



LEARNING IS STRENGTH  
BE THE BEST YOU CAN BE

# **Renwick Primary School Charter 2023 - 2025**

**School Number - 2978**

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## Introduction

### Governance

The board is entrusted to work on behalf of the stakeholders. It emphasises strategic governance leadership rather than management and 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 and Learning Priorities

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

- ensuring that they are safe and inclusive and free from racism, discrimination and bullying
- strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life.
- collaborating more with whānau, employers, industry and communities.
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

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

The school integrates the National Education and Learning Priorities and 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/Te Pā Wānanga (established in 2019)* are 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 attracts high quality staff.

Renwick School is set amidst 3 hectares of landscaped grounds and playing fields, which provides a very pleasant setting. Learning occurs in modern classrooms backed up with a wide range of specialist learning areas.

Te Pā Wānanga is located at Omaka Marae, consisting of three learning spaces. Te Pā Wānanga provides kaupapa Māori learning for tamariki. It includes an area of turf, playing fields with the future planning of a playground.

RTL, Cluster 31 is located at Renwick School where the RTL staff collaborate and discuss the best outcome for the tamariki of Marlborough/Kaikoura. RTL operates using the Te Pikourau model.

*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 been in consultation with the Ministry of Education to relook at its enrolment zone to avoid any cross over areas. This is in its final stages.

### 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 Māori & 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 Māori students.
- to lift the literacy and numeracy achievement outcomes across the whole school and to better the achievement levels.

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.
- Practices and beliefs of Ka Hikitia embedded across all practices.

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:

- discuss with the parents the ways the school currently involves Te Reo and Tikanga Māori in our life and programmes
- Share the protocols and programmes of learning that Te Pā Wānanga can offer.
- If appropriate support an application for dual enrolment at Correspondence School for the student/s, and provide support staff assistance.

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

Māori and Pasifika Students at Renwick School will;

1. enjoy educational 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”  
‘With whanau and tamariki’s aspirations we design deep learning experiences to make a difference.’**

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

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”**



# Mana-enhancing opportunities 2023 -2025



## Supporting progressions - (from revised curriculum)

- Thriving in environments rich in literacy and numeracy
- Expanding horizons of knowledge and collaboration
- Knowing I belong and advocating for self and others.



