



LEARNING IS STRENGTH  
BE THE BEST YOU CAN BE

# **Renwick Primary School Charter**

## **2022 - 2024**

**School Number - 2978**

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### **The Charter**

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## Introduction

### Governance

The board is entrusted to work on behalf of the stakeholders. It emphasises strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. Enhancing student achievement is its focus.

### Management

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal. [For detail see Operational Policies]

Education Act 1989, Section 75 and 76, and Section 65

The legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools –

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals –

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

(a) Shall comply with the board's general policy directions; and

(b) Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

### National Education Priorities

Renwick Primary School recognizes the Government's National Education Priorities to lift student outcomes:

- Pangarau/Maths
- Putaiao/Science
- Te reo matatini (panui, tuhituhi, korero), Reading and Writing
- Digital Fluency

Our work in building our evaluative capability and working with parents, families and whanau will focus on improving student outcomes in National Priority areas.

The school integrates the National Educational Goals and National Education Priorities at Governance and Operational levels by giving them full consideration when planning school developments or school/class programmes. Literacy and numeracy are currently recognized as curriculum priorities in years 1-8. Achievement results are carefully analysed each year to identify

students or groups of students at risk of not achieving . Planning ensures that strategies are put in place to improve achievement outcomes in relation to the National Standards/Priorities Career Education is integrated into our Years 1 to 6 programmes, but is more specifically addressed in our Years 7 to 8 curriculum .

### The School and its Community

*Renwick Primary School* is a co-educational school of approximately 520 Yr 1-8 students established 1861. The students attending the school come from a large geographical area based around Renwick, Woodbourne and adjacent rural environments. The parents represent a wide range of occupations many associated with agriculture, viticulture and Base Woodbourne. Some of the students travel to school each day by bus.

The school provides high quality educational opportunities for its students and as a result is well supported by the communities it serves. Because of the reputation the school has developed the board is able to attract high quality staff.

The buildings are set amidst 3 hectares of landscaped grounds and playing fields, which provide a very pleasant setting. Learning occurs in modern classrooms backed up with a wide range of specialist learning areas.

*Renwick Primary School* has a number of sporting resources (hall, fields and courts) which are frequently used by the community. The school library is the hub of the school's information and literacy and will continue to be enhanced to meet the demands of a growing school and modern teaching practices.

The school has recently defined its natural catchment and home zone for the implementation of an enrolment scheme.

### Student Achievement

It is our belief that we constantly seek improvement in student achievement across the whole school. Our students, including Māori and Pasifika are performing well against New Zealand Curriculum however, as a school community we believe we can always improve, lift performance and strive for excellence. Our parent community has high expectations for their children and as a board and staff removing all barriers to teaching and learning within the school to ensure the very best possible outcomes for students is our priority.

### Special Needs/Special Abilities

The Board sets aside additional funding and resources to meet the special needs/abilities of students. Through a variety of programme approaches and utilizing support agencies and resources, students will be provided with every opportunity to realise their potential both within the core curriculum of Literacy and Numeracy and wider areas of the New Zealand Curriculum. No matter where students are achieving, our priority is to raise student achievement through differentiated and targeted programme strategies.

## Cultural Diversity

The Board takes all reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Māori language). With our Māori student achievement strategic goal this work will intensify over the next year.

When developing policies and practices for the school every endeavour is made to reflect New Zealand Cultural diversity, the unique position of the Māori & Pasifika culture along with being inclusive of all cultures within our school and community.

Parents of the students identified as Moāri & Pasifika will be consulted annually as to how the school supports their achievement. The families, using achievement data and in conjunction with the teaching staff, identified specific targets. These were:

- Māori & Pasifika students do not want to be treated any differently to non Maori students.
- to lift the literacy and numeracy achievement outcomes across the whole school and to better than national norms.

As well, the following existing measures were to be fully maintained across the whole school. They are:

- the present teaching staff continue to be encouraged and fully supported with professional development to extend their current abilities in Te Reo
- the components of Tikanga Māori and Te Reo Māori integrated into all appropriate aspects of the school curriculum – in particular our bi-annual schoolwide Marae Study.

