



Paremata School

Attitude determines Altitude Whakapono kia koe

2019-2022

Charter

PAREMATATA SCHOOL CHARTER 2019-2022

Kia ora and welcome to Paremata School

We are a Decile 9 full primary in Paremata Porirua and we cater for students from Year 1-8. There are 368 pupils in 16 classes with a roll that grows to 390 by the end of each school year.

We are a very inclusive welcoming school catering for a wide range of abilities. Our highly qualified and committed staff offer strong classroom programmes including remedial, special needs and gifted and talented extension activities. Inclusion and Equity are very important to our community and we value everyone as individuals. We endeavour to achieve maximum inclusion of all young people whilst meeting their individual needs.

Our wide range of sports teams, a school band and our Wave TV station give the children ample opportunity to express their talents and we participate in all categories of Artsplash. Our Kapa Haka group is growing from strength to strength and are well known for their rousing Haka!

The Paremata community including the Board of Trustees and P.T.A. are a hard working group of parents who work tirelessly for the school and the fundraising feats of the P.T.A. are well appreciated. Each year the parent community gets fully involved in the school's annual gala raising money to enhance the learning opportunities for the children.

We acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua. We will provide opportunities that support its students in te reo and tikanga Māori. We have high expectations for all our students in their educational progression and achievement. The Board of Trustees strategic decision-making makes the availability of curriculum time and resources to support success for Māori a priority.

Mission Statement

Mā te whai pānga mai a ngā mātua me te hāpori, e rite ai wā tātou tamariki mō te paeako tawhiti

With the involvement of parents and community our children will be prepared for life long learning.

Mā roto atu i ngā whakaakoranga hiranga me ngā tūhae wheiako whai kōunga.

Through excellent teaching and a range of high quality learning experiences.

Ka whai uara, ka whakautea te tuakiri me te mana o ia tamaiti.

The individuality and dignity of each child will be valued and respected.

Paremata School Values 2019-2022

Whakaute- Respect

Tuakiri -Identity

Aroha - Empathy

Kia Ngangahau te Ako- Active Learning

Manahau- Resilience

Ngakau Mohio Ki te Ae Whanuia-Global Awareness

Hapori-Community

2019-2022 Goals

- To ensure our school embodies its motto - **Attitude determines Altitude**. Students will be encouraged to have a positive attitude towards learning, be engaged in their school community, know and understand the school values, and strive to achieve their best.
- To enable all students to reach their full academic potential.
- To acknowledge and integrate Maori and Pasifika world views throughout the school.
- To deliver an enriched curriculum and provide opportunities for all students to participate in a range of wider school activities, including extra-curricular activities.
- To provide a welcoming and inclusive environment in which all those at the school feel safe, respected and valued.
- To raise awareness of Global Citizenship amongst all students by teaching children about other cultures and providing opportunities to participate in community focused activities.
- To responsibly manage the school's assets and financial resources to ensure the school can provide the most effective resources for teaching and learning.

**New Zealand
Curriculum
Principles**

High Expectations

Learning to Learn

Inclusion

Coherence

**Community
Engagement**

**Treaty of Waitangi
Cultural Diversity**

Future Focus

Paremata School Strategic Plan 2019-2022

This strategic plan includes the school's obligation to meet the National Education Guidelines as required by the Education Act 1989. They include:

- The National Education Goals (NEGs), which are statements of desirable achievements by schools;
- The National Administration Guidelines (NAGs), which are statements of desirable codes or principles of conduct;
- The New Zealand Curriculum (revised 2007), which sets the direction for student learning.

The Board consulted with the school community during 2018 to set strategic goals for 2019-2022

Annual Section

To ensure we deliver comprehensive and quality education in all areas of the curriculum it is important that all children's progress is tracked and monitored regularly. Our goal is to ensure that all children continue to make suitable progress each year. While our targets focus on the underachieving children across the school we are very aware of ensuring the children continue to improve to their full potential.

Our current school wide data based on November 2018 testing and February 2019 data analysis is informing us that while 85-95% of our students are achieving well or better than our school expectations in Literacy and Numeracy 5-15 % are not.

We have identified the following areas for improvement to raise student achievement in 2019

Literacy

2019 Strategic Target

All children will continue to develop their skills to think critically about the text they are reading and the Author's intention in line with their expected curriculum level.

They will continue to develop their level of detail to main ideas; using appropriate sentence structures in line with their expected curriculum level.

