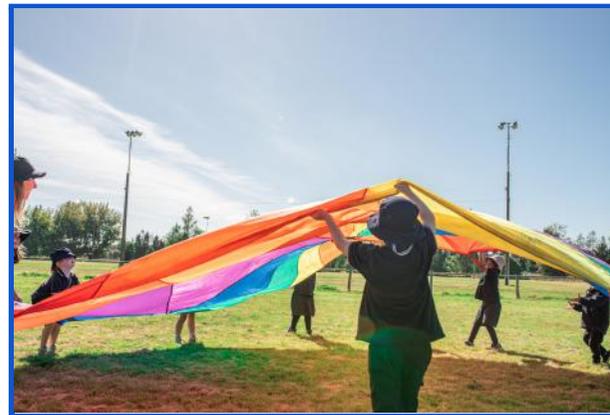


Drummond Primary School's

CHARTER 2021 - 2023



Dream Persevere Succeed



DRUMMOND
PRIMARY SCHOOL



This Charter includes:
Drummond School's Vision and Values
Drummond School's Strategic plan 2021- 2023
Drummond School's Annual plan 2021
Drummond School's Student Achievement Targets and Action Plans 2021

INTRODUCTION

Drummond is a decile 8, rural Year 0-8, co-educational school. We pride ourselves on the 'whānau/family feel' within our School Community. We are fortunate to have a diverse ethnic make up, with 15% of our children being of Māori descent, and another 22% of our children being immigrants to New Zealand. A small number of children reside in the Drummond village, with most coming to school by bus or travelling from further distances. We have a starting school roll of 70 in 2020.

Drummond School has 5 teaching spaces, with 4 of these being combined to create larger classrooms, a library and School Pool. The school has 3 permanent teachers plus 2 fixed term teachers in a job share role. The students and teachers are supported by an office administrator/groundsperson, teacher aide/cleaner, 1 other teacher aide, and a Reading Recovery teacher, all who work varying hours.

The school is well resourced with quality teaching resources and equipment. It has large well cared for grounds, mature shady trees, an adventure playground, and an asphalt court with room for two tennis courts.

Our school receives excellent community support. Parents are actively involved in fundraising, education outside the classroom, participate in many extra-curricular activities, and help with resources and maintenance tasks.

Drummond is in the heart of Central Southland, located 40km kilometres northwest of Invercargill. The majority of the people in the community are involved in farming (dairy, cropping and sheep) or supporting businesses such as a garage, engineering business, and a tavern.

The Oreti plain, Aparima River, and majestic Takitimu Mountains are the major geographic features of the area. Lakes, mountains, beaches and larger towns are all within an hour's drive.

VISION

As a result of consultation with the school community we as a Board of Trustees believe that this overarching statement and resulting actions will encompass all that we do at Drummond School; Something that everyone in our school community knows and understands.

DREAM PERSEVERE SUCCEED

VALUES

These four values reflect our community's deeply held beliefs about what is important at Drummond School. Our values underpin everything we do at Drummond School and also reflect the values outlined in the New Zealand Curriculum (2007) Through their learning, social, cultural and sporting experiences children at Drummond will be encouraged to value:



CURRICULUM DELIVERY

- To ensure the learning needs of children are met in the context of the New Zealand Curriculum (2007)
- To ensure a balanced curriculum is delivered using the learning areas, key competencies and values in the New Zealand Curriculum (2007)
- To meet the local vision for learning within the school through the Dipton School Curriculum plan
- To gather information and assess achievement against New Zealand Curriculum (2007) and set goals for future curriculum development using this data.

NATIONAL EDUCATION PRIORITIES

Drummond School recognises and is committed to the Government's National Education and Learning Priorities:

- **Learners at the centre**
 - Learners with their whānau are at the centre of education.
- **Barrier-free access**
 - Great education opportunities and outcomes are within reach for every learner.
- **Quality teaching and leadership**
 - Quality teaching and leadership make the difference for learners and their whānau.
- **Future of learning and work**
 - Learning that is relevant to the lives of New Zealanders today and throughout their lives.
- **World-class inclusive public education**
 - New Zealand education is trusted and sustainable.

