



**WAIHI BEACH**  
**PRIMARY SCHOOL**

# **CHARTER**

## **2018**

## A Strategic Vision for:



Revised September 2015

## Purpose of our Strategic Vision:

- A key document which guides direction of our school.
- Outlines the medium and long term goals for our school.
- Prioritises important educational and student outcomes.
- Provides a focus for decision making.
- Identifies important values for our school.
- Acknowledges and adds value to the spirit of our school and the wider community.
- Provides continuity for planning.
- Focuses on achieving the best possible outcome for our children in line with expectations.

## Our Strategic Vision links to...

- The School Charter
- The School's Mission Statement
- The Annual Plan
- Curriculum development
- School 5 & 10 year maintenance plans
- School Values
- School Key Competencies
- Special projects and funding

## Waihi Beach School Mission

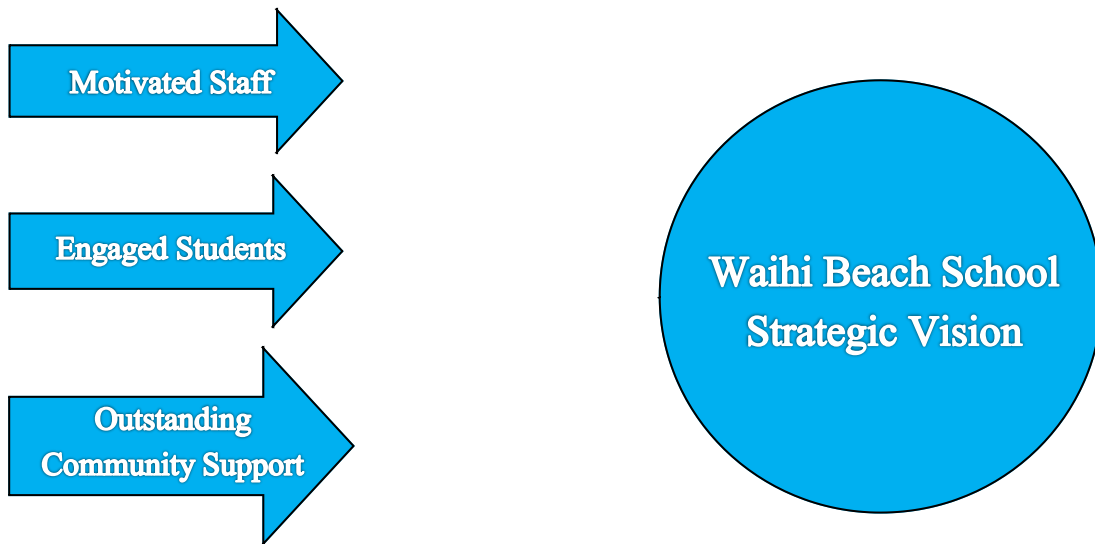
We will be

**CHAMPS**

showing:

**C**uriosity **H**onesty **A**ttitude **M**otivation **P**erseverance **S**uccess

## Making the Vision Become a Reality:



## Key Areas of Our Strategic Vision:

- Educational Outcomes
- Learning Environment
- Community Participation
- Resourcing

## Strategic Objectives for Educational Outcomes:

**At Waihi Beach School we will**

- identify target children by the end of year 3 with a view to lifting and maintaining achievement levels.
- proactively identify target children before they are below expectations. No child will be able to slip below expectations without intervention.
- recognise and cater for gifted and talented children.
- have a passionate, curious and motivated staff with a Professional Development Plan that reflects the above statements.
- have a well-rounded curriculum

## Strategic Objectives for our Learning Environment:

**At Waihi Beach School we will:**

- within a safe, modern, comfortable learning environment provide appropriate furniture maintaining our classrooms at an optimum level.
- increase our environmental awareness to reduce our waste and carbon footprint. Reduce rubbish budget by 30% over 3 years.
- give every Year 6 child an opportunity to attend 2 camps in their years at Waihi Beach School regardless of family finance circumstances.

## Strategic Objectives for Community Partnership:

**Using the Treaty of Waitangi Principles, at Waihi Beach School we will:**

### Partnership

- celebrate cultural diversity
- engage Maori to sustain and improve the success and achievement of Maori as Maori in our school

### Participation

- the school will participate in community events and activities that support the school
- the school will provide events for the community to participate in: sporting, cultural, fundraising
- facilitate community communication through Forums and Facebook pages.

