

North Loburn School Charter 2018



MOE Numbe	3447
Planning Year Ends:	31 st December
Reporting Date:	1 st March
Charter Approved by BOT	February 2018

Our School and Community

North Loburn is a decile 9 U3 rural full primary school located in North Canterbury. The school has a growing roll fed by a subdivision of local farmland into 'lifestyle blocks'.

The school community is made up of a mix of families who have long historical connections to the area and to the school, and a growing number of new residents to the area (of whom a significant number are also new residents to New Zealand). In the past year an increasing number of new families have started to make this area their home.

The school is the hub of the community and enjoys great support from attending families and the wider community. Parental involvement in learning, property maintenance, fundraising and promotion of the school are special traits, which the Board of Trustees wish to nurture and maintain as the school grows and develops. North Loburn has facilities available for use by the community. These include the Karetu Hall, the North Loburn swimming pool and the front tennis and basketball court. We welcome the use of our facilities by community members.

The school continues to be effectively lead by a dedicated Board of Trustees. They are reflective of the role they play and place a great deal of emphasis on quality governance of our school. They are extremely supportive of the staff, students and principal.


Our Home and school group provide the impetus for fundraising. They are a friendly and welcoming group of parents who meet throughout the term to plan, organise and run fundraising events for the school. They are always looking for visionary projects to raise funds for. The staff are also regularly consulted on how best to use the funds that are raised to benefit the children of North Loburn School.

The school has a well-established focus on supporting innovative, quality teaching using digital technologies to maximise student achievement, engage the community and remove barriers presented by geographical isolation. A carefully thoughtout ICT strategic plan is in place to support this learning. This plan was reviewed and redeveloped in 2017. The students have access to Mac Books, I Pads and Chromebooks.

North Loburn is a Green/ Gold enviro school and has just completed another successful review of this status. This is an important feature of our school. All students, staff and community members are encouraged to play their part in knowing about, caring for and continually developing our environment through sustainable practices.

2018 will see North Loburn School continue the journey as a member of the Puketeraki CoL along with 17 other schools. As well as this we will also be beginning our second year in the PBL programme.



Vision, Values and Mission Statement	Cultural Diversity and the Treaty of Waitangi
<p>Vision To nurture well-rounded citizens of the future with a lifelong passion for learning.</p> <p>Values P - Perseverance R - Respect I - Integrity D - Diversity E - Excellence</p> <p>Mission Statement</p> <ul style="list-style-type: none"> To realise all students full potential in knowledge, skills and attitude. To equip each student with the knowledge, confidence and skills to continue learning throughout their lives. To develop empathy, respect and tolerance for others. To engage parents and the wider community in the students' learning and the school's vision. To provide a safe and stimulating educational environment. To maintain and develop the caring, sharing North Loburn School 'whanau' spirit. <p>To recognise New Zealand's cultural diversity, in particular tikanga Māori and Te Reo Māori</p>	<p>North Loburn Primary School Board of Trustees, through its policies and programmes, respects and values New Zealand's diverse cultural heritage. The guide lines of our policy are:</p> <ul style="list-style-type: none"> Every student and staff member who attends North Loburn School will have the opportunity to engage with, learn about and practice Māori culture. North Loburn School will work towards ensuring proactive engagement of Māori parents , in making decisions about Māori education including the school vision, values, strategy and curriculum. Ensuring active Māori representation on, or participation in, school Governance Providing staff the opportunity for PD in Te Reo me ona tikanga Māori (language and customs) and providing opportunities and/ or relief for willing staff to take cultural leadership roles in the school. Engage and promote positive Māori role models within the school and wider community. Provide all students in the school with opportunities to learn and practice tikanga, basic reo toi Māori (Māori arts), by following the school wide plan Integrate Māori values in school life on a daily basis, including relationships. Observe tikanga in formal school events and wherever possible, developing a sustainable relationship with local Marae / Hapu Ensure that Culturally Responsive Practices are evident within the school at all times <p>North Loburn will plan, monitor and review its progress against the guidelines listed above on an annual basis. External assistance and expertise will be called upon when needed to ensure North Loburn is meeting the needs of our Māori students and whanau.</p> <p>North Loburn School will regularly consult with the Maori community.</p> <p>Communication methods may include:</p> <ul style="list-style-type: none"> Parent Interviews Community Meetings Newsletter Surveys <p>Informal Dialogue – family / whanau gatherings</p> 

Inclusiveness

An inclusive school culture which:

- ✚ has shared values
- ✚ is welcoming of all
- ✚ fosters collaboration and respect



Cultural Practices which are inclusive by:

- ✚ recognising, supporting and providing for the learning needs of Māori, Pasifica and children of other ethnicities
- ✚ acknowledging and accepting the cultural differences of Māori, Pasifica and children of other ethnicities
- ✚ expecting all staff to understand Tataiako and the value of meeting the needs of all learners
- ✚ working with staff, students, community and local experts to develop our cultural narrative

Practices which are inclusive by:

- ✚ engaging all children fully in the New Zealand Curriculum
- ✚ expecting all teachers to take responsibility for the learning progress of all students
- ✚ teachers modelling that they are also learners
- ✚ Effective communication with all stakeholders
(Puketeraki CoL –Communicate... share / consult with all stakeholders)

Inclusive school systems and processes which:

- ✚ Are linked to an agreed definition of what constitutes Special Education
- ✚ Have input from and are directed by all staff members (principal, management, teachers, SENCO, learning coaches)
- ✚ promote effective transition for all learners and ensure that this is monitored for all

North Loburn School and the Puketeraki CoL

Communicate:

At North Loburn we value clear and open communication amongst all stakeholders.

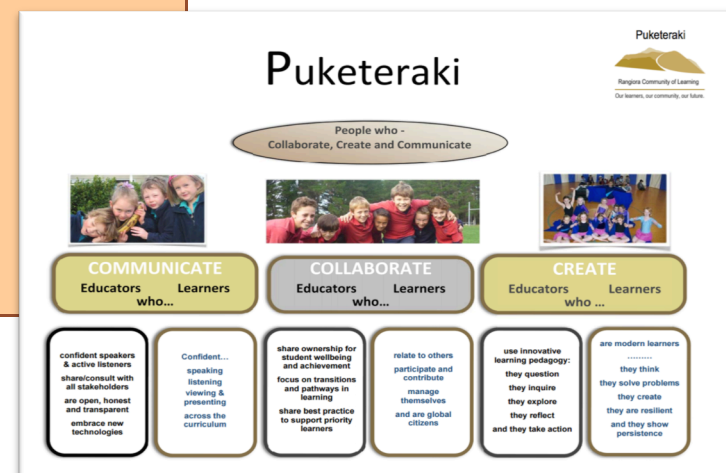
We value the importance of sharing, discussing and critiquing ideas to ensure we are meeting the needs of all Our learners.

