

# Winton School Charter 2021-2023



**Kia tipu**      **Kia hua**      **Kia puāwai**  
*To grow*      *To thrive*      *To prosper*

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## Description of the School

Winton School was established in 1870 and has a very rich and proud history. In the 151 years that our school has been serving the Winton Community, there are countless episodes and stories of success, achievement and participation in the academic, social, cultural and physical aspects of our school. We look forward to celebrating our 150+1 Jubilee at Labour Weekend this year.

Winton School is a decile 7 full primary situated in the Central Southland township of Winton catering for new entrants to Year 8 students. 75% of our students identify as NZ European, 23% Māori and 2% who identify with other ethnicities. Our start of year roll was 279 and the estimated end of year roll is approximately 300 students. Our school currently has thirteen classrooms and a Technology Block, catering for both Hard and Soft materials, which provides Technology education to Year 7 and 8 students from Winton and nine contributing schools.

2018 saw the completion of stage 1 of our Technology Block re-model. Phase 2, re-modelling the interior of both rooms, should begin this year. Winton School also accommodates an on-site Oral Health Community Clinic and Resource Teacher of Learning and Behaviour (RTLb) base, both serving the Central Southland area.

2019 saw the introduction of our Learner Muscles which are our vehicle for integrating the Key Competencies into our learning community. They fit seamlessly into The Winton Way which also incorporates our vision, values and whakatauki. Our school kaitiaki RERE, was introduced into our learning community at the end of 2017 and is central to the delivery of The Winton Way.

This year we continue with Positive Behaviour 4 Learning (PB4L) Tier 2, which focuses on targeted initiatives to promote and encourage positive behaviour, with a particular focus on at risk students.

## Principles

The principles of the New Zealand Curriculum underpin all decision making for our local curriculum.

**High Expectations** - All ākonga are supported to achieve their personal best according to their individual needs.

**Coherence** - Our curriculum makes use of the natural links that exist between learning areas and opens up pathways for further learning.

**Community Engagement** - Learning experiences connect with the lives of our students and their whānau, while engaging the support of the Winton Community.

**Future Focus** - Ākonga are encouraged to look to the future and consider a range of issues, such as sustainability, citizenship, enterprise and globalisation.

**Learning to Learn** - All ākonga are encouraged to reflect on their learning and understand how they learn best.

**Treaty of Waitangi** - We reflect New Zealand's biculturalism through the integration of Te Reo Māori and tikanga Māori.

**Inclusion** - The Winton School community values individual identities and caters for different learning needs.

**Cultural Diversity** - Our curriculum celebrates the cultural diversity within Winton School and the wider community

# Our School Vision and Values

Winton School is a place where all students are encouraged and challenged to strive for personal excellence in a wide range of academic, social, cultural and physical activities. Through effective governance, high quality teaching, high expectations and a strong home-school partnership, we aim to help our students to become confident, connected and actively involved lifelong learners. Winton School learners will be supported to:

## Academic

- Develop strong literacy and numeracy skills
- Be technologically literate and competent
- Be critical, creative and reflective thinkers
- Have an understanding of the world we live in
- Be active seekers, users and creators of knowledge

## Social

- Be confident and responsible citizens in local, national and global settings
- Collaborate, compete and cooperate
- Have a positive sense of belonging / Hauora
- Communicate confidently and effectively using a variety of tools
- Resolve conflict in socially acceptable ways

## Cultural

- Express themselves creatively within the Arts
- Recognise and develop their talents and special abilities
- Have an understanding of and respect for different cultures
- Have knowledge of their own culture and heritage

## Physical

- Develop a sense of personal well being
- Engage and be involved in a variety of physical activities
- Demonstrate an increasing responsibility for self care
- Make informed choices around lifestyle and wellbeing

We will achieve our vision by encouraging, modeling and exploring the following values (as identified by our school community) through our school culture, classroom practice and learning activities.

## Respect (Whakaute)

- We value respect because it allows us to develop and maintain positive relationships with each other.
- For self, others and the environment
- Wear your uniform with pride
- Celebrate success

## Effort (Manawanuitanga)

- We value effort because it allows us to achieve to the best of our ability.
- Be the best you can be
- Make the most of your opportunities
- Have a positive attitude
- Take risks and be resilient

## Responsibility (Takohanga)

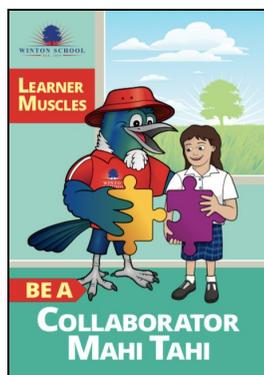
- We value responsibility because we need to be accountable for our own actions and it is the basis for trust and honesty.
- Make positive choices
- Co-operate and work as a team
- Be reliable and dependable
- Self manage and be prepared for learning

## Empathy (Pūaroa)

- We value empathy because it allows us to see what another person is feeling or experiencing.
- Care for those around you
- Include each other
- Understand, accept and value difference
- Be aware of the feelings and needs of others

## Learner Muscles and Key Competencies

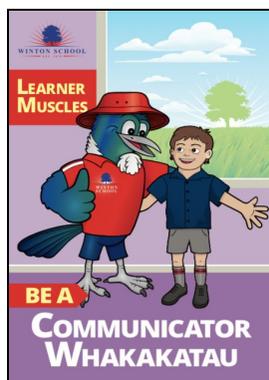
At Winton School we deliver the Key Competencies through our Learner Muscles, developed to meet the needs of our students. These are capabilities and dispositions that young people need for growing, working, and participating in their communities and society. Our students are supported to develop (flex) their Learner Muscles through a range of opportunities provided within our teaching and learning programme and across the wider school community.



