



Charter 2016

Introduction

Our school

Plimmerton has been home to families for hundreds of years. In earlier times it was known as Taupo and inhabited by Ngati Toa and Te Rauparaha. Its proximity to the city of Wellington (25km by motorway), and to Porirua (6km), means that it has all the advantages of city life, yet retains its own coastal community flavour.

Plimmerton School is a Year 1 to 8 primary school with about 500 students. Its ethnic makeup is approximately 12% Maori, 82% NZ European, 2% Pasifika and 4% Asian.

We are proud to have a professional, collaborative staff team, interested and involved parents, a supportive Board of Trustees, and an active Parent Teacher Association.

The school is set close to the sea on a large bush-covered site with expansive grounds. Facilities include 24 classrooms, a hall, an Arts Centre, a heated covered swimming pool, library and an attached Technology Centre. The school is very well equipped with modern equipment, teaching aids and technology.

Cultural diversity

Plimmerton School respects the diverse ethnic and cultural heritage of people living in New Zealand, and acknowledges the unique place of Maori. The school fosters participation and success of Maori students through Maori educational initiatives consistent with the principles of the Treaty of Waitangi, such as instruction in tikanga Maori and Te Reo Maori. The school enjoys a good relationship with Hongoeka Marae. An iwi representative is co-opted to the Board of Trustees. A kapa haka group supports the practice of powhiri for welcoming new families and staff to the school.

Consultation

The Charter is reviewed annually by the Board of Trustees. The current strategic plan was updated in 2015 following a workshop with teachers and input from student achievement data and voice, parent survey (2015), staff survey (2014), staff exit interviews, and the school's 2014 Education Review Office (ERO) report. Parents were invited to comment on the strategic plan via the school's website. Input was sought from iwi via the Board of Trustees iwi representative.

Strategic section

This section sets out Plimmerton School's strategic direction and general priorities for the next three years.

Our vision/mission

To provide a learning environment that prepares children for life

This means that we:

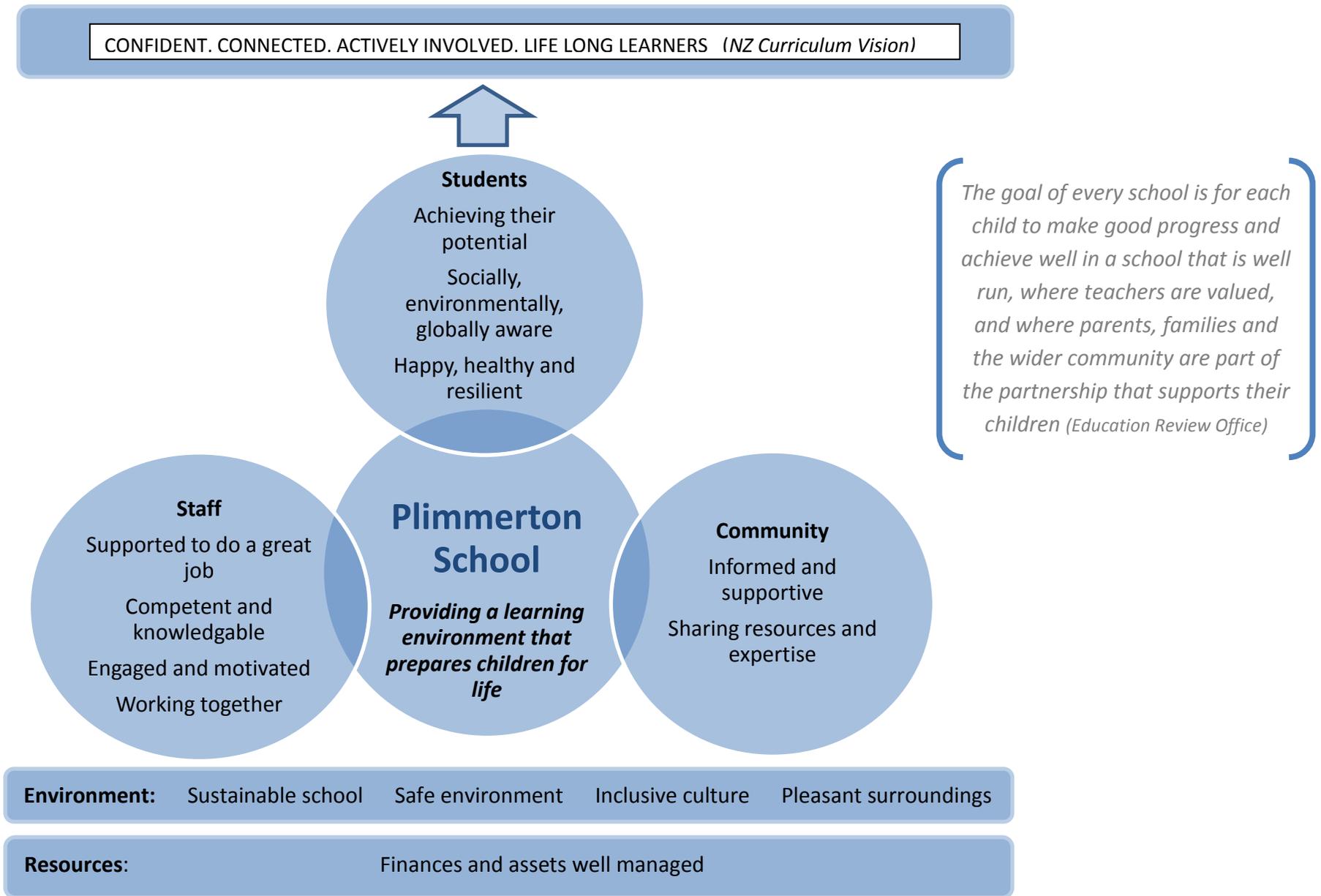
- instil a love of learning
- challenge, motivate and expand minds
- are creative, innovative and have the courage to change
- equip learners with skills and tools for the future
- inspire all within a culture of respect.