When a parent of a full-time student requests that their child(ren) be provided with instruction in Te Reo Māori the Principal, on behalf of the Board, will take all reasonable steps and:

- refer to our Resource Teacher of Māori for advice and assistance
- discuss with the parents the ways the school currently involves Te Reo and Tikanga Māori in our life and programmes
- discuss with the parents whether the student would have access to Te Reo in the home
- seek the assistance of REAP in providing a tutor
- where appropriate support an application for dual enrolment at Correspondence School for the student/s, and provide support staff assistance.
- organise a whanau hui with Te Pa Wananga and Omaka Marae to discuss enrolling in the kura.

## **Renwick School Achievement Statement for Māori & Pasifika Students**

Māori & Pasifika Students at Renwick School will;

1. enjoy education success as Māori and as proud New Zealanders with a unique cultural advantage.
2. realize their cultural distinctiveness and educational potential.
3. gain the necessary skills as learners to successfully transition into their secondary education.

## **Procedural Information**

The planning year for the board will be from 1 January to 31 December.

The annual report is lodged with the Ministry of Education by May 31 each year

## ***Our Mission***

The school's purpose

**“To provide excellence in education with sensitivity to the community’s aspirations”**

## ***Our Vision & Values***

for our children

Our vision and values are the important qualities we try to live by and show in the ways we ourselves go about our work and relationships with others here at school.

Through our influence, example and efforts we aim to help our students to be purposeful learners who work in a family environment where the following statement is defined, understood and lived.

**“Learning is Strength – be the best you can be”**

High Academic Achievement – Literacy

High Academic Achievement – Numeracy

High Achievement in Key Competencies

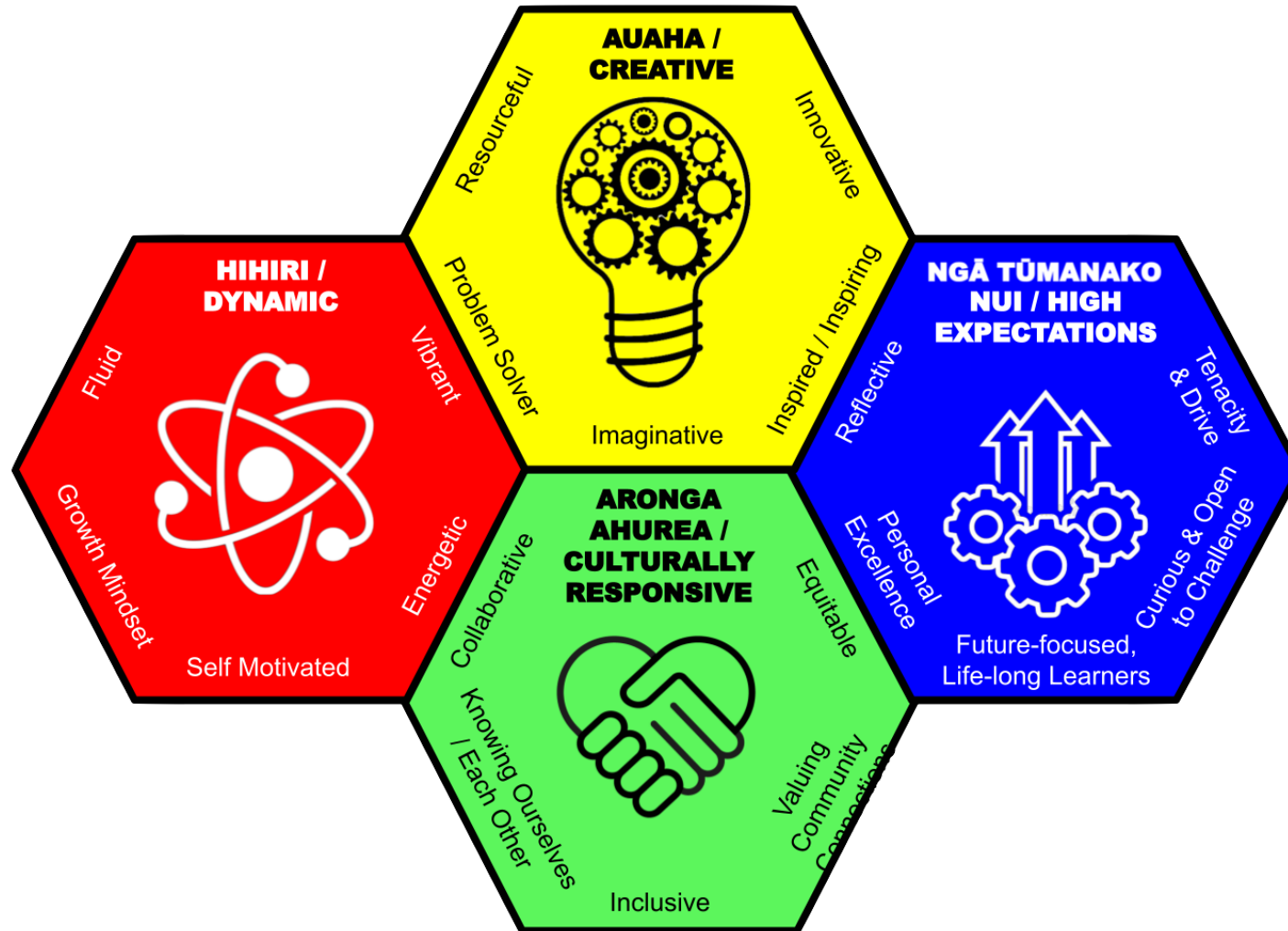
Excellent preparedness for Secondary Education