**Collaborators** are:  
Reliable and Empathetic

We can:

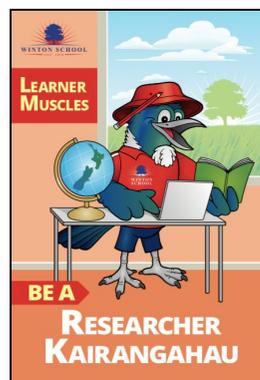
- Work with others to achieve a shared goal
- actively listen and respect other people's views
- take on different tasks and role



**Communicators** are:  
Confident and Respectful

We can:

- Communicate ideas in different ways and for different purposes
- share our ideas in a range of context
- listen thoughtfully to others.



**Researchers** are:  
Curious and Critical

We can:

- Locate and use a wide range of sources
- investigate problems, issues and questions
- think critically about the information that we gather.



**Self Managers** are:  
Responsible and Resilient

We can:

- Make good choices about our learning and behaviour
- take responsibility for our own actions
- set and work towards personal goals.



**Thinkers** are:  
Open Minded and Persistent

We can:

- Think logically and creatively
- organise and adapt our thinking as we learn
- reflect on our thinking.

## Cultural Diversity

### Aims

1. The Board will take all reasonable steps to provide opportunities for instruction in Tikanga Māori (Māori culture) and Te Reo Māori (the Māori language) for students.
2. When developing policies and practices for the school, every endeavour will be made to reflect New Zealand's cultural diversity and the unique position of Māori culture.

### Tikanga and Te Reo Māori

The School aims to:

- Ensure that there are components of Tikanga Māori and Te Reo Māori integrated into aspects of the school curriculum
- Task the Cultural Team to foster culturally responsive pedagogy and promote knowledge of Te Reo and cultural awareness in the school
- Respond to parents who request that their children be taught in the medium of Te Reo **Māori** by:
- Seeking the assistance of REAP in providing a tutor
- Supporting an application, where appropriate, for dual enrolment at Correspondence School for the student/s

## Community Consultation and Communication

The Board of Trustees is committed to positive, ongoing consultation and building strong relationships with our community.

It does this by:

- Sending to each home and to various agencies around Winton, the fortnightly school newsletter
- Maintaining an up to date school website with Facebook (weekly video) class Seesaw App and Skool Loop App
- Holding a start of year 'Meet the Teacher and Information Evening' outlining plans and expectations for the year ahead
- Having an open door policy for the community and regularly publicising this
- Holding various parent information sessions to share and discuss specific initiatives and plans
- Consulting with the community on the updated Charter
- Consulting with the community on our Health and PE Programme every two years
- Conducting a major Community Survey with our community every two years
- Completing twice yearly written reports and Three Way Learner Conferences to discuss student progress and achievement in relation to the NZC
- Conducting a Wellbeing@Winton School Survey each year for staff and students
- Publishing in various newspapers and supplements, items of interest and information to the community
- Consulting with Māori families through regular hui

## Strategic Section 2021 - 2023

### **Winton Raising Achievement Plan (WRAP)**

A Winton Raising Achievement Plan (WRAP) assists us to further develop processes and practices that respond effectively to the strengths and needs of students whose learning and achievement needs to be accelerated.

#### **The Goals of our Winton Raising Achievement Plan are:**

1. To ensure teachers, the Management team and the Board of Trustees are **focussed** on accelerating the progress of priority learners.
2. To have in place robust systems to **identify, monitor and plan for** the progress of priority learners.
3. For teachers to be made aware of **approaches, strategies and learning conditions** that have strong evidence of accelerating progress for priority learners.
4. For students and parents/whānau to **understand** what needs to happen for accelerated progress to be made.
5. For the staff, Management team and Board of Trustees to receive quality achievement information along with **evaluative commentary** about what is working and why.
6. To improve student learning outcomes in a **culturally responsive** and inclusive manner.

## **Positive Behaviour for Learning (PB4L)**

### **Statement of Purpose:**

**We believe positive relationships within the Winton School community will strengthen our sense of identity, belonging and purpose. We will improve social and academic outcomes for all ākonga (learners), through analysing evidence and proactively teaching and modeling school-wide behavioural expectations.**

Winton School is proud to be a part of the Positive Behaviour for Learning (PB4L) contract with our cluster schools and the Ministry of Education.

PB4L is a framework for teaching social and behavioural skills so the focus can be on teaching and learning. The framework incorporates a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour with all students. PB4L is not a specific model, but an organizational approach or framework for:

- Improving the social behavioural climate of schools
- Supporting and enhancing the impact of academic instruction on achievement
- Increasing proactive/positive/preventative management while decreasing reactive management
- Integrating academic and behaviour initiatives
- Improving support for all students, including students at risk

### **Why PB4L?**

Behaviour, like other aspects of the school curriculum, is learned. To learn better ways of behaving, students must be directly taught the replacement behaviours. To retain new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of settings. Our vehicle for delivering this is through our school values and kaitiaki, RERE. These values form the framework in which PB4L is delivered at Winton School.

A school-wide behaviour matrix was developed so that we have consistency in our school-wide expectations of behaviour within our variety of school settings. This alongside our school kaitiaki, RERE, gives an effective delivery vehicle for teaching these skills.

In 2021 we continue with Tier 2.