Our values

R esilience	E nergy	S ustainability	P ride	E xcellence	C ollaboration	T rust
<ul style="list-style-type: none">• We strive to build inner strength• We accept help and support• We bounce back• We know our strengths• We take risks	<ul style="list-style-type: none">• We are passionate• We get excited• We project enthusiasm• We inspire• We have fun• We pour ourselves into what we do	<ul style="list-style-type: none">• We understand good practice• We think about and act for the future• We acknowledge the past• We value our resources	<ul style="list-style-type: none">• We stand together• We value diversity• We commit to collective agreements• We walk the talk• We play our part• We do our best• We are accountable	<ul style="list-style-type: none">• We have high expectations• We are innovative• We ask the hard questions• We are open to new ideas• We embrace change• We evaluate• We are life-long learners	<ul style="list-style-type: none">• We learn from each other• We share our knowledge• We contribute ideas• We offer resources• We look to others	<ul style="list-style-type: none">• We communicate• We listen• We are supportive• We are respectful• We are constructive• We operate with good intent

Where we want to be

Achieving our vision requires our students, staff and community to work closely together, supported by a positive environment and the right resources



What we are going to focus on

Our strategic goals and actions aim to address the gap between where we are now and where we want to be in the future.

Focus area	Goals	Strategic actions 2016 - 18
Students	<p>Improve outcomes for all students, with a particular focus on priority learners</p> <p>Continue to improve student resilience and respectful relationships</p>	<ul style="list-style-type: none"> • Implement digital learning strategy • Annual staff and community refresher of behaviour responsibility model • Strengthen self-esteem, personal responsibility, resilience and social skills programmes • Incorporate more student voice • Use data to reflect on practice and target interventions • Implement extension programmes for students showing talent in one or more area • Develop a programme of sequential te reo me tikanga Maori learning that will be available to all students as they progress through the school
Staff	<p>Develop and grow digital learning capability</p> <p>Attract and retain high quality staff</p> <p>Maintain or improve staff engagement</p>	<ul style="list-style-type: none"> • Implement digital learning strategy stage including professional development in digital technologies • Implement induction programme and handbook for new staff • Focus on incorporating best practice/ teaching as enquiry • Promote collaboration between syndicates • Refresh strategic plan annually • Prepare for succession of new Board and senior leadership as required
Community	<p>Maintain strong community engagement</p> <p>Formalise collaboration with local preschools, schools and college</p> <p>Continue to grow relationship with Hongoeka Marae</p>	<ul style="list-style-type: none"> • Work with local schools to establish an approved Community of Learning(IES) • Develop closer relationship with secondary school(s) we contribute to formalise transition along the education journey – from pre-school to college • Expand opportunities for consultation and cooperation with Maori community • Undertake successful B.o.T. Triennial Elections • Undertake staff survey undertaken to gather information on community priorities and ensure an effective functioning school
Environment	<p>Continue to provide a safe and healthy environment that promotes high self esteem and responsible, respectful and right choices</p>	<ul style="list-style-type: none"> • Maintain Environmental/Sustainability Development project • Review health and safety policy procedures in line with new 2015 Health and Safety Act
Resources	<p>Maintain efficient management of the school's assets and finances</p>	<ul style="list-style-type: none"> • Annual budget developed and targeted towards strategic goals • Sufficiently resource the Digital Strategy • Use remaining 5YPP contingency funding to replace hall roof • Commence planning for next 5YPP with priority on upgrade of Rooms 7, 8 & 9.