### Protection

- protect the school culture of having passion, curiosity, motivation & resilience

## Strategic Objectives for Resourcing:

**At Waihi Beach School we will:**

- look at alternative ways of increasing our income
- provide every child with access to IT at the ratio of 1 device to 3 children and increase this ratio at an incremental rate of 10% per year. (2016-18)
- provide Learning Assistance from trained teachers to every child identified as needing it.

## **Waihi Beach School Strategic Vision:**

**Waihi Beach School and community aspire to be  
C H A M P S  
curious, honest, (positive)attitude, motivated, persevering, successful**

## **DESCRIPTION OF OUR SCHOOL & COMMUNITY**

Waihi Beach is situated on a beautiful stretch of coastline approximately 60 kilometres north of Tauranga. It is a popular holiday resort with seasonal population growth and a cross section of retired residents, young families and transient people. The permanent population is approximately 3000. Many in the work force commute to the nearby towns of Waihi and Katikati. The population of the beach as a holiday destination has resulted in a steady increase in services. A full range of occupations represented in the community has resulted in a diverse socio – economic environment.

Waihi Beach School is a contributing school with a high level of population mobility. 25% are identified as Maori. The roll ranges from 215-270 children.

Staff members of the school are experienced, dedicated and caring professional people. They have the interests of their pupils at heart and have the confidence and support of the parents. A very wide range of experiences is catered for because of the diverse expertise of the teachers.

The school buildings consist of a multipurpose building, eleven classrooms – ten relocatable, and the original upgraded classroom. Within the permanent block are the administration offices, medical room, staff room, resource room, Special Needs withdrawal room, shower and toilet facilities, Reading Recovery room and library. The buildings are maintained in excellent repair. A hard court area, covered outdoor area, outdoor classroom, heated swimming pool, multipurpose room (The Cove), adventure playground, confidence course, large playing field and a professionally landscaped junior play area and school entrance make a very pleasant environment.

Parental involvement in the school is encouraged and considerable, covering academic, cultural, sporting, outdoor programmes and fundraising activities. Parents have a very positive attitude towards the school and enjoy this relationship.

## **UNDERTAKINGS**

- \* We annually consult with our wider community through a number of ways:
  - School Newsletters
  - B.O.T. surveys/questionnaires
  - Parent interviews
  - Monthly Forums following BOT meetings
- \* Ratification of Charter
- \* Charter submitted to MOE by 1 March each year
- \* Annual Report submitted to M.O.E. by the 31<sup>st</sup> May each year.