Excellent organisational Effectiveness

and a

‘Give it a Go’ attitude is expected.

# Graduate Profile





# Strategic Plan/Intent 2022 -2024



## INSTRUCTIONAL CORE GOALS

- We are here to grow young people to be confident, connected, and actively involved lifelong learners.
- We will do this through an unrelenting commitment to realising every learner’s potential through effective teaching.
- We will know this when all students are progressing in their learning because they are engaged, able to set and work toward goals and contribute to the wider community as a positive citizen



### TEACHING

To grow our teaching practice through the school from teacher lead delivery to student driven learning underpinned by best practice.

To have intrinsically, motivated connected, life-long, global learners who are committed and resilient.

Utilise teacher strengths in specialised programmes.  
Fund Professional Development for teachers to explore best practice.  
Take advantage of the opportunities provided by Piritahi Kahui Ako.  
Provide physical environment and resources to support best practice - i.e MLE.

### CONTENT

Renwick School’s integrated curriculum will be flexible and relevant to prepare our learners for an evolving, ever-changing world. Embed key competencies, inquiry integration, personalised challenging learning, bicultural perspective, environmental content.

Motivated and engaged students.  
Reflects our place nationally and globally.  
Responsive and flexible.  
Must challenge the learners and reflect student voice.  
Is based on data to drive student achievement.  
Content that strengthens our school culture whilst emphasising achievement in core curriculum.

### LEARNING

Learners who are highly engaged, taking control of their learning and achieving At or Beyond the New Zealand Curriculum levels.  
Learners who reflect growth in the Key Competencies.  
Learners who are continually striving to reach their potential and “Be the best you can be.”  
Learners who participate, have a voice, are confident and involve themselves fully in their school.

Strategic Goals

Indicators



'Whiria nga tahi nga ākonga - Weave Learners Together'





