the inclusion of Maori perspectives when planning curriculum units.</p> <p>The Board is not able to provide for the delivery of the Curriculum in te reo Maori for those parents whom request this, but can discuss with parents ways in which the school could support their access to this method of learning outside of the school or by investigating options for learning through commercial or correspondence programmes.</p> <p>The Board will consult with the Maori community regarding their aspirations for student achievement, and will report on Maori achievement in literacy and numeracy. The Board will support the development of a strong kapa haka group and will ensure a Maori dimension is visible around the school.</p>

# Baseline Data or School Context

## Students' Learning

	2016	2017	2018
<b>READING % above</b>			
All	80	82	82
Maori	71	77	76
Pasifika	56	49	47
<b>WRITING % above</b>			
All	73	74	84
Maori	64	62	77
Pasifika	48	48	61
<b>MATHEMATICS % above</b>			
All	79	81	83
Maori	73	74	83
Pasifika	54	44	46

## Student Engagement

<b>Student Attendance</b>	2016	2017	2018
Term 1	94.4	94.2	93.8
Term 2	93.2	93.2	91.8
Term 3	91.7	90.9	89.7
Term 4	92.4	93.0	92.4
<b>Annual Average</b>			

Attending regularly is attending over 90% half-days.

## On-Time Attendance

Year 1-6	Total students	Number of students attending on time	% of students attending on time	Total Number	Total %
		90-95%	<90%		
<b>2018</b>					
Term 1	571	7	5	12	2.1
Term 2	571	21	11	32	5.5
Term 3	589	38	40	78	6.6
Term 4	602	27	21	48	8

<b>School Organisation and Structures</b>	<p>Warkworth School is a split site campus comprising a junior campus for Year 1-3 learners and a senior campus for Year 4-6 learners. In 2019, due to an extensive building programme and redevelopment of the senior campus, all learners are located on the junior campus. The school has approximately 600 learners.</p> <p><b>Staff Organisation</b></p> <table border="1"> <thead> <tr> <th></th><th>Description</th></tr> </thead> <tbody> <tr> <td>Senior Leadership</td><td>Principal, Deputy Principal, Assistant Principal</td></tr> <tr> <td>Middle Leadership</td><td>Six leaders of a learning community, Years 1 - 6</td></tr> <tr> <td>Leadership responsibilities</td><td>Four unit holders – Mathematics, Maori achieving success as Maori, Sport, Performing Arts</td></tr> <tr> <td>Guardian teachers</td><td>24 guardian (classroom) teachers</td></tr> <tr> <td>Part-time teachers</td><td>Six part-time teachers providing Special Needs (ORS) teaching, Reading Recovery, CRT and PRT release</td></tr> <tr> <td>Teacher Aides</td><td>Fifteen teacher aides providing learning support for learners with additional needs.</td></tr> <tr> <td>Administration Staff</td><td>Four administration personnel including Principal's PA and Executive Officer, school secretary, two receptionists, one part-time resource manager and one part-time library manager.</td></tr> <tr> <td>Caretaker</td><td>One caretaker</td></tr> </tbody> </table> <p><b>Board of Trustee</b></p> <p>The Board is made up of five parent representatives, the principal and a staff representative who govern the school.</p>		Description	Senior Leadership	Principal, Deputy Principal, Assistant Principal	Middle Leadership	Six leaders of a learning community, Years 1 - 6	Leadership responsibilities	Four unit holders – Mathematics, Maori achieving success as Maori, Sport, Performing Arts	Guardian teachers	24 guardian (classroom) teachers	Part-time teachers	Six part-time teachers providing Special Needs (ORS) teaching, Reading Recovery, CRT and PRT release	Teacher Aides	Fifteen teacher aides providing learning support for learners with additional needs.	Administration Staff	Four administration personnel including Principal's PA and Executive Officer, school secretary, two receptionists, one part-time resource manager and one part-time library manager.	Caretaker	One caretaker
	Description																		
Senior Leadership	Principal, Deputy Principal, Assistant Principal																		
Middle Leadership	Six leaders of a learning community, Years 1 - 6																		
Leadership responsibilities	Four unit holders – Mathematics, Maori achieving success as Maori, Sport, Performing Arts																		
Guardian teachers	24 guardian (classroom) teachers																		
Part-time teachers	Six part-time teachers providing Special Needs (ORS) teaching, Reading Recovery, CRT and PRT release																		
Teacher Aides	Fifteen teacher aides providing learning support for learners with additional needs.																		
Administration Staff	Four administration personnel including Principal's PA and Executive Officer, school secretary, two receptionists, one part-time resource manager and one part-time library manager.																		
Caretaker	One caretaker																		
<b>Review of Charter and Consultation</b>	<p>The school consulted extensively with the school community to gather voice from students, parents and caregivers, staff and board members to determine people's aspirations and therefore 'Our Purpose'. Once ideas were drafted and reviewed, further consultation occurred and feedback taken into consideration. At the completion of this work over a two-year period, Our Purpose was confirmed as <i>Nurturing ACTIVE Learners</i> with the acronym ACTIVE representing these dispositions - Adventurous, Collaborative, Thoughtful, Innovative, Valued, Empowered.</p> <p>We will consult with our community both formally and informally at parent information evenings and learning conferences to gather current ideas and thinking.</p> <p>The Charter will be reviewed quarterly to monitor progress and annually to determine areas of priority for the next annual planning cycle.</p>																		

## Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2019 - 2021
<b>Students' Learning</b>	Raise student achievement across the curriculum and reduce disparity of achievement.	Utilise data to identify at-risk learners and regularly monitor the effectiveness of Tier 1 (regular learning), Tier 2 (acceleration), and Tier 3 (special intervention) programmes. Utilise resources and personnel to achieve the goals set out in Ka Hikitia (2018 – 2022) and the Pasifika Education Plan.
<b>Student Engagement</b>	Develop confident, connected, life-long learners who are active participants.  Foster educationally powerful connections with parents, families and whanau.	Develop students as self-regulating learners using the Seven Principles of Learning as the guiding framework for developing 21 <sup>st</sup> century learners.  Enhance student well-being through programmes of learning that are broad, culturally responsive, and inclusive of all learners.  Utilise a range of digital technologies to increase dialogic conversations with stakeholders and foster genuine reciprocal relationships, and to increase community engagement.
<b>School Organisation and Structures</b>	A distributed leadership model is evident across the school.  Develop a vibrant staff of high quality, effective teachers.  The Board of Trustees are a highly effective governance team.	Provide PLD for senior and middle leaders to grow leadership capacity. Provide leadership opportunities for aspiring leaders and mentor them into the role.  Provide continuous professional learning and development to ensure all teachers are adaptive, responsive practitioners working effectively in an Innovative Learning Environment (ILE). Utilise a robust system of performance management to lift teacher effectiveness.  Provide a range of appropriate professional learning and development opportunities for new and existing trustees. Develop a succession plan to provide continuity of effectiveness.

<b>Personnel</b>	The staff profile reflects diversity of personnel.	Within our EEO policy, make appointments to support diversity of ethnicity and gender and age.
<b>Property</b>	All school buildings are modern, well maintained, and fit for purpose.	Build productive partnerships with MoE property advisors and project managers to ensure property development and maintenance is effective.
<b>Finance</b>	Manage financial resources effectively.	Utilise external providers to support our financial reporting systems so we are able to effectively self-manage our resources.  Broaden our base of fundraising so we are able to draw financial resource from a wider group of supporters beyond our immediate school community and regular business partners.

## Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report			
Students' Learning	Raise student achievement across the curriculum and reduce disparity of achievement.	<p><b>Reading</b></p> <p>Y1 – increase the number and percentage of learners achieving at and above expectation from 39/77 students (48%) to 62/77 (80%)</p> <p>Y2 Boys – increase the number and percentage of learners achieving at and above expectation from 17/41 students (41%) to 33/41 (80%)</p> <p><b>Writing</b></p> <p>Y3 – increase the number and percentage of Maori and Pasifika learners achieving at and above expectation from 12/17 students (70%) to 15/17 (88%) and 6/14 students (43%) to 11/14 (78%) respectively.</p> <p>Y5 – increase the number and percentage of Maori and Pasifika learners achieving at and above expectation from 7/13 students (53%) to 11/13 (85%) and 6/10 students (60%) to 9/10 (90%) respectively.</p> <p>Y6 – increase the number and percentage of learners achieving at and above expectation from 60/80 students (80%) to 65/77 students (85%); Increase the number and percentage of boys achieving at or above expectation from 35/52 students (67%) to 44/52 students (85%)</p> <p><b>Mathematics</b></p> <p>Y4 Girls – increase the number and percentage of learners achieving at and above expectation from 26/41 students (63%) to 35/41 (85%)</p> <p>All Pasifika ESOL learners receive additional learning support from the newly trained Pasifika teacher aide resource person.</p>	April	July	September	December