### 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

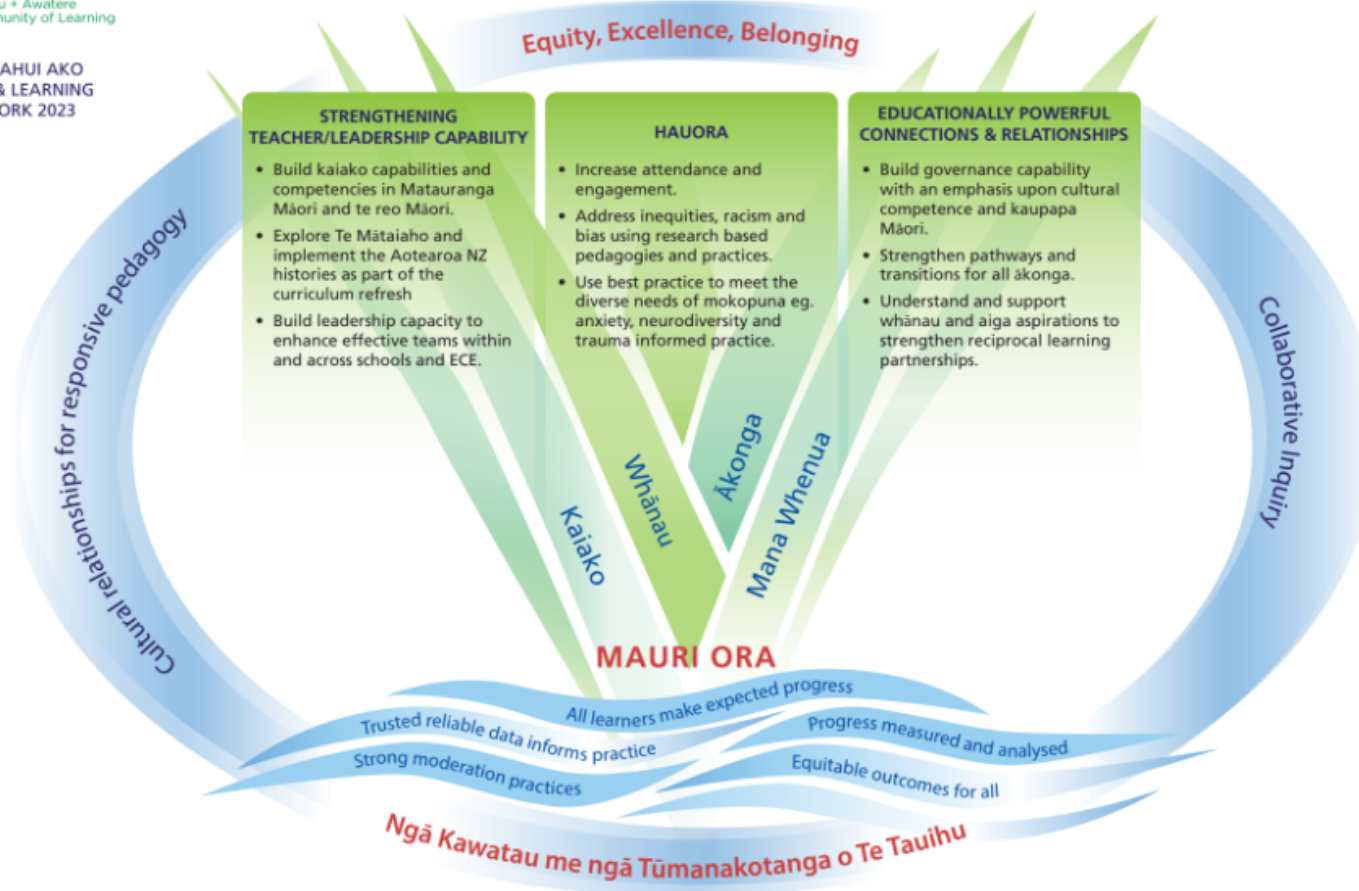
Learners who are highly engaged, taking control of their learning and achieving 'at' or 'beyond' the New Zealand Curriculum levels.  
 Learners who reflect growth in the Key Competencies.  
 Learners who are continually striving to reach their potential and "Be the best you can be."  
 Learners who participate, 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 2023

<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>• Collaborative Inquiry</li> <li>• Cultural Relationships for Responsive Pedagogy</li> </ul>
		<p><b>Achievement Success Indicators</b></p> <ul style="list-style-type: none"> <li>• All learners make expected 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>
<b>Workstreams / Action Plans</b>		
<b>Strengthening Teacher/Leadership Capability</b>	<b>Hauora</b>	<b>Educationally powerful Connections and relationship</b>
<ul style="list-style-type: none"> <li>• Build kaiako capabilities and competencies in Mātauranga Māori and te reo Māori</li> <li>• Explore Te Mātaiaho and implement the Aotearoa NZ histories as part of the curriculum refresh</li> <li>• Build leadership capacity to enhance effective teams within and across schools and ECE.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase attendance and engagement</li> <li>• Address inequities, racism and bias using research based pedagogies and practices</li> <li>• Use best practice to meet the diverse needs of mokopuna eg, anxiety, neurodiversity and trauma informed practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Build governance capability with an emphasis upon cultural competence and kaupapa Māori.</li> <li>• Strengthen pathways and transitions for all ākonga.</li> <li>• Understand and support whānau and aiga aspirations to strengthen reciprocal learning partnerships.</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 2023

