

Charter Stoke
School
2020

MOE: 3223

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2020-2023



INTRODUCTION TO OUR CHARTER: It is the document that expresses our School and Community's aspirations and desired outcomes for the students attending our School and forms the base from which all significant decisions are made.

These include:

- the design and development of the School curriculum;
- implementation of the teaching and learning programmes within the School;
- the professional development of our staff;
- the development and maintenance of the School's infrastructure;
- the allocation of financial resources.

Our Charter, and annual and strategic plans, are reviewed and updated by the Board of Trustees on an annual basis. This allows the Board to regularly assess our goals and the strategies that are required to successfully deliver them. This includes response to any new or amended government policy changes or naturally evolving initiatives or community priorities.

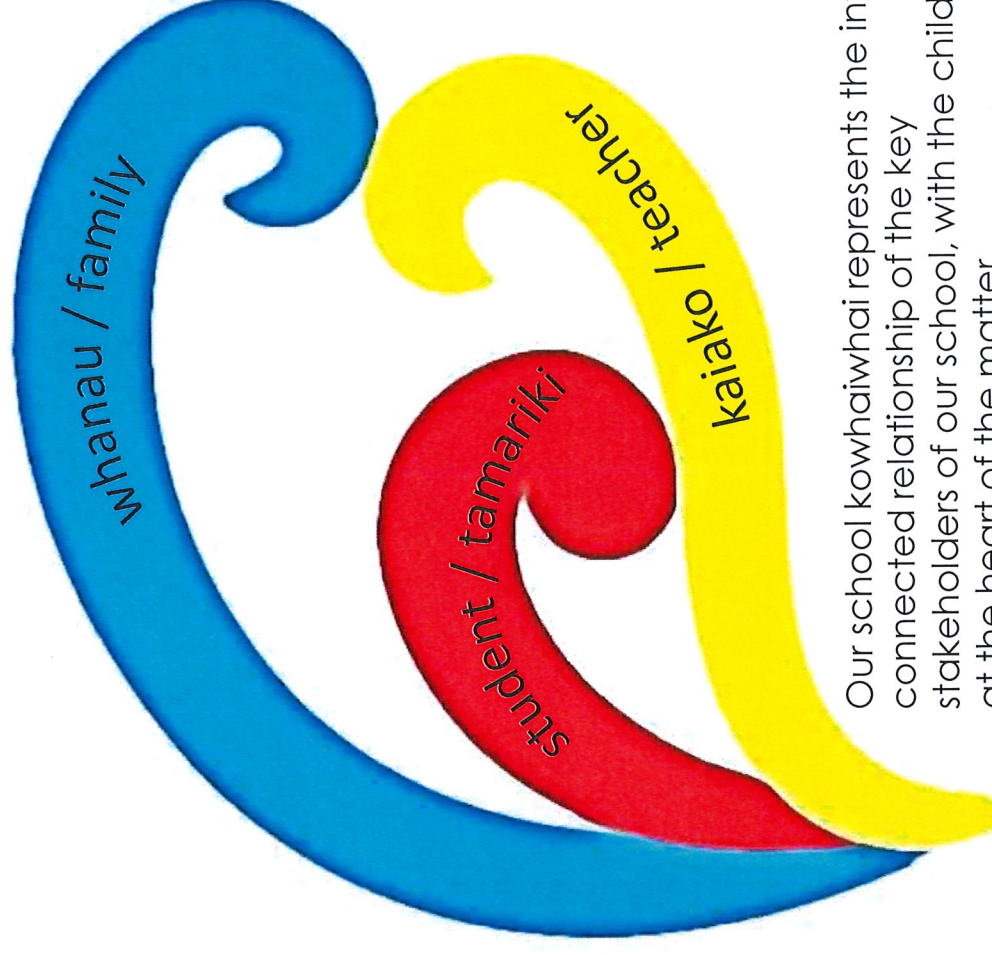
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Stoke School – This is us!