Literacy Year Group targets

Year 0-2

Reading

To improve student achievement in Reading for a target group of and students. A target group of 2 Year 1 students and 18 Year 2 students will improve their reading by learning to attend to and integrate visual, meaning and syntactic cues and developing strategies such as stopping at error, re-reading and self-correcting to progress towards reading at their expected level by the end of Term 4, 2019.

Writing

To improve student achievement in Writing for a target group of 2 Y1 and 7 Y2 students. A target group of 2 Year 1 students and 8 Year 2 students will improve their writing by developing ideas and content with continued attention to simple surface features such as capitalisation, full stops and spelling attempts to maintain being their expected level of writing.

Year 3-4

Reading

To improve student achievement in Reading for a target group of nine Year 3 and 4 students.

A target group of 8 Year 3 students and one Year 4 student will improve their reading by learning to attend to and integrate visual, meaning and syntactic cues, develop strategies such as stopping at errors, re-reading and self-correcting, and learn to use a range of comprehension strategies.

Writing

To improve student achievement in Writing for a target group of fifteen Year 3 and 4 students.

A target group of 7 Year 3 students and eight Year 4 students will improve their writing by improving and developing vocabulary, ideas, and content with continued attention to simple surface features such as capitalisation, full stops and spelling.

Year 5-6

Reading

To move a target group of 5 Year 5 students to Level 24/25 R.A. 8-9 by the end of the year. To build the comprehension of texts so that this is commensurate with the level the child is reading at. They will be focusing on predicting, questioning, clarifying, summarising and self-selecting a meaningful deeper level response to the text.

A target group of 3 Year 6 children will build the comprehension of texts so that this is commensurate with the level the child is reading at. They will be focusing on predicting, questioning, clarifying, summarising and self-selecting a meaningful deeper level response to the text.

Writing

To move a target group of 7 Year 5 children to a sub level, from where they are currently, by the end of the year. We will focus on full stops and capital letters as well as bringing their writing alive for the audience using deeper level features.

To move 2 Year 6 children to a sub level, from where they are currently, by the end of the year. We will focus on full stops and capital letters as well as bringing their writing alive for the audience using deeper level features.

Year 7-8

Reading

A target group of 3 Year 7 students will improve their reading comprehension in order to progress towards level four of the curriculum, by developing their ability to check their understanding of text read through conscious and deliberate use of a variety of comprehension strategies such as reading around the word to understand the meaning of unfamiliar words and reflecting back on the meaning of complete sentences.

A target group of 7 Year 8 students will maintain their progress working towards Level four of the curriculum as appropriate for their year group, by developing their ability to evaluate information based on evidence within the text, including working out the meaning of unfamiliar words and/or phrases.

Writing

A target group of 5 Year 7 students will improve their application of surface features such as spelling and punctuation, as well as including more detail to support their key ideas in order to work towards achieving Level four of the curriculum as appropriate for their year group.

A target group of 6 Year 8 students will make progress towards achieving curriculum level four, in line with expectations for year 8, working on elaborating on their main ideas through use of supporting detail.

Numeracy;

All children will continue to improve their Number Knowledge in particular fractions and place value in line with their expected curriculum level.

Numeracy Year Group targets

Year 0-2

To improve student achievement in Maths for a target group of 11 Y2 students. A target group of 11 Year 2 students will improve their numeracy by developing their number knowledge and targeted numeracy strategies to progress towards being at their expected level in mathematics.

Year 3-4

To improve student achievement in Maths for a target group of twelve Year 3 and 4 students.

A target group of 7 Year 3 students and 5 Year 4 students will improve their numeracy by developing their number knowledge and targeted numeracy strategies.

Year 5-6

To move a target group of 7 Year 5 children half a stage, in each domain, from where they are currently, by the end of the year. Focused small group work with particular emphasis on place value and developing a deeper understanding of fractions and decimals.

To move a target group of 14 Year 6 students to half a stage, in each domain, from where they are currently, by the end of the year. Focused small group work with particular emphasis on place value and developing a deeper understanding of fractions and decimals.

Year 7-8

A target group of 10 Year 7 students will improve their application of basic facts and knowledge of place value (including decimal place value) working towards achieving Level four of the curriculum as appropriate for their year group.

A target group of 12 Year 8 students will improve their application of basic facts and knowledge of place value working towards achieving Level four of the curriculum as appropriate for their year group.

A core element in the process of curriculum development and improving student achievement is the on-going provision of a safe and healthy learning environment. This priority is detailed in our full strategic plan and in our 10 year property and maintenance programme. The property plan is focused on upgrading the buildings to improve available space for student use and storage and retrieval of resources.