Strategic Goals	Key Activities/ Actions	Who is responsible?	Funding
<p><b><u>Strengthening Teacher Leadership Capability</u></b></p>			
<p><b>1. Continue to build culturally responsive practices to align with beliefs of Ka Hikitia.</b></p>	<ul style="list-style-type: none"> <li>Build on the current and preferred state of Ka Hikitia through the development of the revised curriculum.</li> </ul>	<p>Senior management/ Whanau Leaders</p>	<p>Staff hui time</p>
<p><b>2. Structured Literacy / Code across the school</b></p>	<ul style="list-style-type: none"> <li>Structured Literacy development: create a literacy intervention programme to ensure consistency of teaching and learning of The Code and Structured Literacy across the school.</li> </ul>	<p>Literacy intervention personnel/ senior management</p>	<p>Fund the literacy intervention staff member.</p>
<p><b>3. Develop a Renwick Maths Programme that builds on recent PD (Just in Time Math)</b></p>	<ul style="list-style-type: none"> <li>Dedicate more resource to math curriculum so a team of staff, supported by DP, to create a school-wide math programme which includes the revised curriculum documentation.</li> </ul>	<p>Math unit holders, DP and other senior management team.</p>	<p>Release for staff to create and lead new learning.</p>
<p><b>4. Include and upskill all staff with the new revised curriculum.</b></p>	<ul style="list-style-type: none"> <li>Prioritise staff hui, teacher only day, PLD opportunities for staff to grow</li> </ul>		<p>MOE have gifted schools TOD to support transition to unpack and understand the revised curriculum.</p>

	pedagogical knowledge of the revised curriculum.	DP, as leader of revised curriculum.	Support staff with kai and refreshments.
<p><b><u>Educationally powerful connections and relationships</u></b></p> <ul style="list-style-type: none"> <li>● <b>To create opportunities for whanau to connect with the school to gather voice to identify our identity and local curriculum.</b></li> <li>● <b>Embed effective transition practices between key stages: ECE - NE, Y6-Y7 and Y8 - Y9.</b></li> <li>● <b>Encourage parent support to enhance Clubs.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Collectively identify what ‘values’ a Renwick Student requires as they transition to high school and to the wider world.</li> <li>● Ensure collaborative relationships strengthen the learning pathways for all akonga from ECE to Y8.</li> <li>● Communicate with parent whanau to support term 2 and 3 with Clubs. This will enable more options for our students.</li> </ul>	<p>Sen Man/whanau leaders/staff/students/whanau</p> <p>Senior management/AP/whanau leaders</p> <p>Senior management</p>	<ul style="list-style-type: none"> <li>● Initially have staff understand their own values to understand the dynamics of the team. Create and finalise a question to pose to staff, students and whanau to collect voice around what values they see are critical for students to understand.</li> <li>● Seek transition information from ECE and if needed meet in person with the ECE team. Support with release if required. Allow time to visit new sites to overcome apprehension.</li> <li>● Fund ‘Clubs’ to enable new skills are learnt by students of Y3 - Y8.</li> </ul>
<p><b><u>Hauora</u></b></p>	<ul style="list-style-type: none"> <li>● Monitor attendance of all tamariki following the disruption of the last two years.</li> <li>● Staff, leaders, whanau and BoT to participate in ongoing PLD that addresses inequality, racism and bias to support and sustain Māori success in education.</li> <li>● AP of the school oversees the whanau leader team capturing the whole staff voice to bring to the senior management team.</li> </ul>	<p>Senior management, whanau leaders, staff, community</p> <p>All staff</p> <p>AP/senior management team.</p>	<ul style="list-style-type: none"> <li>● Introduce staff to the expectation and procedures of the Ministry of Education focus on engagement and attendance strategy.</li> <li>● Access ASL and WSL to continue to deliver PLD to ensure Māori success in education.</li> <li>● Ongoing support with release for AP</li> </ul>

<p style="text-align: center;"><b><u>Te Pā Wānanga</u></b></p> <ol style="list-style-type: none"> <li>1. <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>2. <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>3. <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>4. <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>● Kaiako, whanau and tamariki will revisit the values of Te Pā Wānanga; Pā Ora, Pā Wānanga, Pā Tangata and Kia Pā Rangatira to ensure they aligned with the bigger kura.</li> <li>● Kaiako and tamariki to identify visual representation of the four values.</li> <li>● Identify a ‘navigator’ to support the transition to become a stand alone kura. This person will guide and support Kaiako, Komiti Whakahaere with the required documentation to progress towards becoming stand alone.</li> <li>● Continue with Core Education to identify local curriculum and other documentation to support becoming a stand alone kura.</li> <li>● Continue to advertise and seek a lead kaiako to lead staff, liaison with Renwick School and Navigator.</li> </ul>	<p style="text-align: center;">Kaiako BoT Renwick Komiti Whakahaere MoE Core Navigator</p>	<ul style="list-style-type: none"> <li>● If required, include a designer/artist to take kura’s ideas to create visual representations of the Kura’s values.</li> <li>● \$10 000 from the Ministry of Education, \$6600 from Te Putahitanga.</li> <li>● PLD hours for Core Education</li> <li>● Finalise video to help promote Te Pā Wānanga</li> </ul>
<p style="text-align: center;"><b><u>RTL B Service</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Support RTL B Service to transition new RTL B</b></li> <li>2. <b>Work with the Cluster Manager and RTL B Team to successfully roll out He Pikorua.</b></li> </ol>	<ul style="list-style-type: none"> <li>● Support three new RTL B to their roles.</li> <li>● Support with the Manager of the systems and processes of He Pikorua.</li> </ul>	<p style="text-align: center;">Renwick BoT Principal Cluster manager APL MOE</p>	<p>Welcome three new RTL B</p> <p>Meet regularly to listen, reflect and plan to accommodate the changes of the team.</p>