- Tier 1 is the foundation on which the other two tiers are built. It looks at the support systems and processes across the whole school – things that impact on all students and adults.
- Tier 2 looks at interventions for students who require additional behaviour and learning support. Through our MOE cluster meetings we will share examples of best practice and develop support programmes for identified students.

## **Wellbeing Action Plan (WAP)**

In response to a number of identified needs among students relating to social and emotional wellbeing, resilience and strategies to deal with uncertainty, we have developed a Wellbeing Action Plan.

### **The Aims of our Wellbeing Action Plan are:**

1. To nurture and sustain a culture of wellbeing based on shared values and positive relationships throughout our school community.
2. To support the social and emotional wellbeing of our students.
3. To foster a caring, inclusive and cohesive learning community.
4. To support the behaviour, engagement, participation and learning of our students.
5. To support teachers to include in their practice effective, evidence based strategies that promote positive behaviour.

“Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers and where they are able to be active, visible members of the learning community. Effective teachers foster positive relationships with environments that are caring, inclusive, non-discriminatory and cohesive.”

New Zealand Curriculum, pg 34.

## **Cultural Responsiveness**

As a school we have identified that in order to improve student outcomes, we need to ensure that leaders and teachers have the understanding and the capacity to create culturally responsive learning environments. This includes rejecting deficit explanations for students’ learning, building educationally powerful relationships, caring for the learner, including their language and culture, having high expectations, sharing power in a well managed learning environment, maximising interactive learning that builds on students’ prior learning and knowing what students need to learn.

The following section outlines our aims, objectives and goals for student achievement and school-wide development over the next three years. A 2021 'Charter Check' document co-exists with this 2021-2023 Charter so that we are able to keep track of each of our 2021 goals.

### NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT

**Strategic Aim 1: To develop, implement and review curriculum delivery with the aim of improving teaching and learning programmes, especially in Literacy and Numeracy.**

**Objectives:**

- Equity and Excellence in student outcomes.
- Improve student outcomes with a particular focus on Literacy and Numeracy
- To effectively integrate all curriculum areas through our Inquiry approach
- To encourage all students to be physically active and develop movement skills at all levels

2021 Goals / Actions	2022	2023
<ul style="list-style-type: none"> <li>● All staff to engage in school-wide PLD on Literacy / Oral Language</li> <li>● Introduce and integrate the new Inquiry Framework resource into our existing Inquiry Approach model.</li> <li>● Introduce Learner Muscle Rubrics</li> <li>● Review and update our Curriculum Delivery Plan.</li> <li>● Review implementation of the Digital Technologies Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● All staff to engage in school-wide PLD on Literacy / Oral Language (Year 2).</li> <li>● Evaluate new Inquiry Framework</li> <li>● Review the use of Learner Muscle Rubrics</li> <li>● Review and update our Curriculum Delivery Plan.</li> <li>● Update our Cultural Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>● All staff to engage in targeted school-wide PLD</li> <li>● Review and update our Curriculum Delivery Plan.</li> </ul>

**Strategic Aim 2: Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated.**

**Objectives:**

- Use a variety of assessment tools and techniques to collect high quality student achievement data.
- Teachers supported to collaboratively diagnose students' learning needs and to plan and evaluate teaching and learning programmes.
- Analyse student achievement data to identify those students requiring extra learning support and extension.

2021 Goals / Actions	2022	2023
<ul style="list-style-type: none"> <li>● Review standardised assessment and Assessment Schedule</li> <li>● Review school reporting template</li> </ul>	<ul style="list-style-type: none"> <li>● Review standardised assessment and Assessment Schedule</li> <li>● Review Literacy and Mathematics Trackers</li> </ul>	<ul style="list-style-type: none"> <li>● Review the standardised assessment and Assessment Schedule</li> <li>● Review school reporting template</li> </ul>

**Strategic Aim 3: To identify priority learners and put in place learning support.**

**Objectives:**

Identify students and groups of students:

- Who are not achieving or at risk of not achieving equitable outcomes.
- To keep track over time of the above students and ensure appropriate learning support is in place.
- All students, including those identified above experiencing success in their learning.

2021 Goals / Actions	2022	2023
<ul style="list-style-type: none"> <li>• Introduce new and improved Learning Support Register.</li> <li>• Identify Intervention Group/s to make accelerated progress.</li> <li>• Further refine the role of the Learning Support Coordinator within our school Learning Support systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Review new Learning Support Register</li> <li>• Identify Intervention Group/s to make accelerated progress.</li> <li>• Review 2021 WRAP (Winton Raising Achievement Plan)</li> <li>• Review Achievement Summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Intervention Group/s to make accelerated progress.</li> </ul>

**Strategic Aim 4: For staff to improve their practice by engaging in quality professional development and by inquiring and reflecting on their practice.**

**Objectives:**

- Through our Professional Growth Cycle, staff inquire and reflect on the impact of their practice.
- High quality and effective teaching and learning programmes
- Staff introduced to new ideas and concepts to strengthen teaching practice.
- Improved student outcomes as a result of effective professional development and improved teacher practice.

2021 Goals / Actions	2022	2023
<ul style="list-style-type: none"> <li>• All staff to engage in school-wide PLD on Literacy / Oral Language</li> <li>• Replace the current Performance Management System with a Winton School Professional Growth Cycle document</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to engage in school-wide PLD on Literacy / Oral Language (Year 2).</li> <li>• Review the new Winton School Professional Growth Cycle document.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to engage in school-wide PLD focus area</li> </ul>

## NAG 2: DOCUMENTATION & SELF REVIEW

**Strategic Aim:** To document how the Board of Trustees is giving effect to strategic planning, self review and reporting requirements.