- Stoke School opened on the 28 December 1845 and is the second oldest continuous public school in Aotearoa.
- A state funded co-educational contributing school, catering for children from Year 0 to Year 6, our roll has grown over the last few years. Our Teaching staff are well supported by ancillary staff. Due to our rapid roll growth we have had an enrolment scheme put in place from the 17th of December 2016.
- Stoke School is proud of its cultural diversity with 30% of our students of Maori descent, 10% Pacific Island, 6% Asian and the remaining students New Zealand Europeans.
- Our School is well supported by the community. Parents become involved willingly in classrooms, sporting, cultural and social activities involving children. Stoke School has an active PTA fundraising group and a very proactive Board of Trustees.
- Stoke School is an active member of Community of Learners "Te Kahui Ako o Otaio ki Tahunanui". These schools are Enner-Glynn School, Nayland Primary, Nelson Christian Academy, Birchwood School, Tahunanui School, Broadgreen Intermediate and Nayland College. Our children interact frequently with these schools through sporting challenges; shared learning, Kapa Haka Festivals and Musical events such as Rock Fest. Our teachers interact regularly within the cluster and are part of a shared learning community as we all develop Teaching as Inquiry around many foci, such as Writing, Reading, Mathematics and Cultural Competency. We welcomed ECE to this in 2018.
- Stoke School has wonderful pre-school centres in our local community and we really enjoy the interaction with each centre. We have regular interaction and we enjoy opening our doors and facilities for their use.
- We are proud of our ever growing connection to our wider community

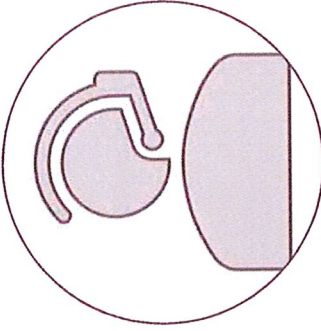


Our school kowhaiwhai represents the interconnected relationship of the key stakeholders of our school, with the children at the heart of the matter.

Ko te Tamaiti te Pūtake o te Kaupapa

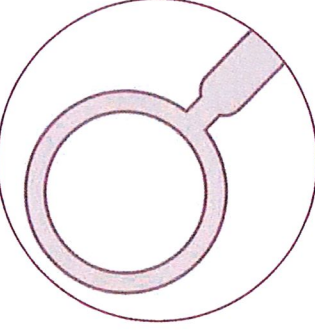


Mission



To provide a respectful,
supportive environment,
where our children strive to
achieve highly and be the
best they can in all they do
as life long learners

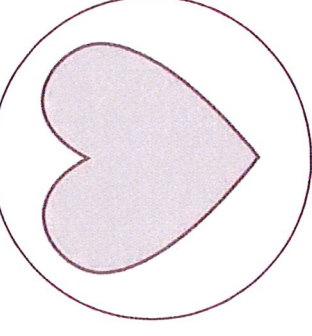
Vision



“Tū iti tū tonu mai”

**We are proud, humble and
will keep striving.**

Values



“We’re STOKED”

Supportive: help each other be friends
and in learning too

Tūturu: to be real, authentic – yourself!

One Whānau: we’re all in this together!

Kaitiakitanga: Guardians of our
tūrangawaewae

Enthusiastic: Positive, motivated and
happy in our learning

Diverse: We are all unique and this is
valued and celebrated in our learning

Rules:

Respect



Responsibility



Safety



“Te Kahui Ako o Omaio ki Tahunanui”



ACHIEVEMENT PLAN 2019 - 2021

Through collaboration with our community to design our local curriculum, learners in our Kāhui Ako will experience, equitable, rich opportunities to learn and progress. This will be driven by:

- promoting well being for all
- developing cultures of agency
- sharing of practice to help understand best practice
- designing local curriculum that amplify unique identities
- developing coherent learning pathways

Rationale: RATIONALE

Developing a learning community across our cluster will enable us to build capability in leadership and teacher practice across our Kāhui Ako with students as our focus. It will allow for greater shared pedagogies and a clear focus on priority areas identified by our schools and community, allowing for a more effective approach to professional learning.

Any learning community approach will focus on the attributes of Relationship Based Learning with a shared understanding of distributed, transformational and pedagogical leadership. Our approach will maintain a strong link to our community/school needs, along with the priorities identified by the Ministry of Education

Our work within the Stoke Tahunanui Kāhui Ako will be complementary of the work already undertaken by the schools and early childhood centres in their own settings, drawing on common student achievement needs and identifying resources from within the cluster to address these. We will endeavour to develop a sustainable, responsive approach to ensure future achievement needs continue to be analysed and planned for.

Finally, over the course of this approach, we will build closer ties with our community and involve them more in partnership with education to support the growth of future generations of learners in the Stoke Tahunanui Kāhui Ako.

Whakatauki: He hono tangata e kore e motu.

A connected group of people will never be frayed. Our whakapapa and our relationships with others join us together to make us who we are.