<p><b>3. Work with MOE to update and furnish RTLB space.</b></p>	<ul style="list-style-type: none"> <li>• Liaise with MOE around the upgrade of Room 13.</li> </ul>	<p>Support and oversee the process, once MOE approves the project.</p>
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<p style="text-align: center;"><b>Renwick School Charter Targets - Literacy</b></p>	
<p><b>Focus Area:</b></p>	<p style="text-align: center;"><b>Reading</b></p>
<p><b>Strategic Goal:</b></p>	<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>
<p><b>Annual Aim:</b></p>	<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>
<p><b>Historical Position:</b></p>	<ul style="list-style-type: none"> <li>• <b>Analysis of Shift from 2021 T4 to 2022 T4 Reading- All Students:</b></li> <li>• 61% of all students were within or above curriculum expectations at the end of 2021.</li> <li>• 39% of all students were working towards curriculum expectations at the end of 2021.</li> <li>• 67% of all students were within or above curriculum expectations at the end of 2022.</li> <li>• 33% of all students were working towards curriculum expectations at the end of 2022.</li> <li>•</li> <li>• <b>Ethnic Group Analysis:</b></li> <li>• 71% of NZ European/Pākehā/Other European made 1-4 sub-level progress.</li> <li>• 58% of Maori students achieved within or beyond curriculum expectations.</li> <li>• 100% of Asian students achieved within or beyond curriculum expectations.</li> <li>• 55% of MELAA students achieved within or beyond curriculum expectations.</li> <li>• 59% of Pacific Peoples achieved within or beyond curriculum expectations.</li> <li>•</li> <li>• <b>Gender Analysis:</b></li> <li>• 74% of Females are working within or above curriculum expectations.</li> <li>• 64 % of Males are working within or above curriculum expectations. 36% are working towards or towards with support. (There are 28 males who receive support compared with 12 females.)</li> <li>• 8% of Males are working beyond compared with 14% of Females.</li> </ul>