**Objectives:**

- Continue to review and develop the Charter and Annual Plan
- Prepare an Analysis of Variance Report as part of annual reporting
- To review procedures and policies through triennial review programme 2020 – 2022
- To consult with our Māori community on programmes, progress and achievement
- Review and refine school systems as a result of effective self review and community consultation
- Report to students, parents and community on progress and student achievement through Learner Conferences and twice yearly written reports

2021 Goals	2022	2023
<ul style="list-style-type: none"> <li>● Review our Curriculum review process.</li> <li>● Curriculum review of:                             <ul style="list-style-type: none"> <li>○ Literacy</li> <li>○ Science</li> <li>○ Technology (including Digital Technologies)</li> </ul> </li> <li>● Ensure that policies and procedures are updated and relevant to current practice</li> <li>● To ensure our whole school community has the opportunity to contribute to the direction of the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum review of:                             <ul style="list-style-type: none"> <li>○ Mathematics</li> <li>○ Social Sciences</li> <li>○ Health and PE</li> </ul> </li> <li>● Ensure that policies and procedures are updated and relevant to current practice</li> <li>● To ensure our whole school community has the opportunity to contribute to the direction of the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum review of:                             <ul style="list-style-type: none"> <li>○ Literacy</li> <li>○ The Arts</li> </ul> </li> <li>● Ensure that policies and procedures are updated and relevant to current practice</li> <li>● To ensure our whole school community has the opportunity to contribute to the direction of the school.</li> </ul>

### NAG 3: EMPLOYMENT AND PERSONNEL

**Strategic Aim:** To develop and implement policies and procedures which promote high levels of staff performance and effective use of resources catering for the needs of our students.

**Objectives:**

- To create a positive and culturally responsive learning environment
- To be a good employer
- Comply with the conditions contained in employment contracts for both teaching and non-teaching staff

2021 Goals	2022	2023
<ul style="list-style-type: none"> <li>● Review the Induction and Mentoring Programme Guidelines</li> <li>● Complete the internal Appraisal of Principal (BOT chair, DP and Principal)</li> </ul>	<ul style="list-style-type: none"> <li>● Engage outside Appraiser for Principal appraisal</li> </ul>	<ul style="list-style-type: none"> <li>● Complete the internal Appraisal of Principal (BOT Chair, DP and Principal)</li> </ul>

### NAG 4: FINANCE AND PROPERTY

**Strategic Aim:** To ensure school finances and property are managed effectively for the benefit of all staff and students.

**Objectives:**

- Allocate funds to reflect the school's priorities.
- Monitor and control school expenditure.
- Prepare an annual budget based on Operations Grant notification.
- Ensure annual accounts are prepared and audited.
- Comply with asset management regulations.
- Implement a maintenance programme to ensure the school's buildings and facilities provide a safe, healthy learning environment for staff and students.
- Ensure the school's 5YA and 10YPP documents are up to date and reflecting the school's property needs.

2021 Goals	2022	2023
<ul style="list-style-type: none"> <li>● Work on 2022 draft budget (T4).</li> <li>● Begin planning phase of Technology Block interior remodel.</li> <li>● Complete LSC workspace and staffroom extension project</li> </ul>	<ul style="list-style-type: none"> <li>● Work on 2023 draft budget (T4).</li> <li>● Explore options for Junior Block Upgrade</li> <li>● Begin building phase of Technology Block interior remodel.</li> <li>● Replacement of coal boiler system</li> </ul>	<ul style="list-style-type: none"> <li>● Work on 2024 draft budget (T4).</li> <li>● Explore options for shade sails on northern side of A Block</li> </ul>

## NAG 5: HEALTH AND SAFETY

**Strategic Aim:** To ensure that both staff and students can work and play in a physically and emotionally safe environment.

**Objectives:**

- Provide a safe physical and emotional environment for staff and students.
- Ensure all staff are familiar with the Child Protection Policy and procedures
- To encourage staff and students to make healthy life choices.
- Comply with any legislation concerning health and safety in the workplace.
- Conduct regular fire, earthquake and lockdown drills.
- Conduct electrical inspections.
- Staff to follow EOTC Guidelines.

2021 Goals	2022	2023
<ul style="list-style-type: none"> <li>● Conduct a Wellbeing@Winton survey with students and staff.</li> <li>● Review the Wellbeing Action Plan</li> <li>● Staff to hold current workplace first aid. Refresher / Level 1 courses (Term 2)</li> <li>● Review school wide EOTC procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct a Wellbeing@Winton survey with students and staff.</li> <li>● Review the Wellbeing Action Plan</li> <li>● Review Health and Safety procedures and ensure staff are familiar with them.</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct a Wellbeing@Winton survey with students and staff.</li> <li>● Review the Wellbeing Action Plan</li> <li>● Staff to hold current workplace first aid. Refresher / Level 1 courses (Term 2)</li> </ul>

## NAG 6: LEGISLATION

**Strategic Aim:** To ensure that all legislative requirements are addressed resulting in effective governance of the school.

**Objectives:**

- Comply with all legislation concerning school operations.
- Review all policies and procedures over a 3 Year Review cycle.
- Regularly review Self Audit checklists.