		<p>Each Learning Community creates an Improvement Plan that identifies, monitors and tracks accelerated progress in learning.</p> <p>Tier 2 and 3 learners are identified, tracked and monitored for progress in learning by the DP and AP/Senco.</p>	
<b>Student Engagement</b>	Develop confident, connected, life-long learners who are active participants.	<p>Teachers foster agentic learning by making learning pathways visible to learners and empower them to use this information to develop as self-regulating learners.</p> <p>A broad, localised curriculum is developed in consultation with teaching staff, Ngati Manuhiri and the school community and is published as a biennial learning plan that is culturally responsive to the needs, interests and abilities of all learners.</p> <p>Restructure the daily timetable to better support healthy nutrition and physical activity.</p> <p>Learner engagement in physical activity and inclusive friendship groups is increased and the extent of senior leaders involved in challenging behaviours is reduced.</p> <p>Increase the rate of on-time attendance for learners with &lt;95% attendance from 4% to 8%.</p> <p>Increase the level of inclusion for ORS learners – High Needs and Very High Needs and for learners with intensive specialist support programmes, e.g. behaviour, IWS, HCN.</p>	



	Foster educationally powerful connections with parents, families and whanau.	<p>The range of digital modes of school communication are reviewed for suitability and use, and a communication strategy developed.</p> <p>The school website is reviewed then upgraded and includes more accessible daily information and updates that are consistent with the communication strategy.</p>	
<b>School Organisation and Structures</b>	<p>A distributed leadership model is evident across the school.</p> <p>Develop a vibrant staff of high quality, effective teachers.</p>	<p>Senior and middle leaders attend PLD on leadership development, e.g. project-based curriculum learning, leadership coaching, open-to-learning conversations.</p> <p>Units are allocated for responsibility in Leading Curriculum, Maths, Maori achieving success as Maori and Performing Arts.</p> <p>DP mentors teachers of Tier 2 programmes and AP/Senco mentors teachers of Tier 3 programmes to promote progress and achievement.</p> <p>Teachers present the findings of their Spiral of Inquiry, reporting on the changes they made to their pedagogical practice and the impact of this on their learners.</p> <p>Kahui Ako Within-School leaders work productively with teachers to strengthen the rigour of Spirals of Inquiry.</p> <p>Middle and senior leaders conduct appraisals of colleagues that facilitate continuous personal growth and development of pedagogical practice.</p>	

	The Board of Trustees are a highly effective governance team.	Board members are offered a range of opportunities for professional learning from which to select, e.g. NZSTA conference, NZSTA workshops, Kahui Ako collaborative board meetings.	
<b>Personnel</b>	The staff profile reflects diversity of personnel.	Appointment panel make appointments in line with our EEO policy and the goal to diversify the staff profile.	
<b>Property</b>	All school buildings are modern, well maintained, and fit for purpose.	<p>Attend fortnightly meetings with MoE and N-compass project managers and action any requests promptly to advance the redevelopment of the senior campus and reduce potential delays.</p> <p>Install culturally inclusive motifs to label each learning area ensuring they reflect tangata whenua and add to the narrative of Warkworth School.</p> <p>Identify the next priority for enhancement of the outdoor learning environment and develop a strategy to enable its implementation in 2020.</p>	
<b>Finance</b>	Manage financial resources effectively.	<p>The finance committee monitor the identified areas for improvement sanctioned by our current provider.</p> <p>The Board supports the PTA to develop and implement a strategy that will gain financial support from sources beyond our usual supporters.</p>	

Improvement Plan - Domain: Learning		
<b>Strategic Goal</b> Raise student achievement across the curriculum and reduce disparity of achievement.	<b>Annual Goal</b> Lift achievement in Reading, Writing and Mathematics for all learners and accelerate the progress of at-risk Maori and Pasifika learners.	
<b>Baseline data and Annual Target</b>		
<b>Reading</b>		
	<b>2018 Actual</b>	<b>2019 Target</b>
Year 1 – all students	39/77 49%	62/77 80%
Year 2 – all boys	17/41 41%	33/41 80%
<b>Writing</b>		
	<b>2018 Actual</b>	<b>2019 Target</b>
Year 3 – Maori students	12/17 70%	15/17 88%
Year 3 – Pasifika students	6/14 43%	11/14 78%
Year 5 – Maori students	7/13 53%	11/13 85%
Year 5 – Pasifika students	6/10 60%	9/10 90%
Year 6 – Boys	35/52 67%	44/52 85%
<b>Mathematics</b>		
	<b>2018 Actual</b>	<b>2019 Target</b>
Year 4 – Girls	26/41 63%	35/41 85%