# Piritahi Kahui Ako Annual Plan 2022

<p><b>Vision</b></p> <p><i>'Whiria nga tahi nga ākonga - Weave Learners Together'</i></p>		<p><b>Principles</b></p> <ul style="list-style-type: none"> <li>● Equity, Excellence, and Belonging</li> <li>● Collaboration</li> <li>● Cultural Relationships for Responsive Pedagogy</li> <li>● Ako</li> <li>● Reflective Practice</li> </ul>	
		<p><b>Achievement Success Indicators</b></p> <ul style="list-style-type: none"> <li>● All learners make expected progress</li> <li>● Priority learners make accelerated progress</li> <li>● Progress measured and analysed</li> <li>● Strong moderation practices</li> <li>● Trusted reliable data informs practice</li> <li>● Equitable outcomes for all</li> </ul>	
<p><b>Workstreams / Action Plans</b></p>			
<p><b>Strengthening Teacher/Leadership Capability</b></p>	<p><b>Hauora</b></p>	<p><b>Community, Iwi &amp; Māori Engagement</b></p>	
<ul style="list-style-type: none"> <li>● Accelerate achievement of priority learners through collaborative inquiry. Monitor and evaluate against Piritahi agreed expectations.</li> <li>● Develop, use and embed agreed cultural pedagogical practices through wider collaboration.</li> <li>● Strengthen leadership capabilities through professional learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● Investigate, plan and address behaviour and wellbeing needs.</li> <li>● Develop an agreed and shared vision to increase capabilities and expertise within our community in order to address needs.</li> <li>● Share best practices schools use to support diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen educationally powerful connections with all stakeholders.</li> <li>● Develop an understanding of Māori achieving success as Māori through iwi/whānau partnership.</li> <li>● Strengthen transitions and develop coherent pathways for learners</li> </ul>	



RENWICK SCHOOL

## Te Pā Wānanga Strategy & Vision



### Vision

To create an innovative kaupapa Māori learning village at Omaka Marae: A seamless kaupapa Māori environment for primary & intermediate education where succeeding as Māori and being Māori is not an extracurricular activity but is at the centre and heart of everything we do.

*Nau mai ki te Pā Wānanga*

### Values

*Pā Ora, Pā Wānanga, Pā Tangata, Kia Pā Rangatira*

#### Pā Ora

- te oranga katoa o te tinana, hinengaro, wairua, tangata – the whole well being of the person – physical, spiritual, mental, family, language, customs.
- te taiao – a healthy world, all its domains & interconnectedness/ interdependencies.

#### Pā Wānanga

- mātauranga – knowledge, skill & application.
- academic, cultural, social & sporting excellence.

#### Pā Tangata

- connection to the place, cultural pride & ambassadorship.
- what you become through the Pā Wānanga process.

#### ..... kia Pā Rangatira!

- to stand as knowledgeable, skilled, confident, successful, cultural leaders.

#### Key Aspects:

- Whānau aspiration to revitalize te reo Māori – supporting its normalization.
- Capitalising on being marae based to provide tamariki with Te Ao Māori experiences eg: tamariki playing an integral role in marae pōwhiri held during school time.
- Developing academic and sporting excellence.
- Exponents in Māori performing and martial arts.
- Growing cultural practitioners strong in cultural identity.
- Creating innovative, visionary, social and cultural entrepreneurs – future leaders who are masters of themselves and their craft and take positive action.
- Embracing Kurahaupōtanga, Te Tau Ihutanga, Te Waipounamutanga, ngā iwi whānui, ngā iwi taketake o te Ao.
- Enabling cultural opportunities for tamariki that are marae based.



## Renwick School Annual Plan 2022

Strategic Goals	Key Activities/ Actions	Who is responsible?	Funding
<p><b><u>Strengthening Teacher Leadership Capability</u></b></p> <ol style="list-style-type: none"> <li>1. Identify our current and preferred state against the dimensions of Ka Hikitia with all partners.</li> <li>2. Structured Literacy / Code across the school</li> <li>3. Develop a Renwick Maths Programme that builds on recent PD (Dinah Harvey, DMIC)</li> </ol>	<ul style="list-style-type: none"> <li>• Ensure the <u>Graduate Student Profile</u> is reflected in our strategic goals.</li> <li>• Ensure TWM are part of our Ka Hikitia mahi to support students and teachers in collaborative learning practices</li> <li>• Structured Literacy development: to continue the development of the junior school pedagogy and sharing this new learning with all staff</li> <li>• Maths Curriculum teams in place to support the development of the new Renwick Maths programme</li> <li>• Ensuring staff are supported and heard, and their well being is valued.</li> </ul>	<p>Whanau Leaders</p> <p>Junior Team with Structured Literacy experience</p> <p>Maths and Literacy Curriculum teams</p>	<p>Release for Liz Kain PD</p> <p>Literacy resources (books etc.)</p> <p>Wider staff attending Ka Hikitia work in Staff Meeting time</p>
<p><b><u>Community/Iwi Engagement</u></b></p> <ul style="list-style-type: none"> <li>• To support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a register of parents/whanau that can assist/support with curriculum, guest speakers, special interest, play and project based learning.</li> <li>• Hui with Māori families to consult and seek feedback.</li> </ul>	<p>Sen Man</p> <p>Whanau Leaders</p>	<ul style="list-style-type: none"> <li>• Strategic / Community consultation evenings</li> <li>• Māori whanau hui</li> </ul>