2021 Goals	2022	2023
<ul style="list-style-type: none"> <li>● Meet deadlines for submission of:                             <ul style="list-style-type: none"> <li>- Charter / Analysis of Variance / Targets</li> <li>- Financial Statements</li> <li>- Roll Returns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Meet deadlines for submission of :                             <ul style="list-style-type: none"> <li>- Charter / Analysis of Variance / Targets</li> <li>- Financial Statements</li> <li>- Roll Returns</li> <li>- Board Elections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Meet deadlines for submission of:                             <ul style="list-style-type: none"> <li>- Charter / Analysis of Variance / Targets</li> <li>- Financial Statements</li> <li>- Roll Returns</li> </ul> </li> </ul>

# ANNUAL SECTION

The following section outlines our aims for student achievement and school-wide development this year. A 2021 'Charter Check' document co-exists with this 2021 - 2023 Charter so that we are able to keep track of each of our 2021 goals.

## NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT ACTION PLAN FOR 2021

**Strategic Aim 1: To develop, implement and review curriculum delivery with the aim of improving teaching and learning programmes, especially in Literacy and Numeracy.**

2021 Goals:	How	Led by
1. All staff to engage in school-wide PLD on Literacy / Oral Language	With 180 hours of MOE funded PLD hours over the next 2 years, staff will be working with Jane (Otago Uni) and Greg Carroll (Core Education) to strengthen their understanding and practice in Literacy, in particular oral language. A Literacy / PLD team to be established to ensure that new knowledge, programmes, resources, etc are effectively implemented.	All staff Literacy / PLD Team
2. Introduce and integrate the new Inquiry Framework resource into our existing Inquiry Approach model.	A newly formed Inquiry Team to meet regularly and help guide the implementation of our new Inquiry Framework resource. Staff will meet together and in teams to implement this new framework.	All Staff/ Inquiry Team
3. Introduce Learner Muscle Rubrics	Our new Learner Muscle rubrics to be integrated into the classroom. In Term 1 teachers will begin to use these as goal setting and reflection tools. This will then be evaluated by staff and students with next steps decided on as a whole school.	Management Team
4. Review and update our Curriculum Delivery Plan.	Our Curriculum Delivery Plan will be shared with staff at the start of year TOD. Any changes made will be shared as the year progresses. A mid year review and update will be made as well.	Steve / Craig Management Team
5. Review implementation of the Digital Technologies Curriculum	A new DT resource area has been set up in the Resource Room. When used they will be recorded in an in/out book. DT will also be integrated heavily into the new Inquiry Framework.	Catherine

**Strategic Aim 2: Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated.**

2021 Goals:	How	Led by
1. Review standardised assessment and Assessment Schedule	Review Assessment Schedule to ensure it is meeting the needs of our learners and that assessment types are purposeful.	Craig and Maryse
2. Review school reporting template	Report to parents on their child's strengths and next steps in relation to our Learner Muscles. This will be achieved through the rubrics that have been introduced into the teaching and learning programme.	Management Team

**Strategic Aim 3: To identify priority learners and put in place learning support.**

<b>2021 Goals:</b>	<b>How</b>	<b>Led by</b>
1. Introduce new and improved Learning Support Register.	Utilise new online programme designed by Bernard Varaine that will cater specifically to our requirements.	Management Team
2. Identify Intervention Group/s to make accelerated progress.	Intervention Group (Charter Target students) identified through analysing achievement data from the end of 2020. Put in place key improvement strategies and a programme of intervention. This process follows the Intervention Guidelines outlined in our Winton Raising Achievement Plan.	Literacy Team / Staff / Vicki
3. Further refine the role of the Learning Support Coordinator within our school Learning Support systems.	The Learning Support Team will continue to meet and allocate areas of support where possible. The roles of the members are to be re-defined to ensure that we can carry out our roles efficiently.	Learning Support Team

**Strategic Aim 4: For staff to improve their practice by engaging in quality professional development and by inquiring and reflecting on their practice.**

<b>2021 Goals:</b>	<b>How</b>	<b>Led by</b>
1. All staff to engage in school-wide PLD on Literacy / Oral Language	Our PLD will be an agenda item in Team Meetings to enable regular reflection time for staff. Any in class observations should have an element of the PLD where possible. This will also be linked closely to the new Professional Growth Cycle.	Management Team, Literacy / PLD Team and Staff
2. Replace the current Performance Management System with a Winton School Professional Growth Cycle document	As per Teachers Council guidelines, staff will engage in a process of consultation to develop a Winton School Professional Growth Cycle document.	Management Team

## NAG 2: DOCUMENTATION & SELF REVIEW ACTION PLAN FOR 2021

**Strategic Aim:** To document how the Board of Trustees is giving effect to strategic planning, self review and reporting requirements.

2021 Goals:	How	Led by
<ul style="list-style-type: none"> <li>● Review our Curriculum Review process.</li> <li>● Curriculum review of:                             <ul style="list-style-type: none"> <li>○ Literacy</li> <li>○ Science</li> <li>○ Technology (including Digital Technologies)</li> </ul> </li> <li>● Ensure that policies and procedures are updated and relevant to current practice</li> <li>● To ensure our whole school community has the opportunity to contribute to the direction of the school.</li> </ul>	<p>Explore examples of Best Practice with regard to curriculum review. This will ensure a robust and purposeful review process at Winton School.</p> <p>Review these three curriculum areas through staff surveys / Previous Action Plans / PMIs which detail programmes, assessment practice, meeting needs / interests / abilities and resources. Student and whānau voice will be collected. Based on findings, a new Action Plan will be formulated to further develop and strengthen aspects of curriculum delivery. Through our 'Curriculum Review and Action Plan Timeline' document, ensure all current Action Plans are being followed / actioned.</p> <p>Use our 2021-2023 Triennial Review Programme to review areas of governance and practice e.g. (Governance and Operational Policies, Procedures / Guidelines, Curriculum Reports, etc).</p> <p>Send out a 2021 Community Survey (available as paper copy or on-line survey). This includes overall impression, teaching and learning, communication and reporting. Analyse findings and share with all stakeholders.</p>	<p>Management Team, Board, staff</p> <p>Management team / Curriculum Leaders</p> <p>Board</p> <p>Management Team</p>