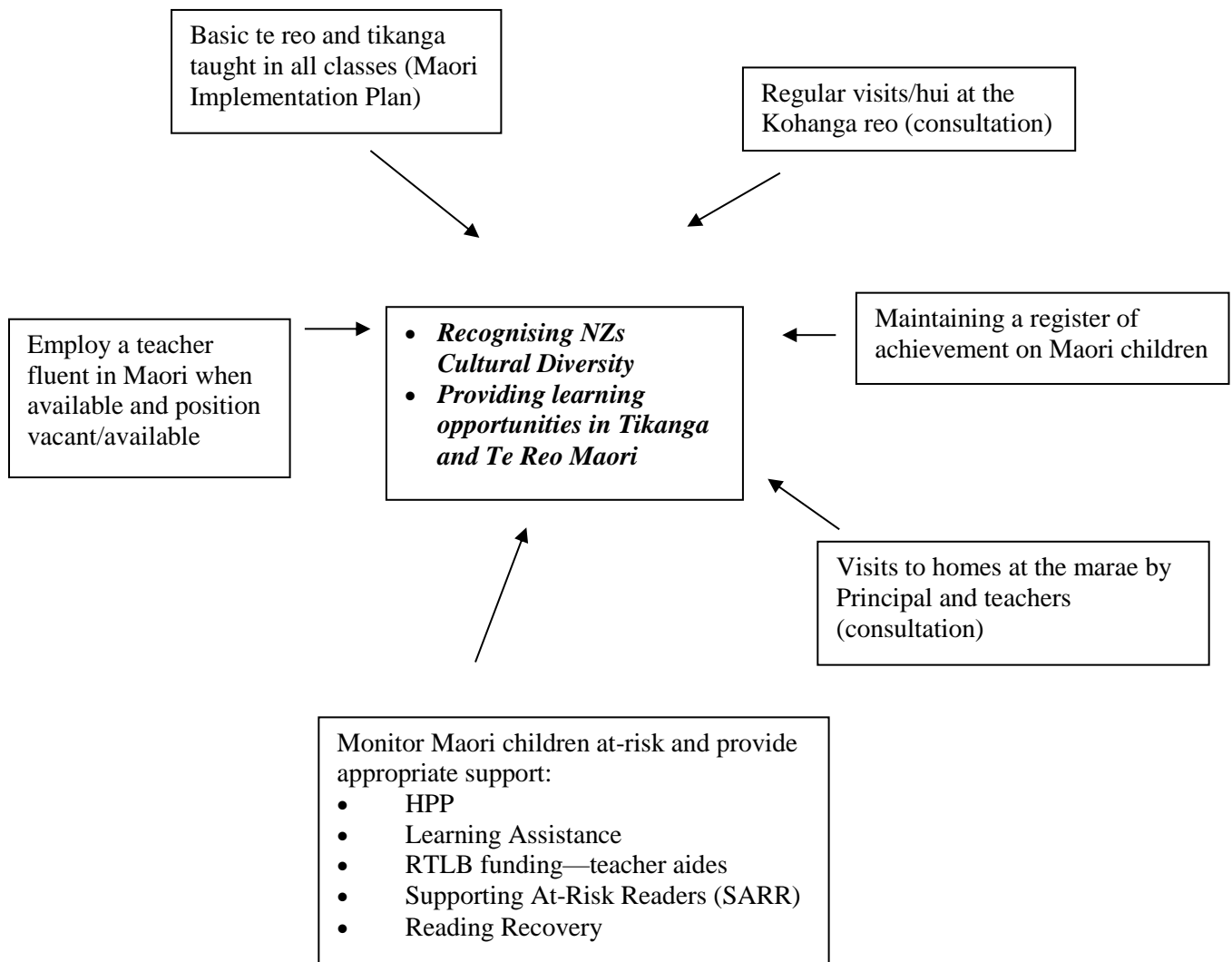
## CULTURAL DIVERSITY & MAORI EDUCATION

We will aim to develop an environment of learning where the uniqueness of New Zealand's dual heritage and diversity will be acknowledged and enhanced. This will include Te Reo (language) enrichment and Tikanga Maori (arts, crafts, waiata and local history.) We consult annually with our Maori community through:

- Parent interviews
- Informal dialogue
- Home visits
- Kohanga reo meetings
- New entrant parent meetings
- Newsletters

### MAORI EDUCATION

The school will ensure all reasonable steps are taken to provide instruction in tikanga Maori and te reo Maori for all full-time students whose parents request it. [Section 61(3)(a)(ii)]



| <b>STRATEGIC PLAN<br/>2018 – 2020</b>  |   |  | <b>How did we go?</b> |             |             |
|--|---|--|-----------------------|-------------|-------------|
| <b>STRATEGIC GOAL 1</b>  | <b>ANNUAL AIMS</b>  | <b>ACTIONS</b>   | <b>2018</b>           | <b>2019</b> | <b>2020</b> |
| <p>All Students are able to access the New Zealand Curriculum as evidenced by progress &amp; achievement.</p>  | <p>1a. To increase the number of students progressing satisfactorily in Reading<br/>1b. To increase the number of students progressing satisfactorily in Writing.<br/>1c. To increase the number of students progressing satisfactorily in Mathematics</p>  | <ul style="list-style-type: none"> <li>• Student achievement measured against Literacy Progressions.</li> <li>• School targets are included in the Charter.</li> <li>• Curriculum areas reviewed and led by teacher in charge.</li> <li>• Professional Development in Mathematics</li> <li>• Goals developed in relation to Professional Development.</li> <li>• Weaknesses from 2017 identified and addressed through the continuation of Data Teams</li> <li>• Budget reviewed.</li> </ul> |                       |             |             |
| <b>STRATEGIC GOAL 2</b>  | <b>ANNUAL AIMS</b>  | <b>ACTIONS</b>   |                       |             |             |
| <p>Maori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori. Whanau are supporting their tamariki's learning.</p> | <p>2a. To increase the number of Maori students progressing satisfactorily in Reading<br/>2b. To increase the number of Maori students progressing satisfactorily in Writing.<br/>2c. To increase the number of Maori students progressing satisfactorily in Mathematics.<br/>2d. To develop communication between home and school so that Maori students are supported by home and school in their learning.</p> | <ul style="list-style-type: none"> <li>• Maori students achievement data collected and measured against Literacy Progressions</li> <li>• Maori learning styles discussed in staff meetings.</li> <li>• Consultation with Maori community on achievement results and action plan drawn up.</li> <li>• School data teams meet to analyse strengths and weaknesses to link with Maori community action plan.</li> </ul>   |                       |             |             |