Te Ao Maori

Treaty of Waitangi: At Stoke School we acknowledge this principle through developing procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture. In recognising the unique position of the Māori culture, and acknowledging that 32% of our student population identify themselves as Māori, Stoke School will take all reasonable steps to provide instruction in Tikanga Māori (Maori culture) and Te Reo Māori (Māori language):

To achieve this Stoke School will:

- Implement the Ka Hikitia strategy of Maori learners achieving education success as Maori by developing the Tataiako competencies of Ako (practices in the classroom), Whanaungatanga (relationships with high expectations), Tangata Whenuatanga (place-based, socio-cultural awareness and knowledge), Manaakitanga (values) and Wananga (communication, problem solving, and innovation).
- Follow on from the annual consultation with the Maori community to develop goals for the continued development of achievement for all Maori students.
- Daily use of our school Karakia, Waiata and whole school Haka. Have te reo visible within the school where appropriate. Enhance our school property to reflect our cultural richness
- Collect student voice and use it as part of the consultation process
- Continue the Kapa Haka Group in an environment of whole school cultural enrichment. Utilise local marae and experts.
- Maintain strong ties with the Te Rangimarie Kohanga Reo.
- Integrate Te Reo into curriculum areas when planning, including developing an awareness of NZ history as part of Social Science programmes

If a **whanau requests a higher level of tikanga** and/or te reo than is at present evident in our school's Maori programme the staff and family will discuss the following options:

- Further explain the existing programmes with the assistance from our current lead teachers of Maori
- Extend the programmes and opportunities for their child to be involved in classrooms with a bilingual teacher
- Explore opportunities with our local "Kia Tau Te Rangimarie Kohanga Reo" and explore dual enrolment with the Correspondence School

Strategic Planning: 2020 - 2023

Strategic Aims: Ngā Ākonga

Students are our focus:

All students are at the centre of their education by being active participants and displaying student agency. Their well-being is recognised and important.



2020

- Annual Objective
- Aim 1.1 – Consolidate and utilise developed pedagogy and teaching as inquiry practices to accelerate and support student achievement
- Aim 1.2 – Consolidate strategies to grow student well-being



2021

- Annual Objective
- Annual Objective
- Aim 1.1 – Embed pedagogy and teaching as inquiry practices to accelerate and support student achievement
- Aim 1.2 – Embed strategies to grow student well-being



2022

- Annual Objective
- Aim 1.1 – Review pedagogy and teaching as inquiry practices to accelerate and support student achievement
- Aim 1.2 – Review strategies to grow student well-being for effectiveness

Vision 2023:

- Teachers know the child by compiling relevant student profiles
- School has benchmarks at important milestones linked to key competency's
- Students are aware of student agency and are active participants in their learning
- Student ownership of results through student voice and conferences
- All students enjoy academic success across all levels of the National curriculum
- Equity of results achieved across gender and ethnicity
- Students enjoy successful transitions from pre-school to school, class to class and from school to Intermediate with well-being at the forefront of info collated
- Students attend school over 85% of the year

Strategic Planning: 2020 - 2023

Strategic Aims: Haumāuiui

Achievement:

Learning is our goal:

All students are able to access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.



2020

- Annual Objective
- Aim 2.1 – Consolidate and utilise developed pedagogy and assessment practices to accelerate and support student achievement
- Aim 2.2 – Embed the Stoke School curriculum and continue to consolidate relationships with a growing local Kahui Ako curriculum.



2021

- Annual Objective
- Aim 2.1 – Embed pedagogy and assessment practices to accelerate and support student achievement
- Aim 2.2 – Embed local Kahui Ako curriculum.



2022

- Annual Objective
- Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement
- Aim 2.2 – Participate in the review of the Stoke School curriculum and consolidate relationships with a growing local Kahui Ako curriculum.