Annual section

This section sets out our targets and specific actions for 2016. **Appendix 1** outlines the expected costs.

Focus area: Students

Strategic goals

- Improve outcomes for all students, with a particular focus on priority learners
- Continue to improve student resilience and respectful relationships

Objective 1: Reading

Baseline data/rationale:

93.3 % of Plimmerton School students achieved at or above the National Standards in reading in 2015. This result again fell short of the stretch target of 95% set for the year. An increase in the number of ESOL students along with our ORRS students possibly means an aspirational target of 95% of students at or above the standard is not achievable. We will set the school-wide target at an aspirational level of 94% of all students for 2016. The targeting of groups of students that are close to the border of being below or at the standard to bolster overall school achievement proved effective in 2015 and this area will be repeated in 2016. A literacy professional development project will continue in 2015 and the school will enter the third year of the Accelerated Literacy Learning that will be expanded.

Annual goals and targets:

- 1) By the end of 2016 94% of Plimmerton School students as a whole will be achieving at or above the National Standards in Reading
- 2) To target a number of groups of students who are achieving below the National Standards in Reading to achieve At the National Standards by the end of the year:
 - 23 x Year 2 students (15 boys/8 girls)
 - 7 x Year 3 students (3 boys/4 girls)
 - 3 x Year 4 students (2 boys/1 girl)
 - 1 x Year 5 student (1 boy)
 - 2 x Year 6 students (1 boy/1girl)
 - 4 x Year 7 students (3 boys/1 girls)
 - 1 x Year 8 student (1 girl)

Actions	People	Timeframe	Success indicators
<ul style="list-style-type: none"> • Continue to focus on Literacy Development in 2016 and dedicate 2 units to the leadership of this project • Give high priority to the provision of Reading Recovery and continue to employ an additional Reading Recovery teacher (part time) • Continue to provide support to students causing concern to raise achievement with a particular focus those in the target groups • Give priority to the purchase of high interest reading materials with a focus on students in target groups • Develop and refine internal and external moderation practice • Receive and implement Development Project recommendations • Implement a professional development programme in relation to the Development Project • Work with syndicates to best manage budgets and improve reading resources • Allocate funds to purchase reading materials specifically for the parent tutor reading programme • Syndicates to continually monitor and analyse progress of students in the identified target group • Gather, collate and analyse summative data in November • 	<p>Jill Symonds/Kate Excell (Project Leaders) Rosemary Oxnam Helen Grindey-Siriman English Committee Team Leaders</p>	<p>March - December 2016</p>	<p>Results as per targets</p>

Objective 2: Writing

Baseline data/rationale:

86.2 % of students achieved at or above the National Standards in Writing at the end of 2015. This was very close to the target of 87% and represented a 1.1% improvement on 2014 school wide achievement. We will continue to strive for school wide improvement and this will be best achieved by targeting groups of students who are either just below the standard or those who have just met the standard and are at risk of falling below. The strategy of setting an overall school target for Writing along with the targeting of specific groups with potential for improvement will be repeated in 2016. A literacy professional development project will continue in 2016 and the school will enter the third year of the Accelerated Literacy Learning project.