Drummond School contributes to the National Education Priorities at Governance, Management and Operational levels by giving them full consideration when planning for school development or school/class programmes. Literacy and Numeracy are currently recognised as curriculum priorities. Staff development priorities and budget allocation priorities are made to resource these priorities. Achievement results are carefully analysed throughout each year to identify students or groups of students at risk or requiring extension and to prioritise teaching and learning goals. Planning ensures that strategies are put in place to improve achievement outcomes.

TREATY OBLIGATIONS & REFLECTING CULTURAL DIVERSITY

Parents and whānau of children identified as Māori have been consulted on how they wish the school to meet the educational needs of their tamariki. These parents sought no special provision, but their expectation is that their children will progress to the best of their ability and on a par with their peers.

Our goal is to ensure equitable provision of Te Reo me Tikanga Māori in all classes, using expertise from our Local Community, our Māori facilitator, our capable Lead Teacher, and with the input of our strong Whānau Roopu (Group) and Student voice.

Teaching Staff are encouraged and supported, with Hauora (Wellbeing) and Professional development to extend their current capabilities in Te Reo and Tikanga practices.

We strive to be Culturally and Treaty responsive.

PROCEDURAL INFORMATION

- Planning year: December - December
- Date for lodging copy of updated Charter/Annual Plan: 1st March each year.
- Date for lodging copy of Annual Report: 31st May each year.

SUPPORTING DOCUMENTATION FOR CORE SCHOOL BUSINESS

The following documentation continues to support us in improving student achievement and teacher/school programmes:

- School policies
- School procedures
- Curriculum plans
- Curriculum review timetable and programme
- Assessment plans
- Reporting plans (to parents, BOT, and community)
- Teacher's programmes of work
- Teachers and Support Staff's Professional Development and Professional Growth Cycles

The following documentation will support us in developing good management practices and effective school systems:

- School policies
- School procedures
- School self-review programme
- Annual budget
- Ten-year Maintenance Plan
- Five-year Property Plan
- Health and Safety procedures
- Board of Trustees Job descriptions
- Asset Replacement Plan

COMMUNITY CONSULTATION

The Board of Trustees is committed to positive and ongoing consultation with its community. It does this by:

- Weekly school newsletter to each school family
- Monthly community newsletter to each community home
- Providing a school website
- School Facebook page
- Utilising the Schoolstream App
- Emailing specific notices and information to families/whanau
- Having an open door policy for the Community and publicising this
- Hosting parent information sessions on specific matters
- Parent teacher interviews to discuss student goals and achievement
- Consulting with Maori families
- Consulting with Migrant families

Specific community consultation on the School Strategic Goals and Charter was conducted in November 2019. Community consultation in December 2014, 2016, 2018 and 2020 was completed to help review our Strategic and Annual goals.

Reporting to the community regarding curriculum targets takes place three times per year and this information is considered when reviewing annual plans, targets and teaching programmes.

Reporting to the community on the outcomes of reviews for specific curriculum areas and student achievement in these areas takes place as per our 3-year curriculum review timetable. This information is considered when reviewing annual plans, targets and teaching programmes.

Drummond Primary School's

STRATEGIC PLAN

2021 - 2023





DRUMMOND PRIMARY SCHOOL'S STRATEGIC PLAN 2021 - 2023

Our Strategic Goals

After consultation with our community in 2019, The Board of Trustees have developed 3 Strategic Goals which will shape the future of Drummond Primary School. These will be reviewed annually.

GOAL 1

ENSURING SUCCESS:

Through celebrating our Unique
School Culture - Tangata
Whenuatanga
(Place-based, socio-cultural
awareness & understanding of
the whenua/land we come from)

GOAL 2

ENSURING SUCCESS:

Through Excellence in Teaching
and Learning - Ako
(Reciprocal shared learning in
the classroom and beyond)

GOAL 3

ENSURING SUCCESS:

Through positive relationships
and communication with our
School Community -
Whānau ngātanga
(Relationships between students,
schoolwide & with the community
based on high expectations)

STRATEGIC GOAL 1

D.P.S

Ensuring Success: Through celebrating our Unique School Culture (Tangata Whenuatanga)