Our 10 year property and maintenance programme is reviewed and updated annually. There is a Hazard and Risk Management register that is reviewed annually and a Health and Safety programme that is also reviewed annually and outlines how the Board maintains a safe and healthy learning environment.

Procedural Information

This charter and goals were developed by a group comprising Board of Trustee members, parents, teachers and the Principal following consultation with parents, staff, and students in 2018. They were then ratified by staff, parents, including Maori and Pacific Island parents, and the Board of Trustees.

There next review of the school charter and goals will be carried out during 2021.

The 2019 Annual Student Achievement targets have been set by the staff and management after the 2018 annual school review of curriculum and the 2018 analysis of student achievement data and monitoring lists.

Paremata School's planning year is from 1 January to 31 December each year.

The school's strategic plan has school wide goals set by the community for 2019-2022. The strategic plan is reviewed annually and new targets and key actions are written to ensure progress is continual and maintains the school's strategic pathway.

PAREMATATA SCHOOL STRATEGIC PLAN 2019-2022

2019-2022 Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>STRATEGIC GOAL 1</p> <p>Manaakitanga</p> <p>To ensure our school embodies its motto - Attitude determines Attitude. Students will be encouraged to have a positive attitude towards learning, be engaged in their school community, know and understand the school values, and strive to achieve their best.</p>	<p>2019-2022</p> <p>Continue to implement the New Pedagogies of Deeper Learning and Universal design for learning into the school curriculum and school culture</p>	<p>2019-2022</p> <p>Introduce the four quadrants and 6 C's of Deep Learning into the school curriculum (Collaboration, Creativity, Critical Thinking, Citizenship, Character, Communication)</p> <p>Increase student voice/agency within classrooms</p> <p>Students encouraged to speak up and share vision for the school.</p> <p>Children will be encouraged to share their learning with their teachers, parents and peers Tuakana teina</p> <p>Modelling values, acknowledging specifically when values are used, providing effective feedback. Teaching learning theories (Habits of Mind, De Bono's hats, Multiple Intelligences and more)</p>	<p>School community work together with staff to support children's learning at school and home</p> <p>Students have large role in setting the school direction</p> <p>Positive school culture in the class and the playground.</p> <p>Great classroom programs (unit plans/ authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals</p> <p>Positive environment</p> <p>Reflective practice - why are we doing things and what is working / not working</p>	<p><i>Principal Senior management team leaders and teaching staff</i></p>	

<p>STRATEGIC GOAL 2 Ako Wānanga</p> <p>To enable all students to reach their full academic potential.</p>	<p>2019- 2022</p> <p>Literacy Reading All children will continue to think critically about the text they are reading and the Author's intention in line with their expected curriculum level.</p> <p>Writing All children will continue to work on adding supporting detail to main ideas; using appropriate sentence structures in line with their expected curriculum level</p> <p>Targets for Reading and Writing have been set for 2018.</p> <p>Numeracy All children will continue to improve their Number Knowledge in line with their expected curriculum level.</p> <p>Student Achievement Targets for Numeracy have been set for 2018</p>	<p>Report on Pupil progress against Curriculum levels with Analysis of Variance produced annually.</p> <p>Use School assessment map as required</p> <p>Class targets set termly from analysis of student achievement information.</p> <p>Introduce STAR testing and continue working with the Shine Project</p> <p>Implement in class targeted support and remedial programmes in Literacy for all underachieving children - reading/writing/phonics</p> <p>Regular monitoring by teachers and reporting</p> <p>NUMPA, IKAN and Gloss testing</p> <p>Implement in class targeted support programmes in Numeracy for all underachieving children</p> <p>Class targets set termly from analysis of student achievement information.</p> <p>Regular monitoring by teachers in class focused programme in mathematics for targeted children.</p>	<p>Measurement could be /asTTle results but could also include responses to texts (written/spoken)</p> <p>National Standards based on OTJs</p> <p>Running records</p> <p>English language learning progressions</p> <p>Running records</p> <p>Class Observations</p> <p>Teacher's anecdotal notes</p> <p>National Standards</p> <p>Class Observations</p> <p>Teacher's anecdotal notes</p> <p>Tools used for Numeracy</p> <p>Year 0-3</p> <p>NUMPA Diagnostic testing</p> <p>Year 4-8</p> <p>Asttle/ IKAN test on Place Value</p> <p>Diagnostic testing</p>	<p><i>Principal Senior management Team leaders and teaching staff</i></p> <p><i>Principal Curriculum leaders and teaching staff</i></p>
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PAREMATATA SCHOOL STRATEGIC PLAN 2019-2022