Annual goals and targets:

- 1) By the end of 2015 87% of Plimmerton School students as a whole will be achieving at or above the National Standards in Writing
- 2) To target a number of groups of students who are achieving below the National Standards in Writing to achieve At the National Standards by the end of the year:
 - 21 x Year 2 students (15 boys/6 girls)
 - 8 x Year 3 students (4 boys/4girls)
 - 9 x Year 4 students (6 boys/3 girls)
 - 10 x Year 5 students (5 boys/5 girls)
 - 7 x Year 6 students (6 boys/1 girl)
 - 5 x Year 7 students (4 boys/1 girl)
 - 5 x Year 8 students (5 boys)

Actions	People	Timeframe	Success indicators
<ul style="list-style-type: none"> • Continue to focus on Literacy Development in 2016 and dedicate 2 units to the leadership of this project • Implement and refine the use of the writing matrix • Provide in class support by way of expert observations and coaching • Adjust assessment reporting groups to ensure students are not measured against a National Standards that is in advance of their years at school • Maintain strategies developed through ALL & AtoL • Work with syndicates to best manage budgets and improve literacy resources • Continue to provide support to students causing concern to raise achievement with a particular focus those in the target groups • Focus teacher attention on using writing topics and resources that are of high interest to those in target groups 	Jill Symonds/Kate Excell (Project Leaders) Rosemary Oxnam English Committee Team Leaders	March - December 2016	Results as per targets

Actions (continued from previous page)	People	Timeframe	Success indicators
<ul style="list-style-type: none"> • ICT used for to motivate, model & develop skills • Teachers model writing and children taught in groups according to assessment information gathered • Phonological knowledge assessed using Yolanda Soryl resources • Yolanda Soryl phonics programme used in Kowhai daily programmes • Plimmerton School spelling programme explicitly taught • Release time to visit good models of teaching writing • Models of quality writing used • Digital story telling will be used for motivation and extension • Teacher Aide assistance in class during writing time • Regular contact with parents to discuss the child's progress • Continue to develop and refine internal and external moderation practices • Coordinate the analysis of achievement data and report outcomes • Review results and programme effectiveness to produce recommendations for improvement 			

Objective 3: Maths

Baseline data/rationale:

88.8 % of students achieved at or above the National Standards in Mathematics in 2015. This result missed the 2015 target that was increased to 92% in 2015 by 3.2%. This result was also a reduction on the 90.6% result from 2014. Reasons for the lower result are not clear but new students joining the school with low achievement in mathematics (particularly Maori students) contributed to the result. We believe that by targeting groups of students who are just below the standard or at risk of falling below we will improve the overall school achievement. Specific targeting of Maori students will also hopefully improve the overall result.

Annual goals and targets:

- 1) By the end of 2016 90% of Plimmerton School students as a whole will be achieving at or above the National Standards in Mathematics
- 2) To target a number of groups of students who are achieving below the National Standards in Mathematics to achieve At the National Standards by the end of the year:
 - 3 x Year 2 students (2 boys/1 girl)
 - 10 x Year 3 students (3 boys/7 girls)
 - 7 x Year 4 students (3 boys/4 girls)
 - 6 x Year 5 students (3 boys/3 girls)
 - 8 x Year 6 students (1 boy/7 girls)
 - 3 x Year 7 students (2 boys/1 girls)
 - 8 x Year 6 students (4 boys/4 girls)

Actions	People	Timeframe	Success indicators
<ul style="list-style-type: none"> • Maintain focus on teaching strategy and effective use of maths teaching • Continue to use syndicate streaming for maths in Years 3-8 • Provide support to students causing concern to raise achievement with a particular focus those in the target groups • Purchase additional maths resources with a special focus on resources to support students in the target groups 	Sandra Thurlow Carole Stapleton Maths Committee Team Leaders Kate Morgan – Maths Parent Tutors	March -December 2016	Results as per targets Assessments to show improvement in overall performance across school

Actions (continued from previous page)	People	Timeframe	Success indicators
<ul style="list-style-type: none"> • Refine assessment criteria to ensure consistent assessment practice • Develop and refine internal and external moderation practice • Work with syndicates to best manage budgets and maths resources • Observations of teaching will be made and support given where necessary • Teachers will have the opportunity to make observations of effective math's teaching • Target group students supported through a small group withdrawal • Gather, collate and analyse summative data in November • Students will be expected to complete number knowledge activities as part of their homework • Teacher Aide assistance in class during numeracy time, room timetables given to Rosemary • Regular contact with parents to discuss the child's progress 			