	<p><b>Analysis Comment:</b></p> <p>Disappointing results! Too many children are not making progress despite teachers using some excellent effective Literacy methods and practices. We have gone back to reporting using achievement rather than progress. In the past we consistently achieved above 85% for Reading. As reported last year “Some Levels have a larger range of achievement scope than others. For instance a child might start school with no sound nor word knowledge, not being able to articulate clearly, yet make great progress on the Colour Wheel or through Structured Literacy stages and still be at Level 1B at the end of the year!</p> <p>In Whanake and Tuatahi, teachers are using a Structured Literacy approach. We have come up with what we regard as a reasonably accurate scale for our children in these teams. We did some running records on children at various levels using Colour-Wheel books. We found the Piritahi scales are way too high when you compare them to what we have used in the past. Their judgements are too narrow for children in odd years like Years 3,5 &amp; 7. I believe Te Pa Wananga, satellite kura, results should be separate from the rest of the school as their children are not learning to read and write in English in their Year 0-2 and Y3-4 classes. For their sake we should be sharing their stand alone data to inform their future practice. This year has had more disruptions to children’s learning than any other. Covid hit our school more this year than the previous two. Due to varying mandates our students and our staff (especially those with children) have had weeks off school. They have also been affected by numerous nasty bugs that have been prevalent in all terms.</p> <p>Due to staff absences and disruptions we didn’t have as many staff meetings on Literacy. Some whanau are yet to implement The Code. Some staff need to take on professional reading and not need to be spoon fed!.</p> <p>I always think of <a href="#">The Rocks in the Jar scenario</a>. We need to review all lead roles across the school to reinforce curriculum development especially in Literacy as we have done in the past.</p> <p>Never before have we had so many anxious students. Research has on numerous occasions stated that “children have to be happy to learn to read.” The effects of Covid and some under-funded, under-diagnosed children’s behaviour have had an effect on many student’s learning and well-being; not forgetting the teachers’.</p>
<p><b>Target:</b></p>	<p><b><i>A group of 32 from the year levels 2 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 2023.</i></b></p>
<p><b>Our actions</b></p>	<ul style="list-style-type: none"> <li>● We have continued to emphasize the importance of positive relationships between students and teachers</li> <li>● Junior teams continued to work collaboratively on Spirals of Inquiries investigating Structured Literacy. 5 teachers attended a Liz Kane 2 day course in Blenheim. Structured Literacy was implemented in Maia as well as continued in Tuatahi and Whanake Whānau.</li> <li>● Regular Instructional Reading lessons in older classes using guided, shared, reciprocal, book club, Literacy Circle approaches.</li> <li>● Use of Reading task boards in various forms used throughout school</li> <li>● Daily reading quality books to students by teachers and parents</li> <li>● Careful monitoring of Priority Students</li> <li>● Students knowing where they are at, what their next steps are and how they are going to get there in most classes</li> </ul>



	<ul style="list-style-type: none"> <li>● Same number of Reading Recovery children- 6 children now but Covid Lockdown affected the number of children graduating.</li> <li>● Reading Recovery teachers have been able to use some Structured Literacy ideas in their programmes</li> <li>● Use of mixed ability grouping in older classes is supposed to have a positive affect</li> <li>● Expectations that teachers carry out explicit teaching of comprehension and processing skills in all classes following guidelines in Effective Literacy Practice</li> <li>● Sharing ideas and resources at Whanau meetings</li> <li>● Use of S.L.A.s (Student Learning Assistants)</li> <li>● Good variety of instructional readers and on-line resources for older readers and decodable readers and resources in Junior School.</li> <li>● Use of Vicki, Ainsley and Cheryl to provide support for Dyslexic students using Toe by Toe, Nessie, 7 Plus and Steps Web</li> <li>● Use of R.T.Lit to support students and teachers</li> <li>● Integration of Literacy with other curriculum areas in some whanau</li> <li>● Teachers are expected to carry out regular assessing and monitoring</li> <li>● Planning formats and expectations to be followed- found in Staff online Literacy Tool Kit</li> <li>● Library is attractive and set out in a user-friendly way.</li> </ul>
<p><b>Next Steps:</b></p>	<ul style="list-style-type: none"> <li>● Scrutinise methods of assessment and make sure what is used is aligned across the school.</li> <li>● Start with curriculum development in Reading.</li> <li>● Staff and area meetings on moderation- cross whānau and within whānau.</li> <li>● Improve understanding of pedagogy and implementation of Structured Literacy throughout school</li> <li>● Instructional Reading should be taught everyday! They need mileage and explicit teaching of strategies.</li> <li>● Ask T.P.W to stocktake resources and analyse for expenditure. Budget for this- there are 57 children there.</li> <li>● Implementation of The Code for phonological awareness and spelling programme across the school.</li> <li>● Include the “reading and comprehension” of visual texts in programmes</li> <li>● Continue to read to students everyday and extend their vocabularies</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. Hopefully the MOE will provide more.</li> <li>● Recognise the inextricable link between Reading, Writing and Oral Language</li> <li>● Explicitly teach Oral Language skills-not just newstelling or speeches</li> <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>● Revisit Renwick School’s effective teaching 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> <li>● Hold meetings for parents on Structured Literacy and Helping your Child with Literacy</li> </ul>