| <b>STRATEGIC GOAL 3</b>   | <b>ANNUAL AIMS</b>  | <b>ACTIONS</b>  | <b>2018</b> | <b>2019</b> | <b>2020</b> |
|---|---|---|-------------|-------------|-------------|
| Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment. | 3a. Students make progress, achieve and experience success against goals developed in Individual Education Plans.<br>3b. To develop communication between home and school so that students with special learning needs are supported in their learning.           | <ul style="list-style-type: none"> <li>• Students below expectations identified annually.</li> <li>• SENCO and data team oversee data.</li> <li>• Agencies contacted to assist with IEP's.</li> <li>• Agencies contacted for teacher aide funding.</li> <li>• Teacher aides scheduled to work with classes containing special learning needs students.</li> <li>• Learning Assistance and SARR students identified and programmes set in place.</li> <li>• Teachers looking for ways to facilitate student achievement.</li> <li>• Budgets reviewed.</li> </ul> |             |             |             |
| <b>STRATEGIC GOAL 4</b>   | <b>ANNUAL AIMS</b>  | <b>ACTIONS</b>  |             |             |             |
| Students with special learning abilities are supported in their learning so that they can extend their progress in relation to the New Zealand Curriculum.  | 4a. Students make progress, achieve and experience success against goals developed in Individual Education Plans<br>4b. To develop communication between home and school so that students with special learning abilities are supported to extend their learning. | <ul style="list-style-type: none"> <li>• Students above expectations identified.</li> <li>• Gifted students identified.</li> <li>• Outside resources for GATE children identified and utilised.</li> <li>• Extension programmes for identified students organised and run by class teachers and specialist teachers where appropriate.</li> </ul>   |             |             |             |

| <b>STRATEGIC GOAL 5</b>   | <b>ANNUAL AIMS</b>   | <b>ACTIONS</b>  | <b>2018</b> | <b>2019</b> | <b>2020</b> |
|---|--|---|-------------|-------------|-------------|
| Teachers are supported to improve pedagogy, teaching, learning and assessment practice which will lead to increased student progress and achievement. | 5a. Teachers engage in professional readings and learning conversations which lead to personal reflection and development of professional practice.<br>5b. Teachers use the Curriculum and Progressions to support improvement in student outcomes.<br>5c. Teachers use formative assessment practice to meet the needs and interests of their students.<br>5d. Teachers will continue communication between home and school to support student learning and well-being.<br>5e. Teachers will take an active part in the appraisal process with self-improvement being a priority. | <ul style="list-style-type: none"> <li>• Professional development in Mathematics, PE And Play Based Learning</li> <li>• Teacher planning through inquiry</li> <li>• Teacher planning systems and expectations reinforced and monitored.</li> <li>• Teachers observed by Senior Management</li> <li>• Teachers observe each other to improve their practice.</li> <li>• Regular review of all areas of the school to continue.</li> <li>• Teachers are reflective practitioners.</li> <li>• Teachers and data teams analyse class results and own teaching.</li> </ul> |             |             |             |
| <b>STRATEGIC GOAL 6</b>   | <b>ANNUAL AIMS</b>   | <b>ACTIONS</b>  |             |             |             |
| To develop staff, student and parent's use of ICT to support teaching and learning and communication between home and school.                         | 6a. Teachers have access to quality ICT and software to support their teaching and student learning.<br>6b. Students to have access to quality ICT and software to support their learning.   | <ul style="list-style-type: none"> <li>• ICT budget reviewed.</li> <li>• 2016 – 3 year classroom computer lease entered into. (2<sup>nd</sup> lease: 2013, 2016) 2019 new lease</li> <li>• Investigate obtaining outside funding for ICT hardware additional to lease items.</li> <li>• Continue educating staff and parents on how to use the school website.<br/>Use Facebook as a communication tool.</li> </ul>   |             |             |             |