Collaborate:

Teachers work closely together in all areas of the school. Information on student achievement is regularly shared. Students are expected to work together and to develop the skills to be highly effective self managers,

Create:

We aim to create learning opportunities that are engaging, challenging and provide for authentic learning through the use of digital technology. Students are encouraged to think and show perseverance. Staff are expected to be constantly inquiring into their own practice.





BIG AIMS

Quality Outcomes for all students (NAG1)

A quality environment (NAG 5)

Quality Governance (All NAGS)

Quality Staff (NAG 3)

Relationships (NAG 2, 2a)

Quality Digital Learning / ICT (NAG 1)

Quality Cultural Awareness (NAG 1, NAG 2)



North Loburn School 2018

Linking CoL and School



STRATEGY

DIMENSIONS OF QUALITY TEACHING

Exploring "Growth Mindset" as a staff and with the students.

Updating of assessment practices, schedules and reporting systems.

Culturally Responsive Practice (supported by Tataiko and Ka Hikatia)

Collaborative practices

Wellbeing of students and staff

Term 2 focus theme of Hiking for Hau Ora

2nd Year of PBL School wide programme

Effective Pathways and Transitions

Home and school Learning partnerships

Networking across the CoL

Continuation of LSS cluster

METHODOLOGY

Me and My School

SOLO Rubric

Professional Development

PB4L

Individual Teacher INQUIRY

Scanning Hunches Observation Data analysis

Intervention Data collection Reflection Reporting

AsTTLe - Writing

Student voice

PAT testing

SUPPORTS

Charter- Strategic Plan -

1). Action Plan -target areas

2) Within School Teacher Inquiry (Puketeraki CoL)

3) Planned use of allocated budget resources

4) Participate in CoL Teaching and Learning networks and inquiries

5) School visits, cluster buddies

7) Professional learning for staff and support staff (including 2 day workshop with Nathan Mikaere Wallace)

At Risk Readers Year 1-5

Mathematics in Year 4-6 (basic facts focus)