Objective 4: Digital learning

Baseline data/rationale:

In 2015 Plimmerton School launched a new digital strategy that aims to achieve high levels of motivation and engagement for all students through the use of I.C.T. (refer 'Plimmerton School Digital Learning Strategy' and 'Plimmerton School Digital Learning Implementation Plan 2015 -2017'). The digital learning strategy aims to improve the quality of student writing, improve reading performance through broadened opportunities and exposure to a greater range of genre and improve student performance in mathematics through digital exploration and practise. Success of the strategy is dependent on high levels of quality professional development for teachers and commitment from staff.

Annual goals and targets:

By the end of 2016

- 1) Plimmerton School students in Years 1-8 will have regular daily access to a connectable digital device at school
- 2) All teachers will have a high level of capability in using the available digital devices available to support learning
- 3) The use of digital devices will improve student engagement and the quality of student writing

Actions	People	Timeframe	Success indicators
<ul style="list-style-type: none"> • Supply Year 1 & 2 classes with 8 x ipads, 4 x chromebooks, 1 x large screen TV • Supply Year 3 & 4 classes with 4 x ipads, 10 x chromebooks, 1 x large screen TV • Upgrade kowhai classroom furniture and fittings to support digital learning • Unit planning throughout the school includes integration of 'digital learning' • Whole school has a focus around 'Staying safe online' / Intensive instruction in safe practice • Continuation of student owned devices for Year 7/8 students – high supply rate • Formation, training and deployment of "Tech Angel" teams • Intensive ICT staff development incl. Techy Brekkies • Participation in 'Learning with Digital Technologies' contract. • Flow of information to parents and regular Parent Information Evenings 	Kate Morgan - Project Leader Andrew Brown Melanie Blake-Palmer Andy Tate	March-December 2016	Results as per targets

Objective 6: Maori Student Achievement

Baseline data/rationale:

Whole school Maori student achievement dipped in 2015. Some of this was due to changes in the cohort, however the targeted gains in Maori achievement did not happen and Maori student achievement is not commensurate with the achievement of other students at Plimmerton School. 88.5% (95% in 2014) of Maori students achieved at or above the National Standards in Reading in 2015 c.f. 93.3% for the total school. 76.7% (also 76.7% in 2014) of Maori students achieved at or above the National Standards in Writing in 2015 c.f. 86.2% for the total school. 71.2% (80% in 2014) of Maori students achieved at or above the National Standards in Reading in 2015 c.f. 88.8% for the total school.

Annual goals and targets:

- 1) To raise the achievement of Maori students (all levels) in Reading, Writing and Mathematics to be commensurate with other students at Plimmerton School

Actions	People	Timeframe	Success indicators
<ul style="list-style-type: none"> • Appoint a co-ordinator to focus on Maori student achievement in 2016 and provide a unit to the leadership of this project • Identify target students and develop specific improvement strategies at class level • Use Tataiako – cultural competencies for teachers of Maori learners in setting programmes – Wānanga/Whanaungatanga/Manaakitanga/Tangata Whenuatanga/ Ako • Improve ongoing student monitoring • Use T.A. support groups to work with students • Ensure teachers frequently work with Maori students to ensure they are fully engaged in the class setting • Maintain high expectations for Maori learners • Special consideration to be given to cultural sensitivities and learning style of Maori students 	<p>Angela Rongonui</p> <p>Team Leaders</p> <p>Classroom Teachers</p>	<p>March -December 2016</p>	<p>Results as per targets</p> <p>Assessments to show improvement in overall performance across school</p>

Focus area: Staff

Strategic goals:

- Develop and grow digital learning capability
- Attract and retain high quality staff
- Maintain or improve staff engagement

Annual goals:

- 1) To provide staff with quality targeted Professional Development in 4 key projects with designated leadership to ensure confident competent staff

Rationale:

The face of education is continually changing and teachers need targeted professional development in to be confident, competent and effective and to be prepared to take on new initiatives