A = Achieved

NA = Not Achieved

## WAIHI BEACH SCHOOL ANNUAL PLAN 2018

### NAG 1 Curriculum – Raising Student Achievement

- Our focus will be on continuing to identify what our students need to thrive then use a personalised student led approach that develops the gifts and talents of all our children.
- Continue to develop inquiry teaching and learning throughout the school.
- Develop new assessment guides to replace National Standards
- Mathematics is our PD focus.
- Develop and monitor targeted planning, improved teaching and children's Progress especially in Year 1 & 2(ERO)
- Improve the conditions that support the acceleration of children's learning (ERO)

### NAG 2 Self Review – Raising Student Achievement

- Review curriculum policies and procedures.
- Review the staff handbook and rewrite as required.
- Overall teacher judgement development so that judgements are fair and consistent throughout the school.
- School Operational Plan reviewed and developed.
- Report to BOT monthly under NAG headings.
- Yearly targets set and reported on in reading, writing and mathematics.
- Charter to MOE – March 2018

| <b>NAG 3 Personnel – Raising Student Achievement</b>  | <b>NAG 4 Finance and Property</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>• BOT participate in board training</li> <li>• Comply with legislative responsibilities as a good employer.</li> <li>• Implement and support an effective staff development programme which includes personal professional growth that will enhance the quality and teaching of learning.</li> <li>• Staff have written goals for the year.<br/>Provide teacher aides, RTLB, Speech Language Therapist, Resource Teacher of Literacy, parent tutors, and other agencies to support programmes</li> </ul>   | <ul style="list-style-type: none"> <li>• Audit 2017 accounts</li> <li>• Monitor 2018 budget.</li> <li>• Monthly finance reports at BOT meetings.</li> <li>• Prepare 2019 budget in line with school's operational plan.</li> <li>• 5YA property plan implemented through Project Managers advice.</li> <li>• Increase our fund raising income by 10% through fund raising actions<br/>Increase our ICT devices by 10%<br/>Reduce our rubbish budget by 10% over the 2018 year<br/>The school will spend 5% of its budget on classroom furniture for the period 2016-18 to ensure our classrooms are at an optimum level.</li> </ul> |
| <b>NAG 5 Health and Safety</b>  | <b>NAG 6 Compliance – Raising Student Achievement</b>   |
| <ul style="list-style-type: none"> <li>• Ensure Health and Safety policies and procedures complies in full with new Legislation (April 2016) to guarantee the safety of students and employees.</li> <li>• Health - community consultation conducted.</li> <li>• Hazards identified and removed.</li> <li>• Student attendance monitored daily. Principal to review and analyse at the end of each term. Truancy services accessed where needed. In 2018 we are aiming to improve attendance rates of identified individuals.</li> <li>• School Building Systems and Features manual kept up to date.</li> <li>• Emergency procedures practiced each term – fire, earthquake and tsunami.</li> <li>• Daily, weekly and monthly safety checks to be undertaken by the caretaker.</li> <li>• Table a monthly Health and Safety report at BOT meetings.</li> </ul> | <ul style="list-style-type: none"> <li>• Parent Teacher conferences held.</li> <li>• Student school written reports issued twice a year.</li> </ul>   |

| <b>NAG 7 Charter</b>   | <b>NAG 8 Analysis of Variance</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>• 2018 Charter updated using current MOE guidelines</li> <li>• Charter forwarded to MOE by 1 March .</li> </ul> | <ul style="list-style-type: none"> <li>• Analysis of Variance of 2017 targets and data written               <ul style="list-style-type: none"> <li>➤ Presented to BOT February 2018</li> <li>➤ 2017 report in our Annual Report May 2018</li> </ul> </li> <li>• 2018 Analysis of Variance used to prepare 2019 targets and plans</li> </ul> |

## Waihi Beach School Targets

Our Aims for this Curriculum area are:

Strategic Aim: At risk students are engaged in their learning and are achieving educational success. We chose this strategic aim because evidence we collected over previous years showed a group of students, mainly boys, were not achieving at the expected level.

Annual Aim for 2018: Raise the rate of progress of achievement for all students deemed at risk of not achieving to expectations in mathematics.

|                    |
|--------------------|
| Mathematics Target |
|--------------------|

Base line data from 2017 assessment.