Writing -Boys



Growth Mindset

Student Engagement Yr 6-8

Teacher Inquiries -driven by the work on Growth Mindset

Leadership Team

Puketeraki - CoL teachers

Centrally Funded PD

Perseverance Respect Integrity Diversity Excellence

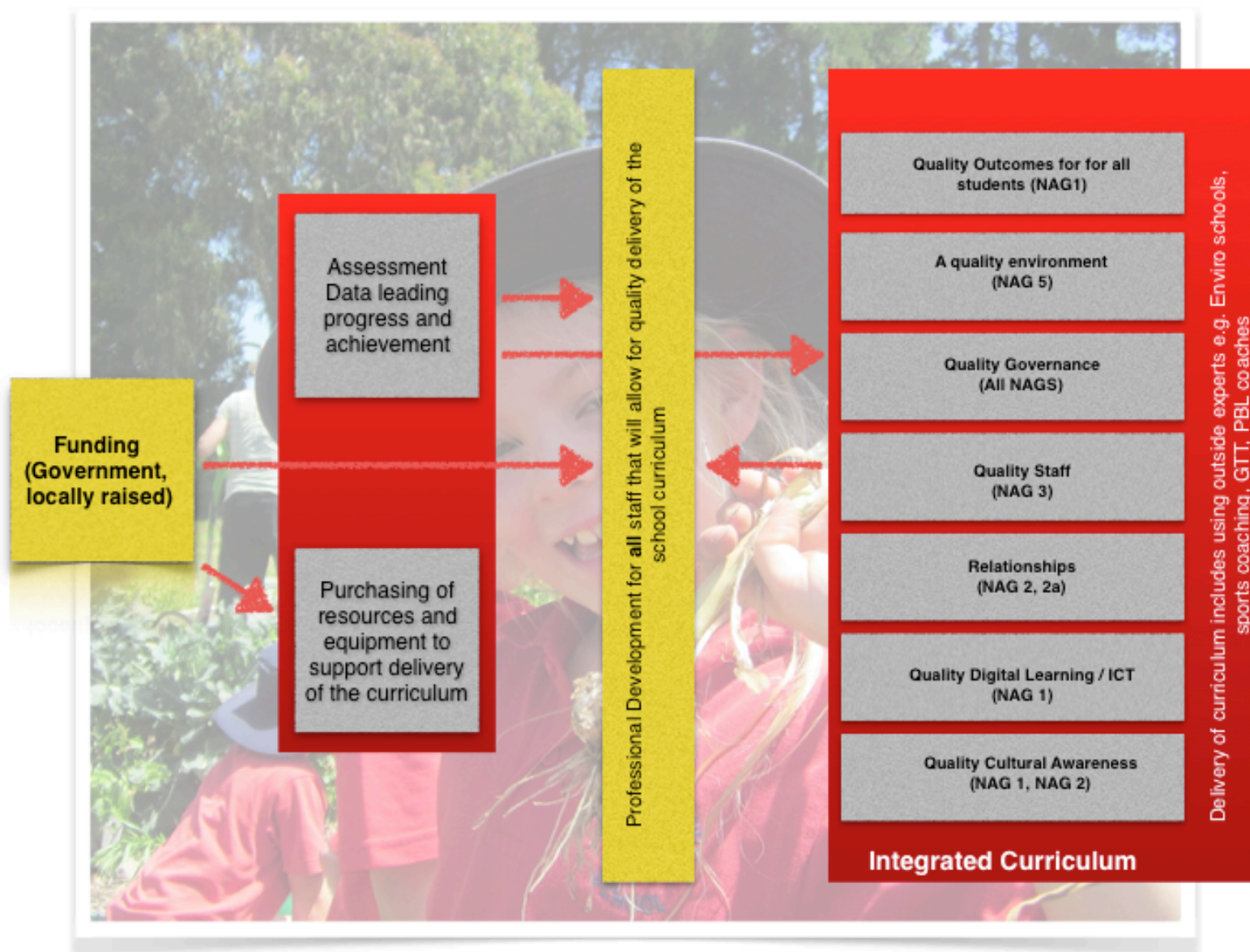
INQUIRY Outcomes



Theme for 2018 – On a Journey	
<p><u>Term One – Amble through the arts (The Arts)</u></p> <p>The knowledge: students will communicate and make meaning in the arts</p> <p>The Values: Diversity</p> <p>Respect Focus: Showing appreciation</p> <p>School Wide Events: Swimming sports, flower show, summit climb, PRIDE week</p> <p>Key Competency Focus: Managing self and Relating to others</p> <p>Environmental and PBL School Wide focus</p>	<p><u>Term Two – Hiking for our Hauora (Health and P/E)</u></p> <p>The knowledge: gain understanding and skills to manage growth of ourselves and others</p> <p>The Values: Perseverance</p> <p>Respect Focus: Ourselves and others</p> <p>School Wide Events: Life Ed, cross country, Keeping ourselves Safe</p> <p>Key Competency Focus: Relating to others</p> <p>Environmental and PBL School Wide focus</p>
<p><u>Term Three – A scientific Safari (Science and Technology –Living world)</u></p> <p>The knowledge: students will develop skills, knowledge and an understanding of the living world</p> <p>The Values: Integrity</p> <p>Respect Focus: Respect for the environment</p> <p>School Wide Events: Winter sports, Take the floor, Kapa Haka Festival, Speeches</p> <p>Key Competency Focus: Participating and Contributing</p> <p>Environmental and PBL School Wide focus</p>	<p><u>Term Four – Back to the Future (Social Sciences –continuity and change)</u></p> <p>The knowledge: Students will learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time</p> <p>The Values: Excellence</p> <p>Respect Focus: Manners and Personal property</p> <p>School Wide Events: Pet day, Athletic sports, community breakup</p> <p>Key Competency Focus: Thinking</p> <p>Environmental and PBL School Wide focus</p>

The Classroom Programmes	Students with Special Learning Needs
<p>Classroom programmes are guided by the needs of the individual student, and groups, within the classroom. Classroom teachers undertake regular in-depth analysis of current student achievement information. From this information, teachers identify the specific learning needs of the students. Achievement information is regularly discussed and reviewed at staff meetings, as well as being reported to the board.</p> <p>The students and parents receive regular feedback on:</p> <ul style="list-style-type: none"> ✚ Their current progress towards their goals. ✚ Areas to focus on in their learning. <p>Using the achievement information, teachers develop / plan / organise engaging, flexible and meaningful learning opportunities. A continued focus is on developing programmes that will allow the students to have control and direction over specific areas of their learning throughout the day. As well as this we will be exploring Growth Mindset as a staff and with our pupils.</p> <p>Teachers are encouraged to regularly inquire into their own teaching practice and knowledge to ensure they are meeting the needs of all their students.</p> <p>While Literacy and Mathematics are the cornerstones of our learning programme, all areas of the New Zealand Curriculum are interwoven through the classroom programmes. The programmes regularly make use of the local environment and other resources in the community.</p>	<p>The teaching staff and Board of Trustees are committed to ensuring all students reach their potential. They place a great deal of importance on staff being a valuable asset within the school. To ensure this happens they provide resourcing and extra staffing to cater for students with specific needs. If a student is not making the expected progress within the classroom programme the school has a number of support and alternative programmes that are available to try and help address the student's needs. Collaborative Action Plans and IEPs are used to identify the support required.</p> <p>The school is proactive which is demonstrated through:</p> <ul style="list-style-type: none"> ✚ Continual up skilling of teachers. ✚ Researching and refining the programmes that are currently utilised. ✚ Seeking help from educational experts. ✚ Conducting trials of new strategies. ✚ Consulting with and supporting parents / whanau (and students). ✚ Looking for ways to improve. ✚ Utilising a wide range of assessment tools to gather information. ✚ Going the extra mile if needed to ensure that all of our students are provided with the learning opportunities they need. ✚ Never giving up.
<p>The Summit Challenge Homework Programme</p> <p>This programme was designed as a new approach as to how we view homework. It:</p> <ul style="list-style-type: none"> • is aimed at removing the home stress that can be associated with homework • reinforces and values life skills • recognises that learning opportunities are not all academically based • accepts that some parents indicate they want more homework for their children • aims to move children from an 'I want' attitude to a more giving approach for others • recognises those children who do a lot outside of school that is not acknowledged as homework / learning 	<p>Family Environment</p> <p>The family atmosphere and orientation of the school is actively encouraged and promoted by / through:</p> <ul style="list-style-type: none"> ✚ Student Leaders across a number of activities. ✚ Whole school activities such as Jump Jam and singing ✚ Whole school sporting / cultural trips and camps. ✚ Using teacher strengths for specific subjects – e.g. Arts and P.E. ✚ Community involvement in the school – support in classrooms, events. ✚ Use of parents and experts in a number of programmes. ✚ Regular communication via a variety of means.

North Loburn School - Strategic Direction Overview 2018 - 2020



Strategic Plan 2018 - 2020

The strategies listed in this section are those that we wish to develop further over the period of our strategic plan. They may be new strategies or ones that we feel require further exploration and development. It is intended that the majority of these strategies are not referring to business as usual.