OBJECTIVES

2021	2022	2023
<ul style="list-style-type: none"> Review our School's Values, Vision & Motto, and ensure it is understood by all of our School community 	<ul style="list-style-type: none"> Positively promote our School's Value, Vision and Motto, and its' relevance 	<ul style="list-style-type: none"> Our School's Values, Vision and Motto becomes embedded in School Culture
<ul style="list-style-type: none"> Positively promote awareness, respect, integration & celebration of culture 	<ul style="list-style-type: none"> Awareness, respect, integration and celebration of culture evident 	<ul style="list-style-type: none"> Awareness, respect, integration and celebration of culture embedded
<ul style="list-style-type: none"> Programmes to support our Staff, Students and School Communities Health and Well being (Hauora) developed 	<ul style="list-style-type: none"> Programmes to support our Staff, Students and School Communities Health and Well being (Hauora) implemented 	<ul style="list-style-type: none"> Programmes to support our Staff, Students and School Communities Health and Well being (Hauora) maintained
<ul style="list-style-type: none"> Review our Bronze, Silver & Gold Schools Leadership Programme 	<ul style="list-style-type: none"> Modify our Schools Leadership Programme for yr 6-8 students 	<ul style="list-style-type: none"> Schools Leadership Programme reflects Local curriculum focus
<ul style="list-style-type: none"> Review the Cultural competencies, and how well we are using them 	<ul style="list-style-type: none"> Cultural competencies integration becoming more evident and inclusive 	<ul style="list-style-type: none"> Ensure Cultural competencies are fully embedded in School Culture
<ul style="list-style-type: none"> Investigate ways to incorporate the history, heritage, language and cultural practises of Partners to Te Tiriti o Waitangi 	<ul style="list-style-type: none"> Programmes developed to incorporate the history, heritage, language and cultural practises of Partners to Te Tiriti o Waitangi 	<ul style="list-style-type: none"> Review programme implementation based on the history, heritage, language and cultural practises of Partners to Te Tiriti o Waitangi
<ul style="list-style-type: none"> Promote and Increase the everyday use of Te Ao Māori integration in all areas of Schooling 	<ul style="list-style-type: none"> Te Ao Māori meaningfully apparent in all areas of Schooling 	<ul style="list-style-type: none"> Review and Monitor the effectiveness of Te Ao Māori teaching and Learning
<ul style="list-style-type: none"> Review our Reporting Template and seek feedback from our School community to ensure it reflects our School culture 	<ul style="list-style-type: none"> Adapt & modify Reporting format to further reflect our School culture 	<ul style="list-style-type: none"> Implement new Reporting format to fully reflect our School culture
<ul style="list-style-type: none"> Work as a whole Board to enhance Governance collaborative decision making based on School Community needs 	<ul style="list-style-type: none"> Implement effective transition practices with the new Board to enhance Governance collaborative decision making based on School Community needs 	<ul style="list-style-type: none"> Attend Professional Development courses as a whole Board to enhance Governance collaborative decision making based on School Community needs
<ul style="list-style-type: none"> Legislative Requirements at Governance and Management level undertaken within a realistic timeframe 	<ul style="list-style-type: none"> Legislative Requirements at Governance and Management level undertaken within a realistic timeframe 	<ul style="list-style-type: none"> Legislative Requirements at Governance and Management level undertaken within a realistic timeframe

STRATEGIC GOAL 2

D.P.S

Ensuring Success: Through Excellence in Teaching and Learning (Ako)