1. Three students were WELL BELOW National Standard. (3 Maori students, 2 boys)  
(Target 1)
2. Twenty-one students were BELOW National Standard. (7 Maori students) (13 Year 4-6 students)

Target 1. The 3 identified well below student with Individual Education Plans will make progress in relation to the finer grained progressions linking to the NZ Curriculum.

Target 2. 90% of all Year 4-6 will make at least 6-10 scale score points progress (using the PAT as a measuring tool) over the year.



## Waihi Beach School Targets

Our Aims for this Curriculum area are:

Strategic Aim: At risk students are engaged in their learning and are achieving educational success. We chose this strategic aim because evidence we collected over previous years showed a group of students, mainly boys, were not achieving at the expected level.

Annual Aim for 2018: Raise the rate of progress of achievement for all students deemed at risk of not achieving to expectations in reading.

|                |
|----------------|
| Reading Target |
|----------------|

Base line data from 2017 assessment.

1. Three students were WELL BELOW National Standard. (3 Maori Students, 2 boys)  
(Target 3)
2. Twenty-eight students were BELOW National Standard. (9 Maori Students) (6 Year 4-6)

Target 3. The 3 identified well below students with Individual Education Plans will make progress in relation to the finer grained progressions linking to the NZ Curriculum.

Target 4. 90% of all Year4-6 students will make at least 6-10 scale score points progress (using PAT comprehension test as a tool) over the year.

## Waihi Beach School Targets

Our Aims for this Curriculum area are:

Strategic Aim: At risk students are engaged in their learning and are achieving educational success. We chose this strategic aim because evidence we collected over previous years showed a group of students, mainly boys, were not achieving at the expected level.

Annual Aim for 2018: Raise the rate of progress of achievement for all students deemed at risk of not achieving to expectations in writing.

|                |
|----------------|
| Writing Target |
|----------------|

Base line data from 2017 assessment.

1. Five students were WELL BELOW National Standard. (4 Maori Students -2 boys, 1 European boy)  
(Target 5)
2. Thirty-eight students were BELOW National Standard. (12 Maori Students) (19 Year 4-6 students)

Target 5. The 5 identified well below students with Individual Education Plans will make progress in relation to the finer grained progressions linking to the NZ Curriculum.

Target 6. 90% of Year 4-6 students achieving will progress by at least 60-65 scale score points on an AsTTLe Writing Assessment. (over the year)



## **Analysis of Variance 2017**

Year Ended 31 December 2017

2017 CHARTER GOALS

Curriculum Areas: Reading, Writing, Mathematics

Annual Aim: raise the rate of progress for all students deemed at risk of not achieving at the level of National Standards in the 3 curriculum areas.

Charter Targets were only set for Year 3 – 6 students using comparative standardised test data as the measuring tool. As there is no standardised measuring tools for Year 1-2 no Charter Targets were set for these groups. We had previously found that our current Year 1-2 assessment tool could not give us a clear and accurate indication of progress. Instead classroom targets were set and measured. Overall Teacher Judgements against a National Standard were not used as a measuring tool due to their unreliability – OTJ's are neither nationally comparative nor standard.

## **Reading**

### Target

Students achieving below the National Standard in Reading will make at least 6-10 scale score points progress towards meeting the national Standard by the end of 2017 (using PAT Comprehension as a tool to measure). Well Below students on IEPs will make progression in relation to the finer grained progressions linking to National Standards.

### Groups

- 9 students
- Year 3-6
- 2 Well Below students

### Actions (What did we do?)

- Teachers identified particular children and analysed factors relating to their achievement identifying learning needs.
- Regular conferences concerning these children were held with some being referred on to our Learning Assistance Programme.
- Reading Recovery was discontinued. Some of the funding from this was used to extend our Learning Assistance Programme from 3 days to 4.
- Specific teaching programmes were used in the classroom with these children.
- Teachers were able to report progress at staff meetings.
- RTLB and SLT were involved where necessary.
- Additional teacher aide hours were funded from MOE for the Well Below Students.

### Outcomes (What happened?)

Of the 9 target children:

- 1 left the school before the end of the year
- 1 did not have two sets of data to compare
- 1 increased their scale score by 5 points
- 6 increased their score by more than 6-10 scale score points.
- 7 students were Maori – 4 achieved the target and 1 left the school.
- Both Well Below students progressed.