Strategic Goals 2018 – 2020		
Goal	Strategies	Measures
Quality Outcomes for all students (NAG 1) At North Loburn School quality outcomes will be achieved by engaged students aspiring for excellence (school value) and realising their potential through risk taking and seeking challenges.	At North Loburn School we will: <ul style="list-style-type: none"> • Explore Growth Mindset as a staff and students – incorporate aspects in daily learning • Promotion of our new PRIDE values • Document the collaborative journey being taken by teachers in our new learning spaces including the successes and failures of students and staff • Further development of our Special Needs tracking system including level of support and funding • Promote Learning Coaches as new label • Promote the use of explicit acts of teaching through professional development in Growth mindset, that are targeted towards challenging and engaging learners • Working as a school and CoL, streamline the assessment practices and recording within the school • Engage with whanau groups with the aim of discussing our strategic goals • Review our curriculum (as per schedule) to ensure that is centred around the students and their community, and that offers a broad range of learning opportunities • Create an opening statement in curriculum that provides evidence of our uniqueness as a school • Work alongside Nathan Mikaere Wallis (Throuhg 2 day PD workshop) to develop a better understanding of the implicatios of the Treaty of Waitangi, as well as child development • All staff to have a full understanding of the specific learning needs of our Māori students and other priority groups, and work to ensure they are engaged, progressive learners 	<p>We will measure the success of these goals by:</p> <ul style="list-style-type: none"> • Completing and analysing surveys that provide data on students engagement (Me, and my school) • Student voice • Ex Pupil survey to gauge their readiness for High School <p>Outcomes</p> <ul style="list-style-type: none"> • students making progress in relation to the NZ curriculum levels • Improvement in the number of students achieving progress towards their individual goals • Improvement in achievement outcomes of students identified as having specific learning needs • Data that provides evidence of the progress of our Maori, and Pacifica students • Student demonstrating a willingness to take risks throuhg the work on Growth Mindset

<p>Quality Staff (NAG 3)</p> <p>North Loburn School will have staff and support staff who make a positive difference to the learning and well being of all students</p>	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> • Professional development provided for all staff on an individual and whole school staff basis • further develop our participation as a member of the Puketeraki CoL • Review and provision of an appraisal system that is reflective and encourage documenting of explicit acts of teaching that are making a difference to the learning of the children • review, discuss and select appropriate tools and programs for teaching, assessment and reporting. • encourage teachers to explore and use current research to ensure that they are displaying best practice including the development of a research / readign log • further promotion of the PBL programme within our school as we move into our second year • engage inTeacher Inquiry through the school appraisal system with a focus on our work on Growth Mindset • provide leadership opportunities for staff (in-school leaders, DP etc) • promoting the roll of Learning Coach • focus on well-being of all staff 	<p>We will measure the success of these goals by:</p> <ul style="list-style-type: none"> • staff appraisal document and meetings • Student voice • Ex Pupil survey to gauge their readiness for High School and their response to the teaching • Tracking of cohort data <p>Outcomes</p> <ul style="list-style-type: none"> • staff collaborating in professional development with other teachers in our school and across the cluster and CoL • all staff meeting and exceeding the relevant professional standards • teachers making effective use of questioning and feedback to assess student goals and improve learning outcomes • the use of learning strategies that are evidence based • continued high levels of engagement from parents / whanau • reporting and providing feedback to students is timely and effective, and against the goals in the NZC • evidence of explicit acts ofteaching is gathered within their own online portfolio • a staff that is happy, motivated and enthusiastic.
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<p>A quality environment that is safe (NAG 5)</p> <p>North Loburn School will provide a quality environment that allows the children to feel safe and secure in their learning, and in the way they interact with their peers and their environment. (Kaitiaki Tanga – a goal of being an enviro-school)</p>	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> • make use of the PBL programme and teaching of explicit behaviours to students • develop and use a playground tracking system that allows staff to analyse and to review areas of concern • develop the use of the hazard register and other H and S practices • review the current practice of our emergency drills to ensure they are an effective method of bringing everyone into one space • document the journey in our new collaboative space – the good and the bad • provide first aid training for all staff to ensure they are up todate • build on from our successful audit as Green / Gold Enviro school in 2017 through the development of new initiatives – get into the community • continue to ensure the sustainability of the school gardens / environment with the help of our enviro leaders, and by the encouragement of sustainable practices. • Provide opportunities for our enviro leaders to take the lead in certain projects (wilderness) • Explore the idea of sponsorship to grow our Garden to Table Programme 	<p>We will measure the success of these goals by:</p> <ul style="list-style-type: none"> • Analysis of our hazard and accident register • Student voice • Ex Pupil survey to gauge their feedback on the learning environment • Community consultation <p>Outcomes</p> <ul style="list-style-type: none"> • low number of injuries • appropriate allocation of resources to ensure safe physical environment • clear and simple guidelines for behaviour both in and out of the classroom – explicit teaching in line with PBL principles • students / staff able to demonstrate safe practices in and around school • an environment where students want to take their parents and share the part they have played in sustaining what we have grown and created (art, plantings etc) • community wanting to make use of the grounds and resources in the weekend • new initiatives as part of our Green / Gold status as an enviro school
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<p>Quality Relationships (NAG 2,2a)</p> <p>At North Loburn School quality relationships are developed fostering the ‘whanau feel’ at North Loburn through collaborative learning activities and events where the school community can come together.</p>	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> • explore a range of new ideas for community and whanau to come together for social, sporting and fun events (i.e long lunch, parent evenings) • begin a review process to ensure that the North Loburn Curriculum has a focus on authentic learning and utilises the community • invite parents of new students and target students to meet and discuss goals and achievement • provide opportunities to involve the community with fundraising for projects that we consider to be visionary • work with our cluster schools to promote best practice amongst teachers(LCC) • provide networking opportunities for our staff with the Puketeraki CoL • have students who are resilient and able to self manage conflict (PBL) 	<p>We will measure the success of these goals by:</p> <ul style="list-style-type: none"> • Student voice • Community consultation <p>Outcomes</p> <ul style="list-style-type: none"> • Increased number of community members attending school events. • an increase in the number of events that are being led by the students • community and whanau members continuing to provide feedback. • parental help and support at events and outings continues in the manner we are used to • students who are eager to attend school • students who are willing to share their ideas and take a lead in the learning • leadership that supports both the staff and students in their learning • staff developing networks and working relationships with teachers across the cluster / CoL
<p>Quality Digital learning / ICT NAG 1</p> <p>Our teachers will be confident and capable in their use of digital technologies to ensure that our student’s have the skills, understanding and hardware to become digital citizens of the future.</p> <p>Digital learning will take place through the provision of a sustainable and effective ICT infrastructure / plan that meets digital learning needs.</p>	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> • continue to plan for and research the best tools and methods of delivering an effective ICT programme • provide staff professional development on the implementation of the new digital technologies curriculum • ensure the ICT vision and strategic plan (reviewed in 2017) is being followed to set the direction for our school in terms of digital learning • further development of GAFE with our Year 4-8 and staff • provide PD for teachers that will challenge them and allow them to further develop their digital learning skills and knowledge (eg U Learn, Google) • Provide opportunities for digital collaboration within the school, and between schools (LCC cluster) • Stay up to date with the latest thinking in terms of digital learning through the use of current research and through our development of the Growth Mindset work 	<p>We will measure the success of these goals by:</p> <ul style="list-style-type: none"> • Student voice • Community consultation • Ex Pupil survey to gauge their feedback on their readiness for high school and digital learning <p>Outcomes</p> <ul style="list-style-type: none"> • ICT embedded in every classroom and used naturally as a valuable tool for learning • ICT use progressing naturally through the classrooms and levels • students having access to and being competent users of a variety of ICT tools • Increased use of ICT for communicating with family, community and other schools during school time • a school community who is able to safely and responsibly use ICT to its full advantage • the ICT strategic plan for the school mirroring the practices in the classroom • the wider community engaging with the school through the use of digital technologies