<ul style="list-style-type: none"> <li>● <b>To educate whanau and align Renwick’s Strategic vision with the three work streams of Piritahi; <i>Strengthening Teacher-leadership capabilities, Hauora, Community, iwi &amp; Māori engagement</i></b></li> </ul>	<ul style="list-style-type: none"> <li>● Utilise new learning from Kahikitia to strengthen relationships with whanau.</li> <li>● Michelle and Chelle to attend Piritahi Leadership Hui to strengthen our implementation of community and Iwi engagement</li> </ul>		
<p style="text-align: center;"><b><u>Te Pā Wānanga</u></b></p> <ol style="list-style-type: none"> <li><b>Pā Ora</b> <ul style="list-style-type: none"> <li>● te oranga katoa o te tinana, hinengaro, wairua, tangata – the whole well being of the person – physical, spiritual, mental, family, language, customs.</li> <li>● te taiao – a healthy world, all its domains and interconnectedness/ interdependencies.</li> </ul> </li> <li><b>Pā Wānanga</b> <ul style="list-style-type: none"> <li>● mātauranga – knowledge, skill &amp; application.</li> <li>● academic, cultural, social and sporting excellence.</li> </ul> </li> <li><b>Pā Tangata</b> <ul style="list-style-type: none"> <li>● connection to the place, cultural pride and ambassadorship.</li> <li>● what you become through the Pā Wānanga process.</li> </ul> </li> <li><b>kia Pā Rangatira!</b> <ul style="list-style-type: none"> <li>● to stand as knowledgeable, skilled, confident, successful, cultural leaders.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>● Whānau aspiration to revitalize te reo Māori – supporting its normalisation.</li> <li>● Developing academic and sporting excellence.</li> <li>● Utilise the extra learning spaces to reflect the true kauapapa of Te Pā Wānanga.</li> <li>● Secure Te Putahitanga funding to support Whanau Ora Kaiawhina programme.</li> <li>● Initial discussions looking forward to supporting TPW to stand alone as a self-governing body.</li> </ul>	<p style="text-align: center;">Kaiako BoT Renwick Komiti Whakahaere MoE</p>	<ul style="list-style-type: none"> <li>● Core Education PLD hours</li> <li>● MOE</li> </ul>

<p style="text-align: center;"><b><u>RTLB Service</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Support RTLB Service under the management and governance of Renwick School</b></li> <li>2. <b>Work with the Cluster Manager and RTLB Team to successfully roll out He Pikorua.</b></li> <li>3. <b>Work with MOE to update and furnish RTLB space.</b></li> </ol>	<ul style="list-style-type: none"> <li>● Continue to grow our partnership with RTLB personnel as they address the growing needs of trauma informed behaviours.</li> <li>● Work with the cluster manager to identify the next steps following the RTLB service review and the roll out of He Pikorua.</li> <li>● Oversee the planning and modernisation of the RTLB space.</li> </ul>	<p style="text-align: center;"><b>Renwick BoT Principal Cluster manager APL MOE</b></p>	<p>MOE funding renovations</p>
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Renwick School Charter Targets - Literacy	
Focus Area:	Reading
Strategic Goal:	<ul style="list-style-type: none"> <li>● That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum</li> </ul>
Annual Aim:	<ul style="list-style-type: none"> <li>● Equity - <i>All learners make expected progress and all priority learners make accelerated progress in reading.</i></li> </ul>
Historical Position:	<p><b>Analysis of shifts of 2021</b></p> <p><b>All students:</b></p> <ul style="list-style-type: none"> <li>● 1/457 moved down 3 sublevels: 0.022%</li> <li>● 2/457 moved down 2 sublevels: 0.044%</li> <li>● 10/457 moved down 1 sub levels: 2.2%</li> <li>● 121/457 stayed the same: 26.5%</li> <li>● 179/457 moved up 1 sub level: 39.2%</li> </ul>