Vision 2023:

- Consistent assessment data is collected and analysed to make decisions about teaching and learning
- All teachers' data is current, relevant and used as a basis for inquiry
- All students enjoy academic success across all levels of the National Curriculum
- Equity of results achieved across gender and ethnicity
- Clear goals are set and shared around achievement and staff can talk about the impact they have on these goals
- BOT has an up-to-date student achievement data picture ns can plan based on this
- Th Kahui Ako is using current kura data to inform practices

Strategic Planning: 2020 - 2023

Strategic Aims:

Kia Whakaako/Kia Ako

Teaching and Learning:

Teaching is our craft

Teachers effectively teach all groups of students so they can learn and achieve



2020

- Annual Objective
- Aim 3.1 – We will maintain future focused and innovative learning environments which promote collaborative learning and engagement
- Aim 3.2 – We will embed a culturally safe learning environment for all learners (staff, whānau, ākonga)
- Aim 3.3 - We will embed cultural knowledge (identity) and be critical thinkers who are advocates of change



2021

- Annual Objective
- Aim 3.1 – We will review our future focused and innovative learning environments which promote collaborative learning and engagement
- Aim 3.2 – We will maintain a culturally safe learning environment for all learners (staff, whānau, ākonga)
- Aim 3.3 - We will review our cultural knowledge (identity) and be critical thinkers who are advocates of change



2022

- Annual Objective
- Aim 3.1 – We will develop future focused and innovative learning environments which promote collaborative learning and engagement
- Aim 3.2 – We will create a culturally safe learning environment for all learners (staff, whānau, ākonga)
- Aim 3.3 - We will develop cultural knowledge (identity) and be critical thinkers who are advocates of change

Vision 2023:

- Targeted student learning intervention identified through self-review
- Teaching as Inquiry informs collaborative change and professional development
- Considered risks taken in a supportive learning environment
- Whānau are seen as active participants in the learning process and concepts of Ako are embedded
- Conversations about change and learning are commonplace across all levels of the school community
- BOT has knowledge of current staff development areas and participates in contracts as appropriate
- Curriculum Action Plans re embedded and are a source for teachers to identify students

Strategic Planning: 2020 - 2023

Vision 2023:

School Agencies continue to support the whole family from within the school context

Whānau are present throughout the day and feel they can contribute

Student and Whānau world views are consistently reflected in school practices and interactions

Students, staff and community feel safe, supported and understood

Māori achieving success as Māori

Pasifika achieving success as Pasifika

Our staff and community work collaboratively with students with learning needs

Our BOT reflects our community without the need to co-opt members



2022

- Annual Objective :
 - Aim one – embed methods of reporting to our community
 - Aim two - Acknowledge our relationships with Māori / Pasifika families and support their involvement with teaching and learning
 - Aim three – Well-being of our Whānau (students, families and staff) is monitored and actions reviewed to change for a more positive culture taken and evaluated



2021

- Annual Objective :
 - Aim one – develop methods of reporting to our community
 - Aim two - Grow our relationships with Māori / Pasifika families and develop their involvement with teaching and learning
 - Aim three – Well-being of our Whānau (students, families and staff) is monitored and actions taken to change for a more positive culture taken and evaluated



2020

- Annual Objective :
 - Aim one – review methods of reporting to our community
 - Aim two - Review our relationships with Māori / Pasifika families and embed their involvement with teaching and learning
 - Aim three – Well-being of our Whānau (students, families and staff) is established and actions maintained to change for a more positive culture taken and evaluated

Strategic Aims: Whānau a Kura

Community

Inclusivity is our foundation

Maintain a responsive and inclusive community culture which believes all students can and will achieve

Student Achievement Target: Reading

2020 Strategic Aim 1: All students are able to access The New Zealand Curriculum and make progress and achieve in relation to National curriculum level

- **Annual Aim 2.1:** Develop and improve pedagogy and assessment practices to accelerate and support student achievement

Baseline data: Analysis of school-wide data in November 2019 identified that:

Upon analysis of the assessment information we found that students;

Target:

Term 1 Date of leadership monitoring:	Term 2 Date of leadership monitoring:	Term 3 Date of leadership monitoring:	Term 4 Date of leadership monitoring:		
Evaluation: How will we know if we are succeeding? All achievement Is monitored for all underachieving students (below more than one year), (well below more than two years). Programmes are tracked and decisions are made based on evidence of impact (increased pace of progress for students involved) % gap between target groups and overall cohort are identified and actions taken to reduce disparity Achievement report in Dec 2020 shows a reduction in the disparity between target students and groups.					
Implementation / Action: Reading Reading @ Stoke School Curriculum document Group orientated – flexible, mixed level, co-constructed Modelled reading, Delivery of text language in a variety of ways – shared, guided, independent, buddy reading Opt-in student lead conferencing and teacher directed conferencing Must-do, May-do roles Knowledge explicitly and implicitly covered – tracked with running records, PROSE, PROBE, AsTTLE, Annotated examples, GAP analysis, PAT, STAR					
Action	Resources	By Who? By When?	Outcome: Success criteria/behaviour	Output: Success criteria/ process of product	Monitoring
Target students and inquiry groups identified within syndicate teams; syndicate discussions timetabled for year - fortnightly Target students = all students below expected achievement Inquiry groups = contain target students	School wide student data Accelerated learning graph GAP analysis MOE documents School wide data	Week 3 Term 1 2020 All teachers	Syndicate meetings contain pedagogical discussions Impact Coaching identifies strategies for teaching Teaching as inquiry is a focus for improving practice and student outcomes	Each staff contributes to 2 teaching as inquiry cycles Student achievement is accelerated Pace of progress can be tracked for students	What? So, what? What next?
Students at risk of not achieving are shared with the guiding coalition team – and links to achievement, attendance, retention and	Etap (Edge- prior data) (Student Management System) Previous years teacher for each student, also	Ongoing All teachers Guiding Coalition	Students are tracked and monitored. Pace of progress is reviewed termly	A school wide action plan for achievement, retention, engagement and attendance is developed, actioned and reviewed	

engagement highlighted by class teachers AREA data = attendance, retention, engagement and achievement data	data from previous work if identified target student. Whānau, student		AREA data sheets are completed at class level with data to support statements Whanau are engaged in conversations about teaching and learning		
GAP analysis set up for tracking and monitoring, along with PaCT and student management system Assessment data is inputted – accurately and in a timely manner school wide by last day of term	PaCT, Edge, Learning Progressions, GAP analysis Teaching as Inquiry model - One Note	Ongoing All teachers	Teachers can confidently make judgements about teaching and learning Teacher content knowledge is developed	Student learning and achievement is accurately tracked, monitored and reported. Students and whanau have a voice in teaching and learning progress and achievement	
Engage stakeholders in the inquiries – student, whānau, teacher/ TA Engage stakeholders in 3-way conferences – parent, student, teacher conferences Engage stakeholders in review, report review findings at all levels	All stakeholders	Ongoing All teachers Stakeholders	Stakeholders develop a common language to talk about teaching and learning Stakeholders have an understanding about achievement and barriers to achievement and are agentic in overcoming them.	Stakeholders develop a common language to talk about teaching and learning Stakeholders have an understanding about achievement and barriers to achievement and are agentic in overcoming them.	
Develop strategies and ideas based on research to engage students in understanding the nature of the learning area and the level of progression required	MOE documents Kahui Ako – other teachers RBL (relationship-based profile) Progression documents – literacy, math	Ongoing All teachers	Teachers own the process of growing relationship-based learning Teachers grow content knowledge to deliver a strong literacy programme	Teachers are consistent in understanding the reciprocity of reading and writing Student's understand how literacy is inter-connected	

Share our understanding of practices to engage students in improving achievement outcomes by understanding the reciprocity of reading and writing	Community consultation Teaching as inquiries Self-review – staff meetings	Ongoing All teachers CoL teachers – in school, across CoL	Teachers can talk confidently about impact coaching and make connections to literacy practices based on good teaching pedagogy	Teachers can talk confidently about impact coaching and make connections to literacy practices based on good teaching pedagogy
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Student Achievement Target: Writing

2020 Strategic Aim 1: All students are able to access The New Zealand Curriculum and make progress and achieve in relation to National curriculum level

- **Annual Aim 2.1:** Develop and improve pedagogy and assessment practices to accelerate and support student achievement

Baseline data: Analysis of school-wide data in November 2019 identified that:

Upon analysis of the assessment information we found that students;

Target:

Term 1 Date of leadership monitoring:	Term 2 Date of leadership monitoring:	Term 3 Date of leadership monitoring:	Term 4 Date of leadership monitoring:
Implementation / Action: Writing Writing @ Stoke School Curriculum document Group orientated – flexible, mixed level, co-constructed Modelled writing tasks, accessible exemplars Opt-in student lead conferencing and teacher directed conferencing Must-do, May-do roles Knowledge explicitly and implicitly covered – tracked with GAP analysis, AsTTle, PaCT (trial in 2020)			
Evaluation: How will we know if we are succeeding? All achievement is monitored for all underachieving students (below more than one year), (well below more than two years). Programmes are tracked and decisions are made based on evidence of impact (increased pace of progress for students involved) % gap between target groups and overall cohort are identified and actions taken to reduce disparity Achievement report in Dec 2020 shows a reduction in the disparity between target students and groups.			
Action	Resources	By Who? By When?	Outcome: Success criteria/behaviour
Target students and inquiry groups identified within syndicate teams; syndicate discussions timetabled for year - fortnightly Target students = all students below expected achievement Inquiry groups = contain target students	School wide student data Accelerated learning graph GAP analysis MOE documents School wide data	Week 3 Term 1 2020 All teachers	Output: Success criteria/ process of product Each staff contributes to 2 teaching as inquiry cycles Student achievement is accelerated Pace of progress can be tracked for students
Students at risk of not achieving are shared with the guiding coalition team – and links to achievement, attendance, retention and engagement highlighted by class teachers	Etap (Edge- prior data) (Student Management System) Previous years teacher for each student, also data from previous work	Ongoing All teachers Guiding Coalition	A school wide action plan for achievement, retention, engagement and attendance is developed, actioned and reviewed
			What? So, what? What next?

AREA data = attendance, retention, engagement and achievement data	if identified target student. Whānau, student		Whanau are engaged in conversations about teaching and learning	
GAP analysis set up for tracking and monitoring, along with PaCT and student management system Assessment data is inputted – accurately and in a timely manner school wide by last day of term	PaCT, Edge, Learning Progressions, GAP analysis Teaching as Inquiry model - One Note	Ongoing All teachers	Teachers can confidently make judgements about teaching and learning Teacher content knowledge is developed	Student learning and achievement is accurately tracked, monitored and reported. Students and whanau have a voice in teaching and learning progress and achievement
Engage stakeholders in the inquiries – student, whānau, teacher/ TA Engage stakeholders in 3-way conferences – parent, student, teacher conferences Engage stakeholders in review, report review findings at all levels	All stakeholders	Ongoing All teachers Stakeholders	Stakeholders develop a common language to talk about teaching and learning Stakeholders have an understanding about achievement and barriers to achievement and are agentific in overcoming them.	Stakeholders develop a common language to talk about teaching and learning Stakeholders have an understanding about achievement and barriers to achievement and are agentific in overcoming them.
Develop strategies and ideas based on research to engage students in understanding the nature of the learning area and the level of progression required	MOE documents Kahui Ako – other teachers RBL (relationship-based profile) Progression documents – literacy, math	Ongoing All teachers	Teachers own the process of growing relationship-based learning Teachers grow content knowledge to deliver a strong literacy programme	Teachers are consistent in understanding the reciprocity of reading and writing Student's understand how literacy is inter-connected
Share our understanding of practices to engage students in improving achievement outcomes by understanding the reciprocity of reading and writing	Community consultation Teaching as inquiries Self-review – staff meetings	Ongoing All teachers CoL teachers – in school, across CoL	Teachers can talk confidently about impact coaching and make connections to literacy practices based on good teaching pedagogy	Teachers can talk confidently about impact coaching and make connections to literacy practices based on good teaching pedagogy

Student Achievement Target: Math

2020 Strategic Aim 2: All students are able to access The New Zealand Curriculum and make progress and achieve in relation to National Curriculum levels with a correlation to the Mathematic progressions

Annual Aim 2.1: To accelerate the rate of progress for students at risk of not achieving at the expected National Curriculum Level

Baseline data: Analysis of school-wide data in November 2019 identified that:

Upon analysis of the assessment information we found that students;

Target:

Term 1 Date of leadership monitoring:	Term 2 Date of leadership monitoring:	Term 3 Date of leadership monitoring:	Term 4 Date of leadership monitoring:
Implementation / Action: Math Math @ Stoke School Curriculum document DMiC, Rich tasks Group orientated – flexible, mixed level, co-constructed Opt-in student lead conferencing and teacher directed conferencing Must-do, May-do roles Knowledge explicitly and implicitly covered – tracked with JAM, GLOSS, AsTTle, PAT			
Evaluation: How will we know if we are succeeding? All achievement is monitored for all underachieving students (below more than one year), (well below more than two years). Programmes are tracked and decisions are made based on evidence of impact (increased pace of progress for students involved) % gap between target groups and overall cohort are identified and actions taken to reduce disparity Achievement report in Dec 2020 shows a reduction in the disparity between target students and groups.			
Action	Resources	By Who? By When?	Outcome: Success criteria/behaviour
Target students and inquiry groups identified within syndicate teams; syndicate discussions timetabled for year - fortnightly Target students = all students below expected achievement Inquiry groups = contain target students	School wide student data Accelerated learning graph GAP analysis MOE documents School wide data	Week 3 Term 1 2020 All teachers	Output: Success criteria/ process of product Each staff contributes to 2 teaching as inquiry cycles Student achievement is accelerated Pace of progress can be tracked for students
Students at risk of not achieving are shared with the guiding coalition team – and links to achievement, attendance, retention and engagement highlighted by class teachers	Etap (Edge- prior data) (Student Management System) Previous years teacher for each student, also data from previous work if identified target student.	Ongoing All teachers Guiding Coalition	A school wide action plan for achievement, retention, engagement and attendance is developed, actioned and reviewed
		Students are tracked and monitored. Pace of progress is reviewed termly AREA data sheets are completed at class level with data to support statements	What? So, what? What next?