OBJECTIVES

2021	2022	2023
<ul style="list-style-type: none"> School wide Curriculum reviews in Literacy, including Spelling and Phonographics, as well as Maths including Basic Facts 	<ul style="list-style-type: none"> School wide Curriculum reviews in Phys-ed, Health and the Arts 	<ul style="list-style-type: none"> School wide Curriculum reviews in Science, Social Studies and History
<ul style="list-style-type: none"> Develop a Curriculum plan that supports the use of integrated technology, across all year groups 	<ul style="list-style-type: none"> Implement a balanced and inclusive Digital Technology Curriculum Plan 	<ul style="list-style-type: none"> The use of Digital Technology is fully integrated and embedded within all Curriculum areas
<ul style="list-style-type: none"> Establish a Professional Growth Cycle, including Self Reflection, which is focused on improving Teacher practice 	<ul style="list-style-type: none"> Encourage and facilitate opportunities for Professional Growth and Self Reflection 	<ul style="list-style-type: none"> Maintain a culture of relevant Professional Learning and Self Reflection
<ul style="list-style-type: none"> Develop collaborative leadership structures for Staff 	<ul style="list-style-type: none"> Collaborative Leadership structures for Staff evolving 	<ul style="list-style-type: none"> Collaborative Leadership structures for Staff evident
<ul style="list-style-type: none"> Continue to develop innovative and inclusive teaching practices 	<ul style="list-style-type: none"> Innovative and inclusive teaching practices reviewed and adapted 	<ul style="list-style-type: none"> Innovative and inclusive teaching practices enhanced
<ul style="list-style-type: none"> Environments and culture that provides opportunities for all to achieve to their full potential developed 	<ul style="list-style-type: none"> Environments and culture that provides opportunities for all to achieve to their full potential promoted 	<ul style="list-style-type: none"> Environments and culture that provides opportunities for all to achieve to their full potential maintained
<ul style="list-style-type: none"> Provide students with learning opportunities in areas they are passionate about 	<ul style="list-style-type: none"> Increasingly provide students with learning opportunities in areas they are passionate about 	<ul style="list-style-type: none"> Students provided with numerous learning opportunities in areas they are passionate about
<ul style="list-style-type: none"> Target programmes aimed at meeting the needs of all children developed and implemented 	<ul style="list-style-type: none"> Target programmes aimed at meeting the needs of all children reflect School Culture 	<ul style="list-style-type: none"> Target programmes aimed at meeting the needs of all children monitored for effectiveness

STRATEGIC GOAL 3

D.P.S

Ensuring Success: Through positive relationships and communication with our School Community (Whānaungatanga)

OBJECTIVES

2021	2022	2023
<ul style="list-style-type: none"> Maintain and continue to develop open communication between school, whānau and our local community to celebrate student work, successes and challenges 	<ul style="list-style-type: none"> Open and meaningful sharing between School and Home - Home and School, celebrating student work, successes and challenges 	<ul style="list-style-type: none"> Monitor the effectiveness of the sharing platforms, and the impact on Teacher and student workload
<ul style="list-style-type: none"> Engage with our wider community to be involved in school programmes to enhance learning opportunities 	<ul style="list-style-type: none"> Regular Community involvement in school programmes to enhance learning opportunities 	<ul style="list-style-type: none"> Expand Community involvement in school programmes to enhance learning opportunities
<ul style="list-style-type: none"> Further develop our inclusive supportive culture, with a strong emphasis on Tuakana - teina 	<ul style="list-style-type: none"> Deepen our inclusive supportive culture, with a strong emphasis on Tuakana - teina 	<ul style="list-style-type: none"> Promote our inclusive supportive culture, with a strong emphasis on Tuakana - teina
<ul style="list-style-type: none"> Enviroschools priorities researched and developed 	<ul style="list-style-type: none"> Enviroschools principles incorporated in School curriculum 	<ul style="list-style-type: none"> Sustainable Enviroschools programmes embedded in School curriculum
<ul style="list-style-type: none"> Local curriculum is explored through engagement/review with school & wider community 	<ul style="list-style-type: none"> Local Curriculum programmes that are relevant and inclusive are developed 	<ul style="list-style-type: none"> Sustainable Local curriculum programmes are implemented
<ul style="list-style-type: none"> Strengthen our positive relationship with our Māori and ESOL community 	<ul style="list-style-type: none"> Enhance and strengthen our positive relationship with our Māori and ESOL community 	<ul style="list-style-type: none"> Promote our positive relationship with our Māori and ESOL community
<ul style="list-style-type: none"> Share work, success and challenges while celebrating diverse abilities & individual excellence 	<ul style="list-style-type: none"> Continue to share work, success and challenges while celebrating diverse abilities & individual excellence 	<ul style="list-style-type: none"> Regularly share work, success and challenges while celebrating diverse abilities & individual excellence

ANNUAL PLAN

D.P.S

Strategic Goal 1

Ensuring Success: Through celebrating our Unique School Culture (Tangata Whenuatanga)