### Reasons for the Variance (why did it happen?)

Improvements occurred as a result of:

- Combined efforts of Learning Assistance Teacher, class teachers and teacher aides.
- The additional time/funding allocated to Learning Assistance and teacher aides.
- Careful monitoring and tracking of children to identify next steps for progress.
- Improved whanau relationships.

Attendance was identified as a limiting factor.

## Writing

### Target

Two Well Below students with IEPs will make progress in relation to the finer grained progressions linking to National Standards. Twenty-five students Below the National Standard in Writing will progress by at least 60-65 scale score points on an AsTTLE Writing Assessment.

### Groups

- Well Below – 2 students
- Below – 25 students in year 3-6 initially. Target group expanded to 34 by including 9 Year 2 students.

### Actions (What did we do?)

- Teachers identified particular children and analysed factors relating to their achievements, identifying learning needs.
- Regular conferences concerning these children were held with some being referred onto our Learning Assistance Programme.
- The board funded additional teaching hours for our Learning Assistance Programme meaning the programmes extended from 3 to 4 days.
- RTLB were used where necessary.
- Additional teacher aide hours were funded from the MOE for the Well Below Students.
- Teachers were able to report progress at staff meetings and data team meetings.
- Specific teaching programmes were used in the classroom with these children.

### Outcomes (What happened?)

- The 2 Well Below students progressed satisfactorily against their IEP goals.
- 21 students achieved the scale score target.
- 5 students did not achieve the scale score target.
- 6 students did not have two sets of data for comparison.
- 2 students left the school.
- 19 students of the group were Maori.
- 11 achieved the target.
- 3 did not achieve the target.
- 5 did not have two sets of data for a comparison.

### Reasons for the Variance (why did it happen?)

Improvements occurred as a result of:

- Combined efforts of Learning Assistance Teacher, class teachers and teacher aides.
- The additional time/funding allocated to Learning Assistance and teacher aides.
- Careful monitoring and tracking of children to identify next steps for progress.
- Improved whanau relationships.

Attendance was identified as a limiting factor.

# Mathematics

## Target

Two Well Below students with IEPs will make progress in relation to the finer grained progressions linking to National Standards. Twenty-three Year 3-6 students achieving below the national Standard in Maths will make at least 6-10 scale score points progress towards meeting the national Standard by the end of 2017 using the PAT Mathematics as a measuring tool.

## Groups

- Well Below – 2 students
- 23 Year 3-6 students

## Actions (What did we do?)

- Charlotte Wilkinson was used as a maths professional development adviser. She spent 3 days at school throughout the year.
- A pre-PD review was undertaken in teams (teacher release was budgeted for by the BOT).
- A post-PD review was undertaken in teams (teacher release was budgeted for by the BOT).
- Teachers identified particular children and analysed factors relating to their achievements, identifying learning needs.
- Regular conferences concerning these children were held with some being referred onto our Learning Assistance Programme.
- Specific teaching programmes were used in the classroom with these children.
- Alternative assessment methods were investigated (other than GLOSS, Jam, numeracy stages).

## Outcomes (What happened?)

- The 2 Well Below students progressed satisfactorily against their IEP goals.
- 11 students achieved target.
- 8 students did not achieve the target.
- 4 students left the school.
- 12 of the target students were Maori.
- 7 Maori students achieve the target.
- 4 Maori students (all boys) did not achieve the target.
- 1 Maori student left the school.

## Reasons for the Variance (why did it happen?)

Improvements occurred as a result of:

- Combined efforts of Learning Assistance Teacher, class teachers and teacher aides.
- The additional time/funding allocated to Learning Assistance and teacher aides.
- Careful monitoring and tracking of children to identify next steps for progress.
- Improved whanau relationships.

Attendance was identified as a limiting factor.

### Planning for 2018

1. The board will continue to fund additional Learning Assistance Programme hours for reading, writing and mathematics.
2. The Learning Assistance teacher will be 0.8fte for 2018.
3. Teachers will proactively identify target children in reading, writing and mathematics using our 2017 data.
4. The board will fund professional development in mathematics and for teachers to meet personal goals.
5. The board will continue to fund the current ICT Classroom Computer Lease and analyse quotes for a new lease to begin in 2019.
6. The board will fund the purchase of equipment to establish our Play based Programme for Junior School children that will improve the conditions that support the acceleration of children's learning.
7. The MOE (through Student Achievement Function) will fund PD to investigate the improvement of the conditions that support the acceleration of children's learning in the Junior School.