AREA data = attendance, retention, engagement and achievement data	Whānau, student		Whanau are engaged in conversations about teaching and learning		
GAP analysis set up for tracking and monitoring, along with PaCT and student management system Assessment data is inputted – accurately and in a timely manner school wide by last day of term	PaCT, Edge, Learning Progressions, GAP analysis Teaching as Inquiry model - One Note	Ongoing All teachers	Teachers can confidently make judgements about teaching and learning Teacher content knowledge is developed	Student learning and achievement is accurately tracked, monitored and reported. Students and whanau have a voice in teaching and learning progress and achievement	
Engage stakeholders in the inquiries – student, whānau, teacher/ TA Engage stakeholders in 3-way conferences – parent, student, teacher conferences Engage stakeholders in review, report review findings at all levels	All stakeholders	Ongoing All teachers Stakeholders	Stakeholders develop a common language to talk about teaching and learning Stakeholders have an understanding about achievement and barriers to achievement and are agent in overcoming them.	Stakeholders develop a common language to talk about teaching and learning Stakeholders have an understanding about achievement and barriers to achievement and are agent in overcoming them.	
Develop strategies and ideas based on research to engage students in understanding the nature of the learning area and the level of progression required	MOE documents Kahui Ako – other teachers RBL (relationship-based profile) Progression documents – literacy, math	Ongoing All teachers	Teachers own the process of growing relationship-based learning Teachers grow content knowledge to deliver a strong literacy programme	Teachers are consistent in understanding the reciprocity of reading and writing Student's understand how literacy is inter-connected	
Share our understanding of practices to engage students in improving achievement outcomes by understanding the reciprocity of reading and writing	Community consultation Teaching as inquiries Self-review – staff meetings	Ongoing All teachers CoL teachers – in school, across CoL	Teachers can talk confidently about impact coaching and make connections to literacy practices based on good teaching pedagogy	Teachers can talk confidently about impact coaching and make connections to literacy practices based on good teaching pedagogy	

Student Well-being Target

Strategic Aim 4: Maintain a responsive and inclusive community culture which believes all students can and will achieve

Annual Objective (s): 4.3: Well-being of our Whānau (students, families and staff) is monitored and actions taken to change for a more positive culture taken and evaluated

Baseline data: Analysis of Y4-6 well-being data (NZCER well-being survey) in November 2019 identified that:

Aspect	2018 results	2019 target
School-wide climate and practices	82% of children agree that everyone knows the school rules about behaviour	95% of children will agree that everyone knows the school rules about behaviour
Teaching and Learning	87% of children agree that teachers always take action if someone is hit or bullied	87% of children agree that teachers always take action if someone is hit or bullied
Community Partnerships	87% of children feel safe when they are going to and from school	95% of children will agree they feel safe when they are going to and from school
Pro-social student culture and strategies	82% of students agree that they can say how they feel when they need to	90% of students will be able to say how they feel when they need to
Aggressive student culture	51% of students reported that they have never experienced bullying	75% of students will report that they have never experienced bullying

Upon analysis of the well-being survey information we found that students

Target:

Term 1 Date of leadership monitoring	Term 2 Date of leadership monitoring	Term 3 Date of leadership monitoring	Term 4 Date of leadership monitoring
Implementation / Action Well-being @ Stoke School Board of Students (BOS) support the day-to day voice of all students Well-being survey completed and analysed annually (term 2/3) Attendance shared and discussed AREA data sheet completed noting concerns and celebrations for well-being			
Action	Resources	By Who? By When?	Evaluation: How will we know if we are succeeding? Student and whanau voice reflect the state of well-being – voices survey informs school of attitudes and habits Programmes to support well-being are tracked and decisions are made based on evidence of impact (well-being survey outcomes in 5 areas) % gap between target groups and overall cohort are identified and actions taken to reduce disparity
			Outcome: Success criteria/behaviour
			Output: Success criteria/ process of product
			Monitoring:
The Board of Students developed as a voice for discussing well-being and Well – being is the primary focus for the Board of Students	Board of Students Principal and leadership team Relationship Based Learning voice collection 2017-2019	Ongoing Principal Class representatives	What? So, what? What next?
NZCER Well-being survey is completed	NZCER Students, whanau and staff	Principal Leader – Culture Y3-6 students Term 3, 2020	Survey informs the changes in practice and highlights well-being foci for future consideration
Whanau and community voice inform actions to improve well being Guiding coalition develop action plan and regularly monitor and amend plan for 2020	Well-being survey GPILSEO model to develop plans for actions (Glossary attached) Guiding Coalition	Whanau talk about their well being and their tamariki well being Whanau can access support to improve the well being of their tamariki and themselves	Whanau and community have a say in the actions the school takes to grow student, staff, community and whanau well being

Teachers and staff are supported and encouraged to develop their own well being	Staff social committee Principal Support agencies – chaplain, Vitae services,	Staff Ongoing Teams within the school	Teachers and staff feel safe at school Teacher and staff can identify actions in a more mindful way	All staff can utilise some mindfulness strategies to support their and others well being	
Mindfulness training and activities are undertaken					
An action plan is embedded to change practices which impinge on the well begin of students, whanau, staff and community	Guiding Coalition Senior Leadership Syndicate Leaders Students, whanau, staff and community	Guiding coalition Well-being – NZCER	An action plan to change practices which impinge on well-being move from deficit to agentic actions	The action plan is completed and put in to action	

GPILSEO

GPILSEO at the classroom level

The GPILSEO model can help us to understand what a reform initiative requires if it is to bring about sustainable change within classrooms, and also, what is required if it is to be spread to other classrooms. In terms of GPILSEO this requires:

1. **Goals:** A clear focus on improving the engagement, participation and achievement of the students being targeted by understanding, developing and implementing a pedagogy proven to be effective.
2. **Pedagogy:** A means of implementing this proven pedagogy consistently and with integrity, so that teachers and in turn all students can understand and implement the new practices. This requires teachers understanding the new theories of practice, in their day-to-day classroom relationships and interactions with students and teaching colleagues.
3. **Institutions:** A consideration that pedagogical reform might require new institutions (changes to systems or structures) in classrooms. For example desks in rows might not be the best system for undertaking a more relational, dialogical approach to pedagogy.
4. **Leadership:** A relational, dialogical approach to pedagogy may see different and more distributed opportunities for leadership to emerge. For example it will promote people as being initiators of their own learning and who take responsibility and leadership for supporting the learning of others.
5. **Spread:** New classroom relationships and interactions will need a means whereby they are able to be spread to include all students (across classrooms and across year levels) and all teachers (across departments/faculties) in the school.
6. **Evidence:** A means whereby the progress of all students can be monitored to inform the ongoing changes in instructional. The gathering and examination of classroom evidence provides practice.
7. **Ownership:** New understandings and practices must be owned and understood by all members of the school and they must begin to move out into the community.

Agentic Thinking: actively and continuously challenging own assumptions, knowledge and practice regarding learning

Deficit thinking: refers to the notion that students (particularly low income, minority students) fail in school because such students and their families experience deficiencies that obstruct the learning process

Board of Trustees will...

- Lodge a copy of its annual updated Charter including our Annual Targets/Annual Analysis of Variance including NAG2a data to the Ministry of Education by the required date at the start of the school year. We will comply with all legislation regarding NAG 6.
- Have Targets for student achievement identified by annual assessment against the National Standards.
- Report to students and parents on their achievement at least twice a year. Ensure opportunities for reporting to be unpacked through face to face engagement - kanohi ki te kanohi
- Consult regularly with its community, including the school's Maori and Pasifika community, discussing student achievement.
- Act as a good employer to teaching and non-teaching staff by following appropriate personnel and industrial relations policies.
- Prepare a budget to monitor and control school expenditure
- Allocate funds to meet the schools priorities so that student achievement is enhanced
- Implement the 5/10 Year Property Plan to ensure the schools facilities provide a safe, healthy, attractive learning environment

A copy of this Charter is available to the community online at www.stoke.school.nz or at the school office.