Annual Goals (Objectives)	Actions	Responsibility	Budget	Timeline
<ul style="list-style-type: none"> Review our School's Values, Vision & Motto, and ensure it is understood by all of our School community 	<ul style="list-style-type: none"> Review and seek feedback on our School Vision & Motto to make sure it aligns with our current community and students Adapt and modify Vision and Motto if necessary to reflect our current community and students 	<ul style="list-style-type: none"> BOT Staff Community Students 	-	Term 2
<ul style="list-style-type: none"> Positively promote awareness, respect, integration & celebration of culture 	<ul style="list-style-type: none"> Kapahaka, Community Events, Art, Music, Ukelele Group, Tuakana Teina Buddies, K ē mu (Games), 'House' Tukutuku Panels, Outdoor Mural, Outdoor Education Week, School Camps, Clubs, Lunch hour PALS 	<ul style="list-style-type: none"> ALL 	-	2021
<ul style="list-style-type: none"> Programmes to support our Staff, Students and School Communities Health and Well being (Hauora) developed 	<ul style="list-style-type: none"> Yoga, Mindfulness, Weekly Sports Rotations, Brain Breaks with Physical activities, Hauora time daily Opportunities for self reflection and goal setting Annual events - Athletics, House Challenges, Cross Country, Kapahaka, School Production All staff given one days paid Hauora - Well being leave during Term time Wellbeing - Hauora Survey with Students and Staff Ensure Staff familiar with Health and Safety and Child Protection Policies All Staff to have current First Aid Qualifications 	<ul style="list-style-type: none"> ALL BOT 	\$2000	2021
<ul style="list-style-type: none"> Review our Bronze, Silver & Gold Schools Leadership Programme 	<ul style="list-style-type: none"> Provide Senior students with opportunities to develop leadership skills Senior students take ownership for their learning within Leadership programme Add more Leadership opportunities to the list Review the change to an Online format 	<ul style="list-style-type: none"> Ellen Ruth Tania Students 	-	2021

<ul style="list-style-type: none"> Review the Cultural competencies, and how well we are using them 	<ul style="list-style-type: none"> Staff PD on Cultural Competencies Whānau Roopu (Family Group) consultation Teacher Only Days/Planning Meetings to ensure competencies interwoven throughout Ann Milne/Raiha Johnson to support the implementation and Integration of competencies 	<ul style="list-style-type: none"> BOT Staff Community Caylieh 	-	Term 2
<ul style="list-style-type: none"> Investigate ways to incorporate the history, heritage, language and cultural practises of Partners to Te Tiriti o Waitangi 	<ul style="list-style-type: none"> All staff and students to learn a personal mihi Whānau consulted on ways to improve education for Māori students Staff PD Visiting 'Experts' - Jerome Kavanagh (Later 2021) - Matua Hita (Later 2021) Specific teaching around the Treaty throughout the year Values and beliefs incorporated and taught Whakatouki (proverb) regularly shared with staff, students and community 	<ul style="list-style-type: none"> BOT Staff Students Community 	\$500?	2021
<ul style="list-style-type: none"> Promote and Increase the everyday use of Te Ao Māori integration in all areas of Schooling 	<ul style="list-style-type: none"> Ministry PD for Staff Staff PD Shared resources in Shared 2021 Drive Folder "Banned" words and phrases - shared with community in newsletters Integration of Te Reo (Language) & Tikanga (Customs and traditional values) in teaching and learning Whakatouki (proverb) Whānau Roopu (Family Group) consultation 	<ul style="list-style-type: none"> BOT Staff 	-	2021
<ul style="list-style-type: none"> Review our Reporting Template and seek feedback from our School community to ensure it reflects our School culture 	<ul style="list-style-type: none"> Analyse current report format -Positives. Negatives, Interesting (PNI) Ask local schools for their Reporting Templates - PNI Survey School Community for feedback on current reporting Draft new Report Template which reflects School culture 	<ul style="list-style-type: none"> Tania 	-	Term 1
<ul style="list-style-type: none"> Work as a whole Board to enhance Governance collaborative decision making based on School Community needs 	<ul style="list-style-type: none"> 5Yr Property Plan Building Upgrades based on identified needs NZSTA PD around Governance relevant issues as required New bilingual signage around the school 	<ul style="list-style-type: none"> BOT Tania Caylieh 	Ministry Funds	2021