<p>Quality Cultural Awareness (NAG1, NAG 2)</p> <p>North Loburn School will have culturally responsive programmes, processes and practices, and will ensure that these are supported through the use of Tātaiko and Ka Hikatia.</p>	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> Engage the services of local experts to enable us to explore the cultural narrative of our school and area, and the gifting of Paneto as a name (Di Collier) Carry out a review of our school curriculum Tikanga Maori at North Loburn School Continue to develop our ability to greet important visitors to the school through a Mihi whakatau process Use our assemblies as an opportunity to explicitly teach the correct pronunciation of Māori words and phrases that are topical to what we are learning Perform at the Kapa Haka festival and provide a group of children for this who are eager and skilled in the delivery of the programme Ensure all cultures within the school are acknowledged and provide opportunities for these students to tell their own stories Continue to ensure that data is gathered on the progress of our Maori students, and that this is used to inform our teaching consult with the Māori community and whanau about the strategic aims of the school, and the learning goals of their tamariki Include the phrase / word of the week in our newsletters Provide staff with professional development that will build their understanding and skills (Nathan Miakere Wallis) 	<p>We will measure the success of these goals by:</p> <ul style="list-style-type: none"> Whanau hui Student voice Participation in events and feedback provided Community consultation <p>Outcomes</p> <ul style="list-style-type: none"> students and staff who are confident in their use of Te Reo a narrative that has been developed for our school that identifies the history and other key aspects of our area confident delivery of our mihi from students and staff visitors confidently welcomed onto the school grounds through the Mihi whakatau Māori students who are making progress in relation to the NZC Students who are proud of their culture and can outline what we as a school have done to foster this pride. Students who demonstrate a high level of engagement in our Kapa Haka sessions A new Māori name that is specific to our school and symbolizes who we are as a school
<p>Quality Governance (All NAGS)</p> <p>The board at North Loburn School will demonstrate a commitment to providing quality governance.</p>	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> explore opportunities for PD as a BOT communicate effectively through the use of the community liaison officer on the board develop a robust appraisal system for the principal that allows for goals to be met and reviewed look to use local expertise to support projects throughout the year continue to monitor policy review through the school DOCS system have all documentation distributed to the BOT prior to meetings via Google docs BOT chairs from the cluster schools will continue to meet together Cluster schools will invite BOT chair and principal to their meetings Regularly review our own performance as a BOT Consult with the community around subjects such as health, EOTC, well-being Inform community of results of surveys and outcomes of discussions 	<p>We will measure the success of these goals by:</p> <ul style="list-style-type: none"> Community consultation NZSTA survey <p>Outcomes</p> <ul style="list-style-type: none"> BOT meetings will run efficiently BOT members will be able to articulate clearly the role of Governance vs Management Projects within the school will be run efficiently BOT members with portfolios will have a clear picture of what is happening The community will feel informed based on the communication we are able to provide Self review will show that the BOT is continuing to grow in their knowledge and Governing of the school – aiming for quality governance informed decisions and changes, where needed, will have been made as a result of analysis of community consultation

North Loburn Annual Plan 2018

Strategic Area: Quality Outcomes for All Students (NAG 1)

At North Loburn School quality outcomes will be achieved by engaged students aspiring for excellence (school value) and realising their potential through risk taking and seeking challenges.

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> Growth mindset – Students and staff will be encouraged to develop an understanding of Growth Mindset and the fact that success can be taught. Professional development with staff will provide opportunities to discuss and share ideas. 	Students will demonstrate a growth mindset in the way they tackle the tasks that are provided.	Principal Teaching staff	PD reading material may be required	Ongoing
<ul style="list-style-type: none"> Students to use the Growth Mindset work to set high expectations for themselves, and to take risks. 	Students to become the leaders of their learning, to regularly engage in discussions with peers and teachers aimed at challenging their thinking	Teaching staff Students	Nil	All year
<ul style="list-style-type: none"> Planning of teaching and learning tasks will reflect the NZ curriculum principles, key competencies and will allow teachers to report on the progress being made by the students across the curriculum 	Students will show progress across the NZ curriculum	Principal Teaching staff	??	Ongoing
<ul style="list-style-type: none"> Carry out a review of our current assessment and reporting systems – the aim being to streamline and develop our reporting so that we can report progress and achievement across the curriculum for their students to our parents. Work with the CoL to get some common ground 	A report that is in child speak and that students can share in the discussions about their learning	Principal Teaching Staff		Aim for Term 1
<ul style="list-style-type: none"> A school wide ‘data gathering’ timetable will be used. Data will be stored in Assembly, discussed at staff meetings with decisions being made in regards to teaching and learning, and the BOT informed 	Students will be challenged and will continue to make progress	Principal AP Teaching staff	Assembly fees	ongoing
<ul style="list-style-type: none"> The school values (PRIDE) to be made into visual representation. Students to be involved in this process. Teachers to continue to include values within their teaching 	Students will gain greater ownership of the values	Teaching Staff students	Unsure as will depend on final presentation	Term 1 and 2
<ul style="list-style-type: none"> Begin the review of the school curriculum. The aim being to review the statements within the document. The initial pages need to reflect the uniqueness of our school. 	A curriculum that is reflective of who we are and the uniqueness of our school. One that fully engages our students	Principal Principal mentors Staff	As needed	Sections completed by end of 2017