## NAG 3: EMPLOYMENT AND PERSONNEL ACTION PLAN FOR 2021

**Strategic Aim:** To develop and implement policies and procedures which promote high levels of staff performance and effective use of resources catering for the needs of our students.

2021 Goals:	How	Led by
<ol style="list-style-type: none"> <li>1. Review the Induction and Mentoring Programme Guidelines</li> <li>2. Complete the internal Appraisal of Principal (BOT chair, DP and Principal)</li> </ol>	<p>Review our Provisionally Certificated Teachers Induction Programme to ensure it continues to support Beginning Teachers.</p> <p>Pam Fleck will continue to work with Steve for Term 1 this year. We will then return to an internal process of Principal Appraisal involving Craig (DP) and Cameron (Board Chair).</p>	<p>Steve, Management Team</p> <p>Steve</p>

### NAG 4: FINANCE AND PROPERTY ACTION PLAN FOR 2021

**Strategic Aim:** To ensure school finances and property are managed effectively for the benefit of all staff and students.

2021 Goals:	How	Led by
1. Work on 2022 draft budget (T4).	Steve, Mike and Campbell (Education Finance) to meet in October 2021 to draft the 2022 budget. Working from 2022 MOE Operations Grant notice and current year's figures as a guide.	Steve, Mike, Campbell
2. Begin planning phase of Technology Block interior remodel	Engage School Support to design and initiate the procurement process for the re-model of the interior of the Technology Block.	Board, School Support
3. Complete LSC workspace and staffroom extension project	Engage School Support to design and initiate the procurement process for the construction of a Learning Support Coordinators office and re-model of the staffroom.	Board, School Support

### NAG 5: HEALTH AND SAFETY ACTION PLAN FOR 2021

**Strategic Aim:** To ensure that both staff and students can work and play in a physically and emotionally safe environment.

2021 Goals:	How	Led by
1. Conduct a Wellbeing@Winton survey with students and staff.	In Term 3, survey all staff and students on various aspects of wellbeing through a Winton School Wellbeing Survey.	Management Team
2. Review the Wellbeing Action Plan	PB4L team to meet regularly to review the current Wellbeing Action Plan and introduce relevant initiatives. Based on the findings of our 2021 Winton School Wellbeing survey, action plan will be updated with any areas for improvement.	PB4L team
3. Staff to hold current workplace first aid. Refresher / Level 1 courses (Term 2)	Engage St Johns to provide First Aid Refresher or Level 1 courses as required.	Craig
4. Review school wide EOTC procedures.	Undertake review of current practice and procedures with regards to EOTC.	Craig

### NAG 6: LEGISLATION ACTION PLAN FOR 2021

**Strategic Aim:** To ensure that all legislative requirements are addressed resulting in effective governance of the school.

2021 Goals:	How	Led by
<ul style="list-style-type: none"> <li>● Meet deadlines for submission of:</li> <li>- Charter / Analysis of Variance / Targets</li> <li>- Financial Statements</li> <li>- Roll Returns</li> </ul>	Consult with relevant groups to prepare the following documents and submit by the stated deadline.  Charter – Mar 1 Draft Accounts - Mar 31 Audited – May 31 Roll Returns – Mar 1 & July 1	Management Team, BOT, School Support, Accountants, Auditors, MOE.

# 2020 ANALYSIS OF VARIANCE

## CURRICULUM AREA : LITERACY

**Strategic Aim 3:** To identify priority learners and put in place learning support.

**Student Achievement Target 1:** For identified Year 3 priority learners to score 70% or greater in all areas of the Screen Test for Formal Learning.

**Student Achievement Target 2:** For all Māori students who are not meeting curriculum expectations to make accelerated progress in Literacy and Numeracy.

**Baseline Student Achievement Data: Term 1, 2020 (from End of Year 2019 data)**

- Identified Year 3 Priority Learners not meeting the requirements of the Screen Test for Formal Learning (areas less than 70%)

8 boys and 4 girls who were at risk of not accessing the curriculum at their year level were tested and all scored less than 70% in at least one area.

- Identified Maori students (school-wide) not meeting curriculum expectations in Reading, Writing and Maths.

**Reading (school-wide):** 7 boys, 4 girls (11/59) - 19%.

**Writing (school-wide):** 14 boys, 5 girls (19/59) - 32%.

**Maths (school-wide):** 9 boys, 6 girls (15/59) - 25%.

## Analysis

**2020 End of Year Student Achievement Data:**

**Student Achievement Target 1** - For identified Year 3 priority learners to score 70% or greater in all areas of the Screen Test for Formal Learning.

All 12 students involved in the Intervention Programme were re-tested at the end of Term 4, 2020. All students scored 70% or greater in all areas of the Screen Test for Formal Learning. (See next section for more detail).

**Student Achievement Target 2** - For all Māori students who are not meeting curriculum expectations to make accelerated progress in Literacy and Numeracy.