<ul style="list-style-type: none"> • Legislative Requirements at Governance and Management level undertaken within a realistic timeframe 	<ul style="list-style-type: none"> • Meet deadlines for the submission of <ul style="list-style-type: none"> ○ Analysis of Variance (AOV) ○ Charter - Strategic Plan - Annual Plan - Targets ○ ESOL Applications ○ Financial Statements ○ Roll Returns • Policy and Self Reviews undertaken as per 3 year Self Review Cycle • Comply with all legislation concerning School Operations 	<ul style="list-style-type: none"> • BOT • Tania 	-	2021
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Strategic Goal 2

Ensuring Success: Through Excellence in Teaching and Learning (Ako)

Annual Goals (Objectives)	Actions	Responsibility	Budget	Timeline
<ul style="list-style-type: none"> School wide Curriculum reviews in Literacy, including Spelling and Phonographics, as well as Maths including Basic Facts 	<ul style="list-style-type: none"> Curriculum coverage checklist developed Long Term Plans modified and developed to reflect balanced Curriculum coverage Regular and consistent teaching of Basic Facts, Phonographics and Spelling Twice termly testing of Spelling, Basic Facts and Phonographics to monitor progress 	<ul style="list-style-type: none"> Tania ALL 	-	2021
<ul style="list-style-type: none"> Develop a Curriculum plan that supports the use of integrated technology, across all year groups 	<ul style="list-style-type: none"> PD in Digital Technology 15 Days PD during terms 1-3 with Vanessa Stupples - Digiteach DT integrated throughout curriculum programmes Chrome Books required due to Roll Growth Lease 6 more i-pads so a total of 12 i-pads throughout the school Google Sites use in Yrs 5-8 & SeeSaw use with Yrs 0-4 	<ul style="list-style-type: none"> Vanessa Stupples - Digiteach Amy ALL 	\$5000 \$1500 \$2800	2021
<ul style="list-style-type: none"> Establish a Professional Growth Cycle, including Self Reflection, which is focused on improving Teacher practice 	<ul style="list-style-type: none"> Participate in Professional Growth Cycle (PGC) PD via Zoom meetings and Ministry information Attend Beginning Principal Hui on PGC Develop a PGC format that reflects our School Culture and is relevant and meaningful Reflect on planning and Teaching practice 	<ul style="list-style-type: none"> ALL 	\$2500	2021
<ul style="list-style-type: none"> Develop collaborative leadership structures for Staff 	<ul style="list-style-type: none"> Management units allocated and shared to those who have taken on more responsibility Areas of responsibility and programme implementation shared amongst Staff <ul style="list-style-type: none"> Lisanne - ESOL Amy - ICT Ellen - PE/Sport Caylieh - M ā ori Each Staff Member to lead one staff meeting on an area of interest/need - Report on Individual PD taken for staff 	<ul style="list-style-type: none"> Tania Staff 	-	Term 1

<ul style="list-style-type: none"> Continue to develop innovative and inclusive teaching practices 	<ul style="list-style-type: none"> DT Professional Development Classroom observations - feedback Resources, activities and ideas shared Access Professional Development that supports innovative teaching practices Make Play Create PD for Junior teachers Universal design for Learning (UDL)- a way to connect every student to the learning experience, and a ways of looking at learning that is fully inclusive and promotes success for learners, regardless of ability 	<ul style="list-style-type: none"> Tania ALL 	-	2021
<ul style="list-style-type: none"> Environments and culture that provides opportunities for all to achieve to their full potential developed 	<ul style="list-style-type: none"> Promote opportunities (sporting, cultural, leadership, arts, science & technology) Yr 6-8 Leadership Programme Online Learning Regular EOTC programmes and opportunities, overnight camp, Deep Cove UDL Bloom's Taxonomy / Multiple Intelligences Teaching Practices 	<ul style="list-style-type: none"> ALL 	-	2021
<ul style="list-style-type: none"> Provide students with learning opportunities in areas they are passionate about 	<ul style="list-style-type: none"> Online Learning Involvement in REAP courses Young Einsteins Quiz Enviroschools development STEM Challenges Passion Projects Bloom's Taxonomy /Multiple Intelligence principles incorporated Clubs / Arts programmes / Technology Classes in Winton 	<ul style="list-style-type: none"> ALL 	-	2021
<ul style="list-style-type: none"> Target programmes aimed at meeting the needs of all children developed and implemented 	<ul style="list-style-type: none"> Self Regulated learning promoted Regularly update Target Student Register Ongoing review of Target children and their achievement IEP's Extension programmes accessed for those who need further enrichment Develop an effective 'skills based' programme for children who have differing needs - UDL Reading Recovery ESOL - Around the world programme 	<ul style="list-style-type: none"> ALL 	-	2021