Strategic Area: Quality Staff (NAG 3)

North Loburn School will have staff and support staff who make a positive difference to the learning and well being of all students

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> Staff PD in 2018 to have a major focus on Growth Mindset – what this means to our children and to our staff. Staff to be encouraged to then continue this work with their children. Also working alongside Nathan Mikaere Wallis for a 2 day workshop Principal to work at ‘challenging’ his staff through professional readings and quality learning conversations 	Students and staff who have a greater understanding of the fact that success can be taught	Principal Staff students	PD budget	Ongoing
<ul style="list-style-type: none"> Staff to have individual Teacher Inquiries. These to be set at 1:1 meetings with principal in Term 1 Data will continue to be shared and discussed, and decisions made about our teaching and learning programmes based on these inquiries. Teachers to be encouraged to share progress on these 	Students will make progress (some accelerated) as a result of the Teacher Inquiries)	Principal Teaching Staff	From within the PD budget depending on what staff wish to do	On-going – data discussions as least once a term
<ul style="list-style-type: none"> Staff to continue to work with peers from the LCC cluster, as well as networking with CoL teachers where possible. 	Students will be provided with a range of new ideas as a result of discussions and sharing amongst staff	Principal Staff CoL LCC	CoL	Throughout the year
<ul style="list-style-type: none"> The appraisal system to be streamlined to provide greater staff ownership and to be linked to other systems within our LCC cluster Staff meetings put aside to discuss PTS that we are focusing on. Staff to be given observation times LCC staff to have shared in what evidence they consider to be ‘best practice’ 	Student progress will be monitored and discussed in line with changes we are making	Principal Staff LCC	Nil	Early January LCC meeting On-going
<ul style="list-style-type: none"> Staff to continue to work using the guidelines from PBL. Further PBL coaching days to be attended (principal and 1 staff member?) Development of our tracking systems for the playground 	Students will show they are able to work together Data analysed will provide for explicit teaching of desired behaviours.	Teaching staff Principal PBL coaches	Relief budget for coaching days	On-going
<ul style="list-style-type: none"> Implement a change around the title we give our teacher aides –turning this to learning Coach (this is a more supportive title) 	Students to gain a greater understanding of the support they receive –that this person is a coach to help them	SENCO Learning Coaches	??	Term 1 on

Strategic Area: A quality environment that is safe(NAG 5)

North Loburn School will provide a quality environment that allows the children to feel safe and secure in their learning, and in the way they interact with their peers and their environment. (Kaitiaki Tanga – a goal of being an enviro-school)

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> PB4L is in its second year. Use data gathered to continue to teach explicit behaviours. Further develop the way we represent our values in the school. Teaching matrix to be developed to support the behaviours we want to teach Ensure the rubrik we have for our values is seen in classrooms. 	The students will demonstrate positive behaviour that is beneficial to their learning	Principal Teaching staff RTLb	PD budget	Ongoing
<ul style="list-style-type: none"> Current Health and Safety systems to be reviewed and updated. Bus audit to be carried out regularly Safe Operating Practices to be set in place Review of current evacuation drills – the need to have us all in one place Explore the idea of external sirens for this Contact made with bus contractor -6 monthly checks 	The environment will be safe and free of dangers	Principal Teaching staff Caretaker Gardener Cleaner Bus contractor	??	Term 1 and 2
<ul style="list-style-type: none"> Regular building checks to be carried out Caretaker's book to be maintained 	A safe and comfortable working environment maintained for our students	All teachers BOT Caretaker	As required	Ongoing
<ul style="list-style-type: none"> Working closely with Home and School, and Enviroleaders –develop a new bike track, walking track within the Wilderness Use this as a key project for the Home and School fundraising 	Students with an opportunity to lead the development of this area	Principal Teaching Staff Home and School Enviroleaders	Home and School - \$10,000	ongoing
<ul style="list-style-type: none"> Development of a sponsorship programme for our Garden To Table programme. 	An increase in the times available and the numbers involved in GTT	Principal BoT GTT staff	Differing levels of	Term 1
<ul style="list-style-type: none"> All staff to be involved in First Aide training for this year. 	Staff who are able to assist in keeping our students safe	Teaching Staff Principal	\$ training	Term 1

Strategic Area: Quality relationships. (NAG 2, 2a)

At North Loburn School quality relationships are developed fostering the ‘whanau feel’ at North Loburn through collaborative learning activities and events where the school community can come together.

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> Principal to make use of the phrase..‘can I challenge you to think about..’ through the newsletter, with staff and with students Include the Growth Mindset work as part of this. 	Students and staff taking risks within their learning	Principal Teaching staff	PD budget	Ongoing
<ul style="list-style-type: none"> Teachers to continue to work closely with colleagues from within the LCC cluster and the CoL Teachers to again be involved in inquiry based visits (CoL inquiry time) where they are able to observe and support each other 	Students having the benefit of collective wisdom from staff at different levels	All teachers CoL LCC Principal	CoL	Ongoing
<ul style="list-style-type: none"> Work closely with Home and School and enviroleaders to develop a new bike / walking track (a visionary project) Enviroleaders to take the lead with planning and developing Home and school to explore new events for our community Staff to use Growth mindset work to challenge students 	<p>A new area for the children to play that they will have ownership over</p> <p>Risk taking increases</p>	Principal Teaching Staff Home and School Enviroleaders Staff / Principal	Fundraising \$10,000	Ongoing

Strategic Area: Quality Digital learning / ICT (NAG 1)

Our teachers will be confident and capable in their use of digital technologies to ensure that our student’s have the skills, understanding and hardware to become digital citizens of the future. Digital learning will take place through the provision of a sustainable and effective ICT infrastructure / plan that meets digital learning needs.