**Reading (school-wide):** 8 boys, 7 girls (15/68) - 22% - a 3% negative shift

**Reading (Same group - clean data):** 7 boys, 6 girls (13/57) - 23% - a 4% negative shift.

**Writing (school-wide):** 10 boys, 6 girls (16/68) - 24% - a 8% positive shift

**Writing (Same group - clean data):** 10 boys, 4 girls (14/57) - 25% - a 7% positive shift.

**Maths (school-wide):** 7 boys, 8 girls (15/68) - 22% - a 3% positive shift

**Maths (Same group - clean data):** 6 boys, 7 girls (13/57) - 23% - a 2% positive shift

## Reason for Variance / Where to Next?

### History / Reason for Literacy Intervention / Overview

- Although our 2019 Year 2 Literacy Intervention programme achieved some success, eg. increased confidence levels and oral language, 11 of these students were still classified as 'working towards' at the end of the year. Moreover, we noticed from the beginning of 2020 their progress was not sustained or transferred into the classroom. Upon a thorough analysis of the data and the Intervention approach, we came to the conclusion that we had to look more closely at both the literacy and global developmental stages of these students. Our historical approach had not been effective in reducing the gap. We therefore had to think differently, otherwise these children were going to find it increasingly challenging to reach their potential and access the curriculum.  
After carrying out further research and readings, we adopted a more holistic approach with this group. This involved looking more closely at their language acquisition and developmental stages. The programme centred on developing the skills that were identified as being a barrier to their learning.  
At the beginning of 2020 we used the PMP Diagnostic Screen Test on a number of students to assess their developmental stage in a number of areas, eg. language, phonological awareness, motor, auditory, visual and memory skills. We found that many had significant gaps in these areas, operating at least two years behind their chronological age using this measure.
- As per our Intervention Guidelines, key staff met to look at the data, discuss the needs of certain students and agree on the type of support they needed.
- A year 3 Intervention Programme began in February with two groups of 6 children receiving three half hour sessions per week. The Lock down in March and April interrupted the programme, but continued when school came back.
- These students became our Charter Target group with the target being - **identified Year 3 priority learners to score 70% or greater in all areas of the Screen Test for Formal Learning.**
- The programme focussed on five key developmental areas - Language, Motor, Auditory, Visual and Memory skills.
- Some of the strategies and learning conditions that supported progress included building confidence levels, breaking down and mastering simple tasks, modelling and using good language structure and vocabulary, teachers being aware of different response times, clear and repeated instructions and being clear about intentions for all involved (students through to Board of Trustees - 'Line of Sight').
- Parents / whanau received initial letters regarding the programme and were invited in to view the programme and their child in action.
- Testing was completed in Term 3. It was pleasing to see that 7 of the 12 students scored at least 70% in all areas of the Screen Test. These students came off the programme but were included in a special PMP programme run by a trained Teacher Aide to build on the skills they had developed. In addition to this, the classroom teacher was provided with a number of successful strategies and techniques to employ in their classroom programme (as per our Intervention Guidelines, successful strategies and techniques were shared with all staff).
- **Language** - 8 of the 12 students reached a 70-100% target with auditory association being the area that needed the most work.
- **Motor skills** – with fine and gross motor skills being the key target areas, there was strong developmental progress with the majority falling in the 90-100% bracket.

2 of the 7 students who left the program reached 70% and needed follow-up work with eye tracking.

- **Auditory skills** – this is where most students had 2 or 3 areas of major concern - patterning and sequencing ranging from 0-40%. With the 7 students leaving the program, there was strong developmental progress in auditory skills of between 70-100%. The 5 students remaining on the program had marginally improved, ranging from 20-50% for patterning and 40-70% for sequencing. They remained on the program for 20 minutes from 8:55 to 9:15am three times per week targeting these auditory skills.
- **Visual skills** – 8 of the 12 students reached 100% in all areas. The other 4 students ranged from 70-90%. From the initial screening, this was an area where most students showed good skills.
- **Memory** – memory skills improved as auditory skills were brought to the fore. They were able to remember larger sequential numbers up to a maximum of 6 numbers. Visual memory improved when they repeated what they were asked to remember and were able to match things up that went together, explaining why.
- From these results, 5 children continued on the programme through till the end of the year.
- Testing was completed at the end of the year. It was pleasing that these 5 students scored at least 70% in all areas of the Screen test, meaning all 12 had reached our target.

#### **Contributing factors to acceleration:**

- Initial analysis of raw data to target specific needs.
- Small withdrawal groups. Not overwhelmed by noise or distractions, time to master skills and supporting each other.
- High attendance levels of students involved in the programme.
- Motivation of students to attend programme.
- Skill building targeted at the appropriate level. Time to build on and strengthen these skills.
- Building positive perceptions of their competence. Students need to experience success. Confidence was boosted.
- Mastering of simple tasks. Difficult tasks were broken down, step by step, observations of each other, etc
- Modelling and using good language structure and vocabulary. Children developing the ability to communicate using language understood by others, greeting Office administrator daily, etc
- Repetitive and clear and concise instructions. Students repeating a sequence of instructions.
- Children understood why they were working on certain skills. So they could use them back in the classroom, success during games, active team members, etc.
- Shared view among all staff of the Importance of PMP space (hall) being available for regular sessions.
- Deliberately planned PMP (Perceptual Motor Programme) sessions targeting specific movements.
- Parent involvement, support and feedback
- High level of communication between intervention teacher and classroom teacher.