2019-2022 Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>STRATEGIC GOAL 3 Ako To deliver an enriched curriculum and provide opportunities for all students to participate in a range of wider school activities, including extra-curricular activities.</p>	<p>2019-2022 Continue to develop Te runanga O Paremata (Tamariki Parliament) to help with strategic planning and school decision making.</p>	<p>2019-2022 Meet twice a term week 2 and 8 to align feedback from children with BOT meetings in week 3 and 9. Allow pupils opportunities to come up with new initiatives for school direction Continuing further developing home/school/community collaborative practices such as Music Therapy, Dog therapy, Active Movement Horse riding, swimming lessons Ensure opportunities for children to run and manage their own lunch time clubs in term 2 and 3 such as Lego club and mind craft continue.</p>	<p>Increase in Levels of student engagement in school decision making Feedback to the BOT is valued and worthwhile to strategic planning Our special children continue to thrive in our school environment and have plenty of EOTC opportunities Clubs are self-managed and all children are enjoying themselves School wide programmes are all running successfully with high engagement.</p>	<p><i>Principal Senior Management</i> <i>All Staff</i> <i>Principal</i> <i>All Staff</i> <i>Board of Trustees</i></p>	

PAREMATA SCHOOL STRATEGIC PLAN 2019-2022

2019-2022 Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>STRATEGIC GOAL 4 Whanaungatanga Manaakitanga</p> <p>To provide a welcoming and inclusive environment in which all those at the school feel safe, respected and valued.</p>	<p>2019-2022 Focus on our school values of identity and community</p> <p>Further develop the open communication and detailed information shared with family/whanau and the children.</p> <p>Further developing partner education- respecting family knowledge and input into their children's education.</p> <p>Follow the Mission statement Continue to provide a safe and secure environment</p>	<p>2019-2022 Welcoming visitors and whanau/families and staff New Families meetings Greeting family/whanau /children Senior children on office duty Flying start Buddy classes/systems Powhiri to welcome staff and new families Farewells All staff/support staff acknowledged and valued. Comforting email when parents are anxious (NE) Booklet for NE/SN Dealing with issues immediately and communicating clearly and respectfully with families. Embracing individuality Identifying barriers to learning Planning and adapting programmes according to needs. Support for children's needs Community response to issues and needs Outside agency support</p>	<p>High levels of community engagement in school events</p> <p>Feedback from parents is positive and that they feel their input with their child's education is valued.</p> <p>Outside agencies are able to play an integral role at school and their input is valued.</p>	<p>Principal All Staff Board of Trustees</p>	

<p>STRATEGIC GOAL 5 Tangata Whenuatanga</p> <p>To acknowledge and integrate Maori and Pasifika world views throughout the school.</p>	<p>2019-2022</p> <p>Te Reo Māori and tikanga Māori is integrated and immersed into all school programmes.</p> <p>Continue to promote Māori and Pasifika culture throughout the school and wider community</p> <p>Whakawhanaungatanga Develop staff capabilities in Te Reo, Tikanga Māori. and Pasifika learning styles</p> <p>Whiringa te tangata engaging Māori, Pasifika and wider school communities</p> <p>Promote whakatauki in classrooms</p> <p>Inclusion of community, whanau, aiga and family in planning- engage community with school events</p> <p>Māori and Pasifika BOT to act as advisors for wider community</p> <p>Build on Inclusion for all students including Māori and Pasifika</p>	<p>2019-2022</p> <p>Tikanga Māori and Te Reo will be integrated and immersed into all classroom and curriculum programmes at all Year levels for the full school day.</p> <p>Kahikitia and Tataiako documents are the basis to our vision.</p> <p>Cultural competencies are evident in classrooms and across the school</p> <p>Set up staff Maori immersion</p> <p>Committee across the school to ensure consistency</p> <p>School songs for poroporoaki and powhiri (whole school participation not just kapa haka group)</p> <p>Establishing relationships</p> <p>Consistent use of Te Reo/tikanga and Fa'aa Samoa</p> <p>Le Va – Samoan knowledge base</p> <p>Use Talanoa- Storytelling in classrooms</p> <p>All staff to pronounce Māori and Pasifika children's names correctly</p> <p>Further develop Kapa Haka abilities of staff and children</p> <p>Māori and Pasifika data base for new families for connecting and communicating.</p> <p>Teachers can seek guidance for, Māori and Pasifika protocol, learning styles and extramural course work.</p> <p>Adequate and high-quality bilingual resources for all</p>	<p>Pedagogy includes learning styles that are recognised as particularly appropriate to Maori and Pasifika students, such as co-operative learning methods.</p> <p>Kapa Haka group performs with confidence to Porirua community</p> <p>BOT, Staff and pupil capability and confidence using Te Reo Māori increases</p>	<p><i>BOT Principal and all staff.</i></p>	
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		<p>Language, Culture and Identity is evident across the school.</p> <p>Māori and Pasifika children are participating in G and T programmes.</p>	
<p>Further enhance group and partner work (tuakana teina)</p>	<p>Accessing community resources - Ngati Toa Rangatira, noho marae, kiarahi reo, Pasifika language speakers</p> <p>Expanding vocabulary and building on what the children know (challenge and enrichment) with phrases that are more user friendly</p> <p>Speech competition and oral presentation of mihi/pepeha</p> <p>Visual arts including WOW and school production</p> <p>G and T register for Māori and Pasifika children using appropriate cultural components</p> <p>Fostering knowledge of the child's tribal affiliations and developing their cultural identities.</p>		