	<ul style="list-style-type: none"> <li>• 101/457 moved up 2 sub levels: 22.1%</li> <li>• 38/457 moved up 3 sub levels: 8.3%</li> <li>• 4/457   Moved up 4 sub levels: 0.09%</li> <li>• 1/457 moved up 5 sub levels: 0.022%</li> </ul> <ul style="list-style-type: none"> <li>• 70.67% moved up 1 or more sublevels, 26.5% stayed the same and 2.84% moved down 1 or more sublevels.</li> </ul> <p><b><u>Ethnic Group Analysis:</u></b>  100% of Asian and MELAA students made 1-5 sub-level progress.  71.5% of Maori made 1-4 sub-levels progress.  70.2% of NZ European/Pākehā/Other European made 1-4 sub-level progress.  50% of Pacific Peoples made 1-3 sub-levels progress.</p>
<b>Target:</b>	<p><b><i>A group of 40 students from the year levels 3 to 8 will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2022.</i></b></p> <ul style="list-style-type: none"> <li>• 11 Year 3 students</li> <li>• &lt;5 Year 4 students</li> <li>• 9 Year 5 students</li> <li>• &lt;5 Year 6 students</li> <li>• 8 Year 7 students</li> <li>• 5 Year 8 students</li> </ul>
<b>Next Steps:</b>	<ul style="list-style-type: none"> <li>• Scrutinise methods of assessment and make sure what is used is aligned across the school</li> <li>• Staff and area meetings on moderation - cross whānau and within whānau</li> <li>• Improve understanding of pedagogy and implementation of Structured Literacy in Tuatahi and Whānake whānau and with other Junior teachers</li> <li>• Inclusion of T.P.W. teacher in either Liz Kane or Mahi by Mahi (Maori Immersion Structured Literacy)</li> <li>• Ask T.P.W. to stocktake resources and analyse for expenditure. Budget for this - there are 60 children there</li> <li>• Implementation of The Code for phonological awareness across the school</li> <li>• Further explore methods and programmes to help Dyslexic students across school</li> <li>• Include the “reading and comprehension” of visual texts in programmes</li> <li>• Continue to embed higher order thinking skills when responding to texts</li> <li>• Stocktake Big Books</li> <li>• Build up stock of decodables to cater for older students who still need them</li> <li>• Recognise the inextricable link between Reading, Writing and Oral Language</li> </ul>

	<ul style="list-style-type: none"> <li>● Explore the link between correct articulation and reading achievement</li> <li>● Continue converting library into a learning hub where children can create and celebrate learning using a variety of technologies as well as being a place for reading hard copy books</li> <li>● Ensure all teachers are using Renwick School's effective teacher pedagogy</li> <li>● Have male role models reading in the library</li> <li>● Invite authors to read to classes</li> <li>● Identify priority learners</li> <li>● Retrieve data regarding attendance when looking at students who have made no progress or candidates for being a Priority Learner and specialised programmes.</li> </ul>
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Renwick School Charter Targets - Literacy	
<b>Focus Area:</b>	Writing
<b>Strategic Goal:</b>	<ul style="list-style-type: none"> <li>● That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum</li> </ul>
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>● Equity - <i>All learners make expected progress and all priority learners make accelerated progress in writing.</i></li> </ul>
<b>Historical Position:</b>	<p><b>Analysis of shift from 2021 T2 to 2021 T4 Writing</b>  <u>All students:</u></p> <ul style="list-style-type: none"> <li>● 8/456 moved down 1 sub level: 2.0%</li> <li>● 116/456 stayed the same: 25%</li> <li>● 211/456 moved up 1 sub level: 46%</li> <li>● 94/456 moved up 2 sub levels: 21%</li> <li>● 25/456 moved up 3 sub levels: 5%</li> <li>● 2/456 moved up 4 sub levels: 0.04%</li> </ul>