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> Review the new vision statement and plan –does it still meet our needs Look at the guidelines we set for purchasing and follow these up. 	Students will have access to hardware and greater skills to use it	Principal Staff ICT lead	ICT budget Grants	Throughout the year
<ul style="list-style-type: none"> GAFE to be continued to be explored as a staff Staff encouraged to attend PD (where practical) that will enable them to upskill Teachers to be involved in sessions exploring the new digital technology curriculum 	Students being encouraged to use ICT in a broader sense and to challenge their thinking	Principal Teaching staff	PD budget	Ongoing Term 3
<ul style="list-style-type: none"> Explore the use of grants to update the projectors and to purchase new digital teaching stations for the school – also review lease of Chromebooks – is it still working 	Students have 1:1 access of hardware, and the devices that allows them to share work	All teachers	ICT budget Grants	Ongoing
<ul style="list-style-type: none"> Staff to continue to work with google docs, and other google apps for planning, sharing etc Staff encouraged to seek out PD within digital technologies 	Staff competence in using Google will allow for improved and more effective sharing	Principal Teaching Staff	??	Ongoing
<ul style="list-style-type: none"> Teachers to be engaged in individual teacher inquiry this year. Discussions to encourage them to possibly explore the way we are using digital technology as an option Link the inquiries also to Growth Mindset work. 	Staff will be inquiring into new ideas and this will impact the student’s learning	Principal Teaching Staff Students	PD	Ongoing

Strategic Area: Quality Cultural Awareness (NAG 1, NAG 2)

North Loburn School will have culturally responsive programmes, processes and practices, and will ensure that these are supported through the use of Tātaiko and Ka Hikatia.

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> Using local experts (Corban and Diane) from Mātauraka Mahaanui further explore the cultural narrative of our area and the gifting of Paneto as a name Launch the name and a symbol with the community when completed. Staff involved in a 2 day workshop that will include discussions on the Treaty of Waitangi run by Nathan Mikaere Wallis 	Teachers to be able to lead their own students through discussions based around the history of the area	Principal Staff Mātauraka Mahaanui	Grants for Kapa Haka??	Throughout the year
<ul style="list-style-type: none"> Staff to be engaged in a review of our curriculum with a focus on Tikanga Maori at North Loburn School – what does this mean – what are our priorities? 	A document that provides for authentic teaching	Principal Teaching staff	??	Date to be finalised
<ul style="list-style-type: none"> Maka tau to continue working with our students and developing them for the Cultural festival Funding for this programme to be explored further 	Children able to participate again in the festival and in weekly Kapa Haka	Principal Maka Tau Staff	Grant	Ongoing
<ul style="list-style-type: none"> All students to continue to work on the preparation and delivery of their Mihi 	Confidence in the delivery of their Mihi	Teaching staff	Nil	Ongoing
<ul style="list-style-type: none"> Lynda Selwood (new teacher) to take a leadership role in helping us with the delivery of Te Reo. Student leaders to be chosen to assist in the delivery of Te Reo at school assembly. School newsletter and website to also be used as a way of promoting the words and phrases we are trying to learn 	Students to build their vocabulary and ability to use Te Reo confidently	Principal Teaching Staff Students	Nil	Ongoing

Strategic Area: Quality Governance (All NAGS)

The board at North Loburn School will demonstrate a commitment to providing quality governance.

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> Explore, as a BOT, PD that we feel is of benefit to the school and members. Use the review from 2017 as a guide 	N/A	Principal BOT	Nil	Ongoing
<ul style="list-style-type: none"> Develop the principal's appraisal system for 2018. Use the goals gathered from 2017 as a measure Create a timeline and plan of how this appraisal will look Design the appraisal using a similar system to 2017 	The appraisal will ensure that the principal is providing quality leadership, which in turn leads to staff being able to deliver the programme we want	Principal BOT	BOT costs	ongoing
<ul style="list-style-type: none"> Organise a hui for our Maori community with the aim being to explore the educational needs of our Maori students (use sub committee from BoT) 	Our Maori students will have a strong sense of belonging	Principal BOT	??	Ongoing
<ul style="list-style-type: none"> Community consultation is due on health and physical Education Also timely to review reporting to parents Plan the timing of these reviews and the method Report back findings to community 	Student's families will know what is happening around the school and feel they are having a say	Principal BOT Community	Nil	Ongoing

Annual Targets 2018



Target Number 1 (Reading)

More than 80% of all students in 2018 who are in Years 1-5 will make at least 1 year of academic progress (accelerated progress) towards their individual goals in reading.

Strategic Goals:

- To ensure that we have quality outcomes for all students
- To raise the literacy achievement of all our students (as described in the Puketeraki Kahui Ako achievement challenges)

Baseline Data:

The data gathered for the past three years (National standard) indicates the following percentages of children who were achieving **at or above** the National Standard in reading
2015 – 93% (106/114), 2016 – 85.1% (103/121) 2017 - 77.8 (98/126)

For 2017 we had 28 out of 126 students who were identified as struggling in reading. Of this group of 28, 24 were within Years 1 to 4 for 2017

Analysis of the students last recorded reading level in 2017 showed we had a wide range of levels within each age group. As a CoL there is already an achievement challenge that focuses on reading for children after 1 year at school. As a staff we felt that this data showed the need for us to explore reading for all students in Year 1-5 for 2018.

Actions to achieve the target	Led By	Budget	Timeframe
Teachers to analyse the assessment data – in particular the last recorded running records. This then to be compared with new running records.	Principal DP	Nil	Term 1 staff meeting
Introduction of the 5+ and 7+ reading programme for some of our students. Learning coaches to be trained in the implementation of this.	SENCO Classroom teachers	PD budget	Term 1 and 2
RTLB to lead the staff in training of 5+ reading programmes.	RTLB	Nil	Early in Term 1 / 2
In school CoL leader to attend CoL meetings and to report back on what other schools are doing to meet the needs of the achievement aim in reading.	Anne Hughes	Release day	Ongoing
Newsletter to be used as a way of highlighting this target and promoting how parents can help.	Principal	Nil	Ongoing
Teaching staff to review programmes, add activities, ideas that will continue to challenge the thinking (i.e Tour de reading, Literacy hour etc)	Teaching staff	Nil	ongoing
Implementation of a reading survey to families to gauge the level of home reading being done. Staff to analyse.	Principal	Nil	Term 2
Review progress of all students – look at the effectiveness of the interventions put in place – adapt as required.	Principal Staff	May need release	Ongoing
Seek additional support as required from RTLB, MOE, Reading recovery (currently funded .1)	Principal RTLB, RR	Nil	ongoing
Staff meetings allocated for sharing of best practice – discussion of programmes and to explore current trends, research. Staff to align ideas with appraisal doc	Principal , teachers	PD budget Literacy budget	ongoing