ANNUAL PLAN

D.P.S

Strategic Goal 3

Ensuring Success: Through positive relationships and communication with our School Community (Whānaungatanga)

Annual Goals (Objectives)	Actions	Responsibility	Budget	Timeline
<ul style="list-style-type: none"> Maintain and continue to develop open communication between school, whānau and our local community to celebrate student work, successes and challenges 	<ul style="list-style-type: none"> Regular conversations, casual chats, greetings Text messages, phone calls, emails School App messages Newsletter Seesaw and Blog Use WOW Nights Community events Principal/Staff regularly meet with PTN Communicate information clearly around new expectations and events Build upon reciprocal relationships with local Kindergarten (Tuakana Teina) 	<ul style="list-style-type: none"> ALL 	-	2021
<ul style="list-style-type: none"> Engage with our wider community to enhance learning opportunities 	<ul style="list-style-type: none"> Host Parent Education session re: Online Safety - John Parsons Clubs Kapahaka School Production Grandparent Reading Enviroschools PTN Group Community Days - Duathlon, Athletics, House Challenges Pet Day Working Bees Scholastic Book Fair 	<ul style="list-style-type: none"> ALL 	\$2000? Production Costs	2021
<ul style="list-style-type: none"> Local curriculum is explored through engagement/review with school & wider community 	<ul style="list-style-type: none"> School and community review around local curriculum - explore what this will look like for our School - linked to school values (Local Marae, businesses, kindy etc) Incorporate local curriculum into curriculum coverage overviews Enviroschools 	<ul style="list-style-type: none"> Tania 	-	

<ul style="list-style-type: none"> Effectively share information between School and Home 	<ul style="list-style-type: none"> Develop a new school APP and Website, as well as Seesaw and Blogs Use School APP, Seesaw and Blogs Clear communication - include Te reo & Tagalog plus definitions PTN/BOT Updates in School Newsletter 	<ul style="list-style-type: none"> ALL BOT/PTN SchoolAPP 	-	2021
<ul style="list-style-type: none"> Continue to work as a whole Board to enhance collaborative decision making based on Community needs 	<ul style="list-style-type: none"> Regular surveys on areas of need Policy and Procedure review 5 year Property Plan Projects underway 	<ul style="list-style-type: none"> BOT 	Ministry Funds	Ongoing
<ul style="list-style-type: none"> Enviroschools priorities researched and developed 	<ul style="list-style-type: none"> Enviroschools Hui at Limehills School Regular Meetings with Enviroschools Team Leaders Student, Whānau and Community Consultation around enviroschools focus Learn the relevant Te reo and tikanga for the flora and fauna of our local area Host Parent Education session around us becoming an Envirschool Enviroschools Priority chosen Initial Enviroschools project developed and undertaken 	<ul style="list-style-type: none"> Lisanne Ellen ES Team Leaders 	\$1000?	Ongoing
<ul style="list-style-type: none"> Share work, success and challenges while celebrating diverse abilities & individual excellence 	<ul style="list-style-type: none"> Wow nights Polyfest Productions School Assemblies Newsletters Community newsletters School Website 	<ul style="list-style-type: none"> ALL 	-	Ongoing

Strategic Goal 1 - Ensuring Success: Through Excellence in Teaching and Learning (Ako)

ANNUAL TARGET

MATHS

Raising student achievement in Numeracy through the following targets

1. At least 80% of the 16 children who are currently AT RISK of achieving their expected level in Maths, will be at expected level at the end of the year.
2. At least 80% of the 8 children who are currently BELOW or WELL BELOW their expected level in Maths, will make accelerated progress towards their expected level by the end of the year.