Actions	People	Timeframe	Success indicators
<p>Project 1 – Digital Learning To implement the Digital Strategy as per Stage 2 of the Digital Learning Implementation Plan and upskill staff accordingly. Participate in the ‘Learning with Digital Technologies’ M.o.E. contract</p> <p>Project 2 – Literacy Development To improve student achievement in literacy. To engage in Year 3 of the Accelerated Literacy Learning Project and share lessons learned.</p> <p>Project 3 -Tikanga Maori Review To review existing te reo, kapa haka and tikanga Maori programmes and develop a programme of sequential te reo me tikanga Maori learning that will be available to all students as they progress through the school. Ensure staff are suitably prepared and upskilled.</p> <p>Project 3 – Sustainability To progress the sustainable schools’ plan and engage in the Enviroschools programme</p>	<p>Project Leaders: Kate Morgan. Team Leaders: Mel Blake-Palmer, Andy Tate, Andrew Brown.</p> <p>Leaders: Jill Symonds & Kate Excel</p> <p>Leader: Angela Rongonui</p> <p>Leader: Carole Shaw</p>	<p>February - December 2016</p>	<p>Staff upskilled</p> <p>Coordinated approach to school priorities</p> <p>Effective teaching and school targets reached</p>

Strategic goals:

- Maintain efficient management of the school's assets and finances

<p>Annual goals:</p> <ol style="list-style-type: none"> 1) Annual budget developed and targeted towards strategic goals 2) To resource the Digital Strategy 3) Use remaining 5YPP contingency funding to partially upgrade Rooms 7-9 4) Commence planning for next 5YPP 			
<p>Rationale: The school budget needs to be tailored to effectively resource the schools Strategic Goals The schools digital strategy is a major investment in student learning, equipment and teacher capability. Resources need to be used efficiently to achieve the best possible educational gains. The school will enter its final year of the current 5YPP in July and the remaining contingency funds in the allocation may then be spent. Consideration is given to improving learning environments in Rooms 5-7 (only rooms not modernised). Preparations for the next 5YPP should be commenced to ensure the plan is ready for approval in 2017 and projects can be commencement at the earliest possible time.</p>			
Actions	People	Timeframe	Success indicators
<p><u>Digital strategy</u></p> <ul style="list-style-type: none"> • Provide effective project leadership • Provide quality targeted professional development for teachers • Contract cost effective timely technical support • Implement equipment buying plan to focus on Years 1-4 • Install large screen TVs in Kowhai classrooms <p><u>Property Planning</u></p> <ul style="list-style-type: none"> • Plan for expenditure of contingency based on priorities • Begin planning for new 5YPP for 2017 	<p>Kate Morgan Mel Blake- Palmer/Andy Tate/Andrew Brown ICT Committee</p> <p>Bax Baxter Maurice Laird Contracted consultant MoE</p>	<p>Term 1 – Term 4</p> <p>Term 2 – Term3</p>	<p>As per Digital Strategy</p> <p>Affordable priorities funded and resolved Stocktake completed for 1st Draft of 5YPP</p>

Appendix 1: Budget

The Plimmerton School 2016 Budget details the school's income and allocation of resources. The budget aims to operate the school efficiently to gain the best possible value for money and maximise the benefits for student learning.

Key expenditure priorities to benefit student learning in 2016 includes:

Board Funded Teacher Salaries	\$80,000
Ancillary Staff Salaries	\$257,500
Teaching Resources	\$74,700
Library Resources	\$22,000
Classroom Equipment and General	\$36,000

Property

Major Capital Items 2016

Equipment	\$48,000
Minor Capital Works	\$13,000
Major Capital Works	\$70,000
Total	\$131,000

Major Maintenance Items 2016

Buildings	\$25,000
Grounds	\$2,000
Painting	\$8,000
Swimming Pool	\$4,000
Equipment	\$3,000
Vandalism	\$3,000
Total	\$45,000

Digital Strategy 2016

Professional Development Release (3 days per teacher p.a.)	\$27,000
Professional Development Providers	\$10,000
Technical Support	\$20,000
Baseline ICT Equipment	\$20,000
Devices for Kowhai/Mana	\$45,000
Large Screen TVs for Kowhai Syndicate	\$10,000
Total	\$127,000