Target Number 2 (Maths)

Those students in 2018 who are in Years 4 - 8 and are currently below the expected stage for their age will make at least 1 year of academic progress (accelerated progress) towards their individual goals in maths and be closer to or working within their expected stage in maths. (21 students)

Strategic Goals:

- To ensure that we have quality outcomes for all students
- To raise the mathematics achievement of all our students (as described in the Puketeraki Kahui Ako achievement challenges)

Baseline Data:

The data gathered for the past three years (National standard) indicates the following percentages of children who were achieving **at or above** the National Standard in maths 2015 – 83.3% (95/114), 2016 – 79.3% (96/121) 2017 - 73 (92 /126)

A basic facts assessment resource was found that lined the maths stages up with the level of the assessment. Once completed and analysed it showed the following data:

Number of students in each Year group currently working below the expected stage in maths:

Y4 – 3 out of 8, Y5 - 7 out of 19, Y6 – 3 out of 14, Y7 – 4 out of 17, Y8 – 4 out of 9. Total students currently below the expected stage =21

After analysing this data it was decided that the target for 2018 should focus on basic facts knowledge of students in Y4 - 8

Actions to achieve the target	Led By	Budget	Timeframe
Teachers to analyse the assessment data gathered from start of 2018 and identify those students who are to be targeted	Principal DP, staff	Nil	Term 1 staff meeting
Implementation of the Prototec basic facts maths practice for all students. Parents to be encouraged to work on this at home.	Classroom teachers	Nil	Ongoing
Contact made with parents of those students within this target group and outlining the interventions to be put in place.	Teachers, Principal	Nil	Early in Term 1
In school CoL leader to attend CoL meetings and to report back on what other schools are doing to meet the needs of the achievement aim in reading.	Anne Hughes	Release day	Ongoing
Newsletter to be used as a way of highlighting this target and promoting how parents can help. Sharing of resources, links etc in these areas	Principal	Nil	Ongoing
Teaching staff to review programmes, add activities, ideas that will continue to challenge the thinking and ability of students to recall and apply basic facts	Teaching staff	Nil	ongoing
Review progress of all students – look at the effectiveness of the interventions put in place – adapt as required.	Principal Staff	May need release	Ongoing
Seek additional support as required from RTLB, MOE, Reading recovery (currently funded .1)	Principal RTL RR	Nil	ongoing
Contact and use Sue Graham as support for this target area (Across school leader – maths advisor)	Principal across school leader	release	Term 1 and 2

Target Number 3 (Writing)

Those students who have been identified as currently working below the expected curriculum level in writing will make at least 1 year of academic progress (accelerated progress) towards their individual goals and be achieving closer to or within their expected curriculum level for writing (21 students)

Strategic Goals:

- To ensure that we have quality outcomes for all students
- To raise the literacy achievement of all our students (as described in the Puketeraki Kahui Ako achievement challenges)

Baseline Data:

The data gathered for the past three years (National standard) indicates the following percentages of children who were achieving **at** or **above** the National Standard in writing 2015 – 85.1% (97/114), 2016 – 75.2% (91/121) 2017 – 77.8 (98 /126) For 2018 we have 25 students who have been identified within this group.

Boys writing for 2017 showed 67.7 achieving **at** or **above** the National Standard in writing, and **Maori students** being 75% achieving **at** or **above** the National Standard in writing.

The staff discussed all the data and feel that this target is still relevant. The Kahui Ako continue to have an achievement challenge linked to writing therefore we have made the decision to continue this focus.

Our Commitment:

Actions to achieve the target	Led By	Budget	Timeframe
Staff to analyse the data gathered to date. Focus to be on the current capabilities being shown by the target children – what are the trends and where can we make changes	Principal	Nil	Term 1
Staff to attend writing course providing info on working with challenging writers. Follow up with 2 hour workshop that has been offered	Course facilitator (Hagley)	PD budget	Term 1
Staff to develop programmes that work towards improving the writing skills of our students who have been targeted – share best practice in staff meetings	Staff	Nil	Ongoing
Newsletter to be used as a way of highlighting this target and promoting how parents can help. Sharing of resources, links etc in these areas	Principal	Nil	Ongoing
Review progress of all students – look at the effectiveness of the interventions put in place – adapt as required.	Principal Staff	May need release	Ongoing
Seek additional support as required from RTLB, MOE	RTLB, MOE	Nil	As needed
Teachers in Y4-8 to use Google suite including Hapara to track the writing of students	Teachers Principal, DP	Hapara membership	As needed
Staff working on streamlining assessment and, in particular, identifying the most efficient way of assessing writing and providing feedback – using lit progressions (CoL Inquiry as well)	Principal	nil	Term 1 and 2
In school CoL leader to attend CoL meetings and to report back on what other schools are doing to meet the needs of the achievement aim in reading.	Anne Hughes	CoL / Release	Ongoing
Staff to participate in moderation of writing samples during year – discussion on what is noticed and next steps	Principal, DP	Nil	Term 2 and as required

Date Collection tools for targets

The staff at North Loburn School use a wide range of assessment tools to make their overall teacher judgements. In 2018 they will engage in conversations aimed at streamlining current assessment practices. These discussions will be aligned with the inquiries being undertaken by principal's within the Puketeraki Kahui Ako.

At present the tools that we are using include:

- Student work samples
- E asTTle (writing)
- Teacher observation
- PAT data
- Moderation within and across school
- Peer and self assessments
- Standardised testing (JAM, Ikan, Numpu)

Procedural Information for North Loburn School

- North Loburn School will lodge a copy of its annually updated Charter to the Ministry of Education in March of each year.
 - The charter guides operations and links closely with our policies and procedures of the school. Our policies and procedures are reviewed in accordance with the review schedule provided by Schooldocs.
- North Loburn School consults its community, including its Maori community, on its charter. This consultation for the current charter was carried out in November of 2016. Consultation at North Loburn School includes the students, staff, school community, wider community and Maori community.
- North Loburn School will lodge a copy of the annual report showing evaluation of our annual targets to the Ministry of Education in May of each year.
- The targets for North Loburn School have been identified through the analysis of student data, discussion with staff, and information gathered from current trends.