Key Improvement Strategies			
When	What	Who	Indicators of Progress
Term 1	<p>All Communities complete an Improvement Plan:</p> <ul style="list-style-type: none"> <li>• State specific targets for achievement</li> <li>• Identify and list target learners</li> <li>• State actions for Term 1</li> </ul> <p>DP mentors teachers of Tier 2 interventions and AP/Senco mentors teachers of Tier 3 interventions.</p> <p>Teachers align their Spiral of Inquiry with their Community Improvement Plan where possible, complete their scanning, focusing and developing a hunch.</p> <p>Kahui Ako Across-School and Within-School leaders mentor teachers as they work through their Spiral of Inquiry to increase the likelihood of positive outcomes for learners.</p>	<p>Middle leaders work collaboratively with senior leaders and their team of teachers.</p> <p>DP and AP/Senco</p> <p>Teachers</p> <p>Teachers Kahui Ako personnel</p>	<p>Community Improvement plans are completed.</p> <p>DP and AP/Senco report progress is being made from Tier 2 and 3 interventions and that teacher capability is growing.</p> <p>Spirals of Inquiry are completed to developing a hunch.</p> <p>Kahui Ako Across-School and Within-School leaders report rigorous processes have been implemented in Spirals of Inquiry and teachers are deeply connected to their inquiry. A summary report of all teachers' Spiral of Inquiry topics is shared with all staff.</p>
Term 2	<p>Learner progress is tracked and progress reported. In-class interventions are reviewed and teachers identify next steps in their new learning and next learning goals for learners.</p> <p>DP mentors teachers of Tier 2 interventions and AP/Senco mentors teachers of Tier 3 interventions.</p> <p>Teachers continue working on their Spiral of Inquiry with the support of Kahui Ako leaders.</p>	<p>Middle and senior leaders Teachers</p> <p>DP and AP/Senco</p> <p>Teachers</p>	<p>Community Improvement plans are updated.</p> <p>DP and AP/Senco report progress is being made from Tier 2 and 3 interventions and that teacher capability is growing.</p>

Term 3	<p>Learner progress is tracked and progress reported. In-class interventions are reviewed and teachers identify next steps in their new learning and next learning goals for learners.</p> <p>DP mentors teachers of Tier 2 interventions and AP/Senco mentors teachers of Tier 3 interventions.</p> <p>Teachers continue working on their Spiral of Inquiry with the support of Kahui Ako leaders.</p>	<p>Kahui Ako personnel</p> <p>Middle and senior leaders Teachers</p> <p>DP and AP/Senco</p> <p>Teachers Kahui Ako personnel</p>	<p>Teachers complete new learning according to their Spiral of Inquiry and review the impact of it on the progress of their target learners.</p> <p>Community Improvement plans are updated.</p> <p>DP and AP/Senco report progress is being made from Tier 2 and 3 interventions and that teacher capability is growing.</p> <p>Teachers complete new learning according to their Spiral of Inquiry and review the impact of it on the progress of their target learners.</p>
Term 4	<p>Learner progress is tracked and progress reported. In-class interventions are reviewed and teachers identify next steps in their new learning and next learning goals for learners.</p> <p>DP mentors teachers of Tier 2 interventions and AP/Senco mentors teachers of Tier 3 interventions.</p> <p>Teachers complete their Spiral of Inquiry and present the outcome and their findings to all staff.</p>	<p>Middle and senior leaders Teachers</p> <p>DP and AP/Senco</p> <p>Teachers</p>	<p>Community Improvement plans are completed and reviewed. A summary report of outcomes is presented to all staff.</p> <p>DP and AP/Senco report progress is being made from Tier 2 and 3 interventions and that teacher capability is growing.</p> <p>Teachers learn from each other about effective pedagogy to accelerate the learning for at-risk learners and strengthen their own practice.</p>
<p><b>Monitoring</b></p> <p>Teachers will track individual learner's progress at least once a term, twice a term for Reading.</p> <p>Data from individual teachers will be collated in the Community Improvement Plan and actions to accelerate learning will be reviewed each term and new actions identified.</p> <p>Spirals of Inquiry will support new learning for teachers so that changed actions make a positive difference for learners and result in raised levels of achievement.</p>			
<p><b>Resourcing</b></p> <p>Budget for teacher release beyond that provided for by the Ministry for Kahui Ako – approximately one day/year/teacher.</p>			