	<p><b><u>Sub-level shift:</u></b></p> <ul style="list-style-type: none"> <li>● 72.04% moved up 1-4 sublevels, 25 % stayed the same, 2% went down 1-2 sublevels.</li> <li>● 124 students stayed the same or regressed. This is of concern. I do think it is a matter of moderation between teams and across teams. I believe there are some teachers who need further staff development on using the L.L.Ps. Some sub-levels are huge, especially for 5 year olds. You have students entering school at the “Scribble Stage.” There are 4 Curriculum levels we expect our students to progress through in 8 years. Are we using them properly?</li> </ul> <p><b><u>Ethnic Analysis:</u></b></p> <ul style="list-style-type: none"> <li>● 60% Asian students gained 1-3 sub-levels (6 students)</li> <li>● 87% MELAA students gained 1-2 sub-levels (7 students)</li> <li>● 70% Maori students gained -3 sub-levels (102 students)</li> <li>● 73% NZ European/ Pākeha students gained 1-4 sub-levels. (329 students)</li> <li>● 78.5% Pacific People gained 1-3 sub-levels (7/8 students)</li> </ul> <p><b><u>Gender Analysis:</u></b></p> <p>75% of girls gained 1-4 sub-levels.  70% of boys gained 1-3 sub-levels  61 girls and 60 boys stayed at the same sub-level or regressed. This is a concern!</p> <p>Information gathered using Literacy Learning Progressions, teacher observations, student voice, unassisted samples, pieces of writing in books/on devices that had some assistance, work across the curriculum, Piritahi Standards to inform O.T.J.s  The gender gap is not as evident as in the past when we used National Standards.</p>
<b>Target:</b>	<p><b><i>A group of 73 students from the year levels 3 to 8 will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2022.</i></b></p> <ul style="list-style-type: none"> <li>● 5 Year 3 students</li> <li>● 12 Year 4 students</li> <li>● 23 Year 5 students</li> <li>● 7 Year 6 students</li> <li>● 14 Year 7 students</li> <li>● 12 Year 8 students</li> </ul>
<b>Next Steps:</b>	<ul style="list-style-type: none"> <li>● Continue to explore what makes the biggest difference to writing achievement</li> <li>● Some staff development at team level on moderation using L.L.P.s and on instructional writing</li> </ul>

	<ul style="list-style-type: none"> <li>● Students are to use books/paper to plan, draft and edit their written work and devices for searching, proofreading, publishing and sharing their work</li> <li>● Whānau to ensure the explicit teaching of writing skills and features is embedded as they embrace an integrated curriculum.</li> <li>● Provide meaningful contexts, an audience and opportunities to share using a variety of media</li> <li>● Share individual student achievement with parents and students with options for reciprocal feedback, using Seesaw.</li> <li>● Promote quality writing through competitions and creation of a writers' walkway and other creative ideas</li> <li>● Ensure all teachers are using Renwick School's effective teacher pedagogy</li> <li>● Identify priority learners and the support they require as a writer</li> <li>● Teachers in upper school continue experimenting with workshop approach but ensuring students are writing regularly</li> <li>● Use a standardized test like e-Asttle to ensure we are on the right track.</li> </ul>
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Renwick School Charter Targets - Numeracy	
<b>Focus Area:</b>	<b>Mathematics</b>
<b>Strategic Goal:</b>	<ul style="list-style-type: none"> <li>● That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum.</li> </ul>
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>● Equity - <i>All learners make expected progress and all priority learners make accelerated progress in mathematics.</i></li> </ul>
<b>Historical Position:</b>	<p><b>Analysis of shift of math</b>  <u>All students:</u>            Analysis: of 487 students</p> <ul style="list-style-type: none"> <li>● 1/487 went down 2 sub levels</li> <li>● 14/487 went down 1 sub levels</li> <li>● 129/487 stayed the same</li> <li>● 234/487 moved up 1 sub level:</li> <li>● 94/487 moved up 2 sub levels:</li> <li>● 15/487 moved up 3 sub levels:</li> </ul> <p><u>Gender Analysis:</u></p>