	<ul style="list-style-type: none"> <li>Continue to fund programme for junior readers - 0.3 at least teacher-time. Review not to have Reading Recovery at end of 2023 as they may have up-dated their programme. Whare Manaaki mainly caters for older students reading. It is important to be the fence at the top of the cliff, instead of the ambulance at the bottom!</li> <li>Keep funding 6 Year Net release. It has been very difficult this year not having this release. The data is diagnostic and we cannot get accurate data from tests like P.A.T. for this age group.</li> <li>Programmes like Toe by Toe should be additional not the only reading instruction a student has in a day.</li> </ul>
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Renwick School Charter Targets - Literacy	
Focus Area:	Writing
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 writing.</i></li> </ul>
Historical Position:	<p><b>Analysis of shift from 2021 T4 to 2022 T4 - All students:</b>  34% of all students were working 'within or above' curriculum expectations at the end of 2021.  66% of all students were working 'towards' curriculum expectations at the end of 2021.  52% of all students were working 'within or above' curriculum expectations at the end of 2022.  48% of all students were working towards curriculum expectations at the end of 2022.</p> <p><b>Ethnic Group Analysis, 2022:</b>  57% of NZ European/Pākehā/Other Europeans made 1-4 sub-level progress.  38% of Maori students achieved 'within or beyond' curriculum expectations.  75% of Asian students achieved 'within or beyond' curriculum expectations.  27% of MELAA students achieved 'within or beyond' curriculum expectations.  47% of Pacific Peoples achieved 'within or beyond' curriculum expectations.</p> <p><b>Gender Analysis:</b>  62% of females are working 'within or above' curriculum expectations.</p>

	<p>40% of males are working 'within or above' curriculum expectations.          60% are working towards or towards with support. (There are 39 males who receive support compared with 12 females.)          2% of males are working beyond compared with 6% of females.</p> <p>Disappointing results! It has been a very disruptive year with Covid, other illnesses along with periods of staff and student absences. Staff need to get back to explicitly teaching skills and strategies, not assuming students know how to write! Leaders need to get into classrooms and see what is actually being taught. How can only 19 students in one year level of 67 students be within and have no students writing beyond curriculum expectations?</p> <p>Information was gathered from moderation 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</p>
<p><b>Target:</b></p>	<p><b><i>A group of 39 students from the year levels 2 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 2023.</i></b></p>
<p><b>Our actions:</b></p>	<ul style="list-style-type: none"> <li>● Know your student as a person as well as a learner</li> <li>● All teams worked collaboratively on Spirals of Inquiries with flow on effect on Writing achievement in some teams</li> <li>● Students made improvement in Tuatahi and Whānake Whanau through implementing Structured Literacy.</li> <li>● Students in Maia Whānau's spelling and Writing improved through being taught "The Code."</li> <li>● Student agency in Pakahukahu, was enhanced through teaching children how to provide, accept and utilise feedback and feed forward, through co-constructing success criteria.</li> <li>● Teachers experimenting with workshop organisations in Kaitiaki</li> <li>● Regular Instructional Writing lessons using guided, shared and independent approaches</li> <li>● Daily reading quality books to students to increase students vocabularies</li> <li>● Improved understanding and use of L.L.P.s</li> <li>● Careful monitoring of Priority Students</li> <li>● Moderation in line with Piritahi</li> <li>● Most Students knowing where they are at, what their next steps are and how they are going to get there</li> <li>● Teachers provide meaningful contexts through integration of curriculum areas</li> <li>● Teachers use a variety of avenues for students to share their work</li> </ul>

	<ul style="list-style-type: none"> <li>● Use of devices from Year 4 up, which many teachers felt has led to a decline in the standard of writing in the senior school</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> <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</li> <li>● Teachers in upper school continue experimenting with workshop approach but ensuring students are writing regularly</li> <li>● Use a standardized test like Asttle to ensure we are on the right track.</li> </ul>

Renwick School Charter Targets - Numeracy					
<b>Focus Area:</b>	Mathematics				
<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> <b><u>All students:</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">2021</td> <td style="width: 33%; text-align: center;">mid 2022</td> <td style="width: 33%; text-align: center;">end 2022</td> </tr> </table>		2021	mid 2022	end 2022
	2021	mid 2022	end 2022		