BASELINE DATA

- Schoolwide data collected at the end of 2020 showed 69% of children were At or Above in achieving NZ Curriculum standards in Maths
- 50% of children in the Target group who are AT RISK, are identified as Transient. Our definition of Transient being Y0-2 children who have attended one other schools previously, before Drummond or Y3-8 children who have attended two or more other schools previously, before Drummond
- 8 of the 9 Target children (89%) who are either BELOW or WELL BELOW are also Transient

INITIAL DATA

- Teachers will collect initial Assessment Data in February/March 2021. This data will be used to help make further informed decisions regarding Teaching and Learning programmes, Resources, Professional Development and Support Programmes required

SOURCES OF DATA

- End of 2020 and start of 2021 OTJ using NZ Curriculum
- Assessment OF learning: GLOSS test, IKan test, JAM test, Whole school moderation sessions
- Assessment AS learning: Observations - ongoing
- Discussions and observations /questioning
- Formative assessment practices including self and peer assessment and formative notes in modeling books, notes in books
- Overall Teacher Judgements (including assessment of strands taught so far this year - Statistical Literacy, Statistics, Number- Add/Sub, Geometry)

Actions	Responsibility	Expected Outcomes	Budget	Timeline
<ul style="list-style-type: none"> Professional development - Advice, modelling lessons, observations & feedback to teachers 	<ul style="list-style-type: none"> Principal Maths Facilitator 	<ul style="list-style-type: none"> Steady student achievement gains through increased teacher knowledge and capability Achievement Targets met 	PD \$1000	Terms 1-4
<ul style="list-style-type: none"> Gather Initial/Interim data to assess children's mathematics ability 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Individual needs met through teacher awareness of children's abilities and needs. 	Relievers	Feb/March
<ul style="list-style-type: none"> Initial data report presented to Board 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Reports presented & discussed 	-	July
<ul style="list-style-type: none"> Access support and professional development 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> PD reports presented 	-	Ongoing
<ul style="list-style-type: none"> Support programmes operating with targeted children 	<ul style="list-style-type: none"> Teacher/Teacher Aid 	<ul style="list-style-type: none"> Accelerated progress achieved through focused teacher intervention 	-	March-December
<ul style="list-style-type: none"> Identify children with specific needs e.g. "at risk" or high achievers. Review children's needs each term. Liaise with parents/caregivers of target students around ways to support student's learning. 	<ul style="list-style-type: none"> ALL 	<ul style="list-style-type: none"> Target groups identified. Reflective practices ensure learning programmes adapted to suit needs Support teacher providing extra support for children with specific needs 	-	February - December
<ul style="list-style-type: none"> Identify any barriers to learning. 	<ul style="list-style-type: none"> ALL 	<ul style="list-style-type: none"> Barriers identified. 	-	Feb - Dec
<ul style="list-style-type: none"> Provide specific support programmes for children with specific needs e.g. "at risk" or high achievers. 	<ul style="list-style-type: none"> ALL 	<ul style="list-style-type: none"> Support programme operating Student achievement gains through support. 	Teacher Aid Costs	February - December
<ul style="list-style-type: none"> Regular staff meetings: focus on reading; teacher development, moderation and meeting children's needs. 	<ul style="list-style-type: none"> ALL 	<ul style="list-style-type: none"> Student achievement gains through increased teacher knowledge and capability Achievement targets met 	-	February - December
<ul style="list-style-type: none"> Monitor children's progress and implement strategies as required. 	<ul style="list-style-type: none"> ALL 	<ul style="list-style-type: none"> Decisions made regarding children's needs 	-	Feb - Dec
<ul style="list-style-type: none"> Interim progress report presented to Board 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Report presented & discussed 	-	July
<ul style="list-style-type: none"> Analyse and reflect on end of year data to inform progress and planning for 2021. 	<ul style="list-style-type: none"> ALL Principal 	<ul style="list-style-type: none"> Decisions made regarding future needs 	-	December
<ul style="list-style-type: none"> End of year assessment data and report presented to Board 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Report presented & discussed 	-	December
<ul style="list-style-type: none"> Analysis of variance completed. 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Presented to Board 	-	December
<ul style="list-style-type: none"> Annual report 2022 (2021 school year) 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Annual report completed 	-	31.05.22