### **Barriers to Learning:**

- Any barriers identified were mainly at the beginning of the programme when the students lacked confidence and certain skills. These included:
  - Lack of auditory processing and sequencing.
  - Opportunity for oral language interactions
  - Limited attention spans and difficulty to concentrate.

### **Where to Next:**

- School-wide Literacy / Oral Language PLD with Jane Carroll (Otago Uni) and Greg Carroll (Core Education) which will provide new knowledge and strategies to support intervention.
- Successful strategies and techniques used in interventions passed onto Year 4 teachers in order to sustain the learning / progress.
- Decodable texts will be trialled in some classrooms with a view to implementing across the school to support phonological awareness.
- Look at conducting School Readiness Assessment for New Entrant students who are struggling to access the curriculum.
- The upskilling of Teacher Aides who are also involved in our PLD.
- Continue the sharing of best practice at Team and Staff Meetings.
- Weekly Learning Support Meetings to continue with identification and allocation of internal and external resources / agencies engaged. Our Learning Support Coordinator to support in this area.
- Continue to follow our self developed guidelines with regard to identifying, planning and delivering Intervention Programmes
- Continue to track absences and lateness and effectively and positively communicate with families.
- Ensure the basic needs of students are met, through the Pastoral Care Team, eg. social, emotional and physical wellbeing.
- Through PMP, develop physical skills to enhance oral, literacy and numeracy skills.

## 2021 IMPROVEMENT PLANS / TARGETS

### **NAG 1, Strategic Aim 3: To identify priority students and put in place learning support.**

**Student Achievement Target 1:** Five Year 2 students to be achieving at Stage 2 of the Little Learners Love Literacy Programme (phonics based)

**Student Achievement Target 2:** Five Year 2 students to be achieving at Stage 4 of the Little Learners Love Literacy Programme (phonics based)

**Student Achievement Target 3** For all Māori students who are not meeting curriculum level expectations to make accelerated progress in Literacy and Numeracy.

#### **Baseline Student Achievement Data: Term 1, 2021 (from End of Year 2020 data)**

- A number of Year 2 students, including those who worked with Vicki last year as Year 1's, were tested using the phonics based Little Learners Love Literacy Programme screen test. 10 students were identified. 5 who are not achieving at Level 2 and 5 who are not achieving at Level 4.
- Identified Maori students (school-wide) not meeting curriculum level expectations in Reading, Writing and Maths.

**Reading (school-wide):** 8 boys, 7 girls (15/68) - 22% .

**Writing (school-wide):** 10 boys, 6 girls (16/68) - 24%

**Maths (school-wide):** 7 boys, 8 girls (15/68) - 22%

#### **Key Improvement Strategies :**

#### **Led by**

##### **Intervention with identified Year 2 Students**

1. Analysis of end of year data and Achievement Summaries to identify those students who require additional learning support.
2. A number of Year 2 students, including those who worked with Vicki as Year 1 students on phonological awareness and oral language have shown some barriers and gaps. These students have completed the Little Learners Love Literacy Screen test.
3. Based on the results, 10 of these students will transfer into this year's Year 2 Intervention Group.
4. All relevant staff (Principal, Learning Support Team, Classroom Teacher, Intervention Teacher and Literacy Curriculum Leaders) met to discuss identified students and the approaches needed to create optimum learning conditions for acceleration.
5. Teachers directly involved with delivering the intervention to familiarise themselves with identified students.
6. Teachers directly involved with the students to plan a programme of delivery with families / whanau notified by way of letter.
7. During the intervention, time to be allocated for regular discussion regarding progress and 'where to next'.
8. An Intervention Summary Report to be an ongoing working document tracking the effectiveness of programme delivery.
9. Half termly meeting with all relevant staff to discuss the effectiveness of approaches, strategies, techniques, etc of the intervention.
10. At the end of the intervention, a Summary Report to be completed and shared with staff and Board. Complete post assessment
11. Consideration given to how the learning can be sustained (Support for teacher, Teacher Aides, Board funding, etc)

Vicki, Georgia, Literacy / PLD Team, Learning Support Team, Management Team and Board.

**Key areas of focus for intervention:** Development of language, phonological awareness and use of decodable texts.

**Further Strategies / Techniques**

*(not limited to identified target students)*

1. All teaching and support staff involved in MOE funded PLD focussing on Literacy / Oral Language over the next 2 years.
2. A Literacy / PLD team established to ensure new knowledge, strategies, programmes, resources, etc are implemented effectively.
3. Sharing successful Intervention strategies / techniques with staff **on a regular basis**.
4. Allocating Teacher Aides and support to match student / group needs, including specialised PD for Support Staff.
5. Monitoring progress through Achievement Summaries and Learning Support tracking systems, eg. Learning Support Register
6. Staff to work with parents and whānau to support students learning in a culturally responsive manner.
7. Use of technology (e.g. iPads, laptops) to support programmes and engage / motivate students.
8. Literacy and Mathematics Action Plans reviewed. New goals established and monitored regularly.
9. Revised Mathematics Curriculum Plan / LTPs / guidelines / expectations to support classroom teaching.
10. Numeracy leader to attend regular Numeracy Leadership workshops and share knowledge / new learning with staff.
11. Staff to engage with Numeracy facilitator to develop / strengthen areas of practice.
12. Implementation of Cultural Action Plan to have Maori students enjoying success as Maori.
13. Monitoring and working towards improving attendance levels of identified students.

Management Team.  
Learning Support Team.  
All staff  
Board