	<ul style="list-style-type: none"> <li>● 70% of Females made 1-3 sub-levels progress.</li> <li>● 67.7% of Males made 1-3 sub-levels progress.</li> <li>● 25% of Females and 27% of Males made no progress</li> </ul> <p>A slightly higher percentage of Males than Females made no progress. More Males when down 1 or 2 sub levels</p> <p><b><u>Ethnic Group Analysis:</u></b></p> <ul style="list-style-type: none"> <li>● 2/5 of Asian students made 1-2 sub-level progress.</li> <li>● 73% of Maori made 1-3 levels progress.</li> <li>● 69% of NZ European/Pākehā</li> <li>● 64% of Pacific Peoples made 1-3 sub-levels progress.</li> </ul>
<b>Target:</b>	<p><b><i>A group of 56 students from the year levels 3 to 8 will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2022.</i></b></p> <ul style="list-style-type: none"> <li>● 5 Year 3 students</li> <li>● &lt;5 Year 4 students</li> <li>● 23 Year 5 students</li> <li>● &lt;5 Year 6 students</li> <li>● 11 Year 7 students</li> <li>● 9 Year 8 students</li> </ul>
<b>Next Steps:</b>	<ul style="list-style-type: none"> <li>● Identify in each whanau the students who went down a level or made no progress: discuss how we could accelerate their learning and monitor these students regularly</li> <li>● Update Renwick School Mathematics Long Term Plan</li> <li>● As a staff develop a more robust and equitable assessment programme in Mathematics</li> <li>● Revisit and revise Renwick School's effective teacher pedagogy in mathematics</li> <li>● Identify priority learners</li> <li>● Continue to implement the teaching of mathematics through rich tasks</li> <li>● Ensure there is time for children to practise knowledge gained, apply using a variety of strategies and engage in rich tasks.</li> <li>● Continue to provide opportunities for Staff to observe / co-teach with colleagues, time for discussion and sharing ideas.</li> <li>● Upskill new staff in the Teaching of Mathematics</li> <li>● PD staff meeting to go over moderation and testing protocols</li> <li>● Identify students who showed no of negative progress - identify risk factors and seek solutions</li> <li>● Yr 3-8 will be assessed once a PAT Maths, analyse to identify gaps.</li> <li>● Continue to update Maths resources throughout school</li> <li>● Support teachers to move away from GLOSS</li> </ul>



## **Annual Plan (Organisational Plan)**

### Supporting Documentation

These annual plans are supported by documentation found in the Management Operations Manual including:

- School Strategic Plan – appended to Governance Manual
- School Curriculum Plan
- Professional Development Plan
- Performance Management Programme (including Principal and Staff Appraisal processes)
- Equal Employment Opportunities (EEO) Plan
- Annual budget
- 10 year Property Plan
- 5 year Property Programme
- Health and Safety Management Policies and Procedures
- Special Needs Programme
- Management procedures including those for:
  - Complaints [STA News May 2000]
  - Child protection [refer NZSTA Helpdesk]
  - EOTC [MoE Guidelines 2002]
  - Health & Safety [NZSTA/ACC material]
  - Compulsory Police vetting [STA Link 2002/14 & 2002/18]
  - Protected Disclosures [NZSTA Admin Advice 2001/1]
- Appropriate Ministry circulars, Gazette notices, NZSTA Administrative Advices

## **Useful Resources**

### **NZSTA:**

Trustee Handbook

Introduction to Trusteeship

STAnews

Administrative Advices

### **MOE:**

SmartCharter

The Curriculum Framework & Curriculum Updates

Better Relationships for Better Learning

EEO in Schools

Gifted and Talented Students

Planning for Better Student Outcomes

### **Benchmarking data:**

NEMP

PISA

AsTTLe

PAT

### **ERO:**

Education Evaluation Reports eg Safe Students in Safe Schools

Effective School Evaluation

School Evaluation Indicators