	Percentage Within or above	60%	57%	67%
	Total Within or above	237 out of 397	271 out of 475	338 out of 504
	<p><b><u>Gender Analysis:</u></b></p> <ul style="list-style-type: none"> <li>Female = End of 2021 = 66%, mid 2022 = 62%, end of 2022 = 74%</li> <li>Male = End of 2021 = 53%, mid 2022 = 52%, end of 2022 = 60%</li> </ul> <p><b><u>Ethnic Group Analysis: % of students working within and/or above</u></b></p> <ul style="list-style-type: none"> <li>Māori - End of 2021 = 46%, mid 2022 = 48%, end of 2022 = 59%</li> <li>NZ European = End of 2021 = 64%, mid 2022 = 61%, end of 2022 = 71%</li> <li>Asian - End of 2021 = 75%, mid 2022 = 83%, end of 2022 = 100%</li> <li>Pasifika - End of 2021 = 45%, mid 2022 = 59%, end of 2022 = 59%</li> </ul> <p>2021 data showed the progress that students made within the year. This data showed where they have moved sublevels even though they have not attained their End of Year level.</p> <p>The percentage of students who are within or above has increased since 2021 from 60% to 67%. Maori students' attainment increased from 46% at the end of 2021 to 59% at the end of 2022. However our Maori and Pacific students have not attained the percentage as NZ European attaining 59% within or above the expected level compared to 71% attainment. The attainment of within or above for males and females has also increased from 2021.</p>			
<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><u>Breakdown of year groups and ethnicity:</u></li> <li>Y2-3 = 0 students</li> <li>Y4-6 = 8 students</li> <li>Y7-8 = 14 students</li> <li>8 Maori students</li> <li>1 other students</li> </ul>			
<b>Our Actions:</b>	<ul style="list-style-type: none"> <li>Careful monitoring of Priority Students, record their progress regularly, discuss progress in whanau meetings.</li> </ul>			

	<ul style="list-style-type: none"> <li>● Students know where they are at. What their next steps are and how they are going to get there?</li> <li>● Teachers know their students as learners and as people.</li> <li>● Use of mixed ability grouping, targeted teaching, whole class where appropriate</li> <li>● Sharing ideas and resources at Whanau meetings</li> <li>● Three teachers involved in the Just in Time PLD throughout 2022.</li> <li>● PLD, particularly Just In Time learning, shared with teaching staff in staff meetings.</li> <li>● Identified students learning needs and focused programming to raise progress</li> <li>● Purchased resources to accommodate a diverse learning programme to cater for all students.</li> </ul>
<p><b>Next Steps:</b></p>	<ul style="list-style-type: none"> <li>● Identify in each whanau group the group of priority learners (the students who went down a level or made no progress). Discuss how we could accelerate their learning and monitor these students regularly through observations, reflections, and goals.</li> <li>● Device and implement a school wide programme with identified progressions to align with the revised math curriculum.</li> <li>● As a staff develop a more robust, balanced and equitable assessment programme in mathematics</li> <li>● Revise Renwick School's effective teacher pedagogy in mathematics</li> <li>● Using the PLD from Just in Time Maths, develop a balanced teaching programme that covers all aspects of the curriculum and uses a range of teaching strategies to align with the revised curriculum.</li> <li>● Support staff to identify ways of flexible and balanced groupings of students to meet their learning needs</li> <li>● Unpack the Refreshed Curriculum. Use MOE staff only day to embed this new learning.</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>● Align the mathematical learning of our Inquiry learning to our math planning to ensure the knowledge is taught so the students can apply to a new learning context. The concepts of the math curriculum applied to a new context, Inquiry.</li> <li>● Revise concepts throughout the year so students maintain the knowledge.</li> <li>● Upskill new staff in the teaching of Mathematics, through staff meetings and staff only day.</li> <li>● Staff to use moderation across the school to ensure clear and consistent assessment</li> </ul>

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

### Supporting Documentation - Schooldocs.

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

- School Strategic Plan – appended to Governance Manual
- School Curriculum 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
- Special Needs Programme

### **Useful Resources**

#### **NZSTA:**

Trustee Handbook

Introduction to Trusteeship

STAnews

Administrative Advices

#### **MOE:**

The Curriculum Framework & Curriculum Updates (including updates)

#### **Piritahi:**

Revised NZ curriculum

Ka Hikitia

Niho Taniwha

#### **Benchmarking data:**

E-AsTTLe

PAT

#### **ERO:**

Education Evaluation Reports eg Safe Students in Safe Schools

Effective School Evaluation

School Evaluation Indicators