<p>STRATEGIC GOAL 6 Whanaungatanga</p> <p>To raise awareness of Global Citizenship amongst all students by teaching children about other cultures and providing opportunities to participate in community focused activities.</p>	<p>2019-2022</p> <p>To continuing celebrating cultural milestones and increase levels of Global Citizenship awareness at Paremata School</p>	<p>2019-2022</p> <p>School acknowledges and celebrates a variety of cultural milestones such as Ramadan, Ede, The Festival of Colour, the Chinese new Year, and Matariki. Bastille Day, Children's Day (Japan)</p> <p>Further develop Year 7/8 Languages programme with French, Japanese, German, Dutch, Māori and Spanish</p> <p>Continue growing the vegetable garden outside Room 17 and caretakers shed</p> <p>Continue composting and recycling throughout the school</p>	<p>Increased awareness and cultural interaction across the school in global and national events.</p> <p>Range of languages offered at school.</p> <p>Composting and enviroschools committee meeting regularly with student voice evident.</p>	<p><i>Principal and all teaching staff</i></p>	
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PAREMATA SCHOOL STRATEGIC PLAN 2019-2022

2019-2022 Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>STRATEGIC GOAL 7 Matauranga To enhance the school's utilisation of a range of learning tools to provide the best possible educational experience.</p>	<p>2019-2022</p> <p>To continue building our digital capacity and upgrading classroom and school resources</p> <p>Integrate Reading Eggs online literacy and Clickview across the school.</p> <p>School resources are modern and in good working condition in all classes.</p>	<p>2019-2022</p> <p>Continue to Implement the digital capacity across all classrooms.</p> <p>Implement the use of seesaw across the school as a communication tool with parents</p> <p>Audit and update all literacy and numeracy resources so classes have a full complement of learning resources.</p> <p>Purchase more Ipads for school</p> <p>Provide chrome books for children to use who cannot bring one from home.</p>	<p>Staff more confident using digital learning strategies and tools for learning</p> <p>Team leaders facilitate teacher IT capabilities in their teams</p> <p>IT procedures updated and reflect current school process.</p> <p>Children using digital technologies more regularly in class lesson time</p> <p>Professional Development budget has been used in allocated areas</p>	<p><i>BOT Principal and all staff.</i></p> <p><i>Principal Management IT committee</i></p>	

<p>Strategic Goal 8 Purongo Putea</p> <p>To responsibly manage the school's assets and financial resources to ensure the school can provide the most effective resources for teaching and learning.</p>	<p>2019-2022</p> <p>To carefully manage the operations grant and focus on providing resources for the strategic areas of teaching and learning.</p>	<p>2019-2022</p> <p>Allocate money to strategic foci areas in IT, literacy, numeracy special needs and special abilities</p> <p>Closely monitor teacher aide salaries against non-funded moderate/high needs pupils to gauge cost to the school.</p> <p>Maintain Depreciation and Capital expenditure replacement programme</p> <p>Analyze the areas where in class support is needed the most and focus on trying to make this more financially efficient while not reducing level of service or educational outcomes for our unfunded high needs children</p>	<p>Annual Increased level of non-committed funds</p> <p>School accounts continue to show focused capital expenditure and strategic resource spending.</p> <p>Support staff salaries are reduced while children's learning is still well supported</p>	<p>Principal, BOT, PTA, Staff</p>	
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**New Zealand
Curriculum Values**

Excellence

Innovation

Diversity

Equity

Community and Participation

Ecological Sustainability

Integrity

Respect

High Expectations

***Learning to Learn
Inclusion***

Coherence

Community Engagement

Treaty of Waitangi

Cultural Diversity

Future Focus

