



School Charter
Strategic and Annual Plan for
Avondale Primary School

2019 -20

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Avondale Primary School 2019 - 20
Introductory Section - Strategic Intentions

Mission Statement	APS is committed to providing quality education that is relevant, engaging and challenging.
Vision	Connected and creative learners, thinkers and communicators who can effectively make a difference.
Values	Whakaute – Respect, Manawaroa – Resilience, Waihanga-tanga – Creativity, Pono - Integrity
Māori Dimensions and Cultural Diversity	<p style="text-align: center;"><u>Te pepeha o the kura tuatahi o Paatiki</u></p> <p>Ko Te Wao nui o Tiriwa te maunga pae (mountain range)</p> <p>Ko Te Whau te awa rere (river)</p> <p>Ko Paatiki te rohe (area)</p> <p>Ko Te Kura tuatahi o Paatiki te kura (school)</p> <p>Kei raro i te iwi tuturu, ko Te Kawerau a Maki. (authority tribe)</p>
Special Character / Māori Medium status	N/A

Baseline Data or School Context

Students' Learning	<p>NS data 2014-17 indicated a decrease in student achievement across all cohorts including ethnicities, gender and year levels. At EoY 2017 NS data was languishing in the low 60% range.</p> <p>As EOY 2018, the APS data was...</p> <p><u>APS A of V data 2018.</u></p> <table border="1" data-bbox="533 496 1729 839"> <thead> <tr> <th style="background-color: #FFD700;">Who</th> <th style="background-color: #FFD700;">Reading</th> <th style="background-color: #FFD700;">Writing</th> <th style="background-color: #FFD700;">Maths</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>69% / 69% 0%</td> <td>66% / 65% +1%</td> <td>73% / 72% +1%</td> </tr> <tr> <td>Male</td> <td>66% / 64% +2%</td> <td>58% / 56% +2%</td> <td>74% / 71% +3%</td> </tr> <tr> <td>Female</td> <td>72% / 74% -2%</td> <td>72% / 73% +1%</td> <td>72% / 74% -2%</td> </tr> <tr> <td>Maori</td> <td>62% / 56% +6%</td> <td>58% / 57% +1%</td> <td>61% / 59% +2%</td> </tr> <tr> <td>Pakeha</td> <td>85% / 84% +1%</td> <td>87% / 80% +7%</td> <td>86% / 83% +3%</td> </tr> <tr> <td>Asian</td> <td>76% / 77% -1%</td> <td>70% / 68% +2%</td> <td>87% / 81% +6%</td> </tr> <tr> <td>Pasifika</td> <td>61% / 65% -4%</td> <td>56% / 59% -3%</td> <td>63% / 68% -5%</td> </tr> <tr> <td>MELAA</td> <td>68%</td> <td>70%</td> <td>68%</td> </tr> </tbody> </table>	Who	Reading	Writing	Maths	All students	69% / 69% 0%	66% / 65% +1%	73% / 72% +1%	Male	66% / 64% +2%	58% / 56% +2%	74% / 71% +3%	Female	72% / 74% -2%	72% / 73% +1%	72% / 74% -2%	Maori	62% / 56% +6%	58% / 57% +1%	61% / 59% +2%	Pakeha	85% / 84% +1%	87% / 80% +7%	86% / 83% +3%	Asian	76% / 77% -1%	70% / 68% +2%	87% / 81% +6%	Pasifika	61% / 65% -4%	56% / 59% -3%	63% / 68% -5%	MELAA	68%	70%	68%
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Student Engagement	<p>Classroom observations, teacher reflections and anecdotal evidence indicate a low level of engagement from many students, particularly our target cohorts.</p>																																				
School Organisation and Structures	<ul style="list-style-type: none"> - 15 classrooms, 2 teams Paatiki and Whau. - 7 in Whau / 8 in Paatiki. - Both teams have classes from Y1-6. - Walking Principal and Deputy Principal 																																				
Review of Charter and Consultation	<p>After completing our Analysis of Variance 2018, our current strategic plan was developed. We will enter a review of the full charter and consultation during 2019 as we invite parents, teachers and students to participate in the Kia tu rangatira ai, succeeding and thriving in education survey developed, administered and analysed by the University of Auckland.</p>																																				

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2019 - 2020
Students' Learning	We will use teaching as inquiry with a focus on taking an evaluative approach, and data collation and analysis to improve teacher pedagogy and student achievement.	<p>Embed the APS professional inquiry process utilising the Linc-ed SMS with timetabled self, peer and student reflection, review and feedback.</p> <p>Set and track Huarahi goals on OneNote, to be tracked on Linc-ed.</p> <p>Review assessment.</p> <p>Setting up classrooms for independent learning</p>
Student Engagement	Our children will experience a learning environment that allows them to learn, grow and experience success supported by their teachers, their whanau and one another working in learning-focused partnership.	<p>Update the APS curriculum.</p> <p>Build an environment where children learn to manage themselves and are encouraged and recognized as capable, socially adept and self-motivated individuals.</p> <p>Implement sustainable cultural practices for Maori and Pasifika students.</p>
School Organisation and Structures	We will have systems and processes that give us the information we need to change and adapt our practice to ensure our children are successful.	<p>Improvement of behavior management strategies via participation in the Positive Behaviour for Learning PB4L and Incredible Years programme.</p> <p>Embed the use of systems for tracking student progress (Huarahi and Linc-ed).</p> <p>Review and refine appraisal.</p> <p>Procedures for SENCO are developed and implemented.</p>

		Provide ESOL PLD for all staff to spread responsibility across the school.
Personnel	Develop a sustainable distributed leadership model across the school.	Development for senior leadership to extend their connectedness to the wider education community and current developments. Utilisation of SWIVL tool to improve teaching and learning.
Property	To provide a safe physical, emotional and spiritual environment.	Implement the 5ya. Develop a plan for development of the physical school environment. Ensure that the cultures of the school, and particularly of tangata whenua, are reflected in all aspects of our environment.
Finance	To consolidate the financial position of APS.	Funding applications made to external agencies.
Community engagement	We will have learning focused partnerships to effectively work together ensuring that all our children learn, grow and experience success.	Increase number of school community events. Consult our community on our updated graduate profile

Improvement Plan - Domain: Learning

Strategic Goal

We will use teaching as inquiry with a focus on taking an evaluative approach, and data collation and analysis to improve teacher pedagogy and student achievement.

Annual Goal

Teaching as inquiry is embedded into APS practice.

Annual Target

APS student achievement will improve to 75% at or above.

Baseline data

There is average knowledge, skills and experience with the Teaching as Inquiry process.

Key Improvement Strategies

When	What	Who	Indicators of Progress
Ongoing	Embed the APS professional inquiry process utilising the Linc-ed SMS	Leadership Team	Evidence of timetabled self, peer and student reflection, review and feedback. Two inquiries for 2019.
Ongoing	Set and track Huarahi goals on OneNote, to be tracked on Linc-ed. Knowing where each child is at any given point in time.	Teachers	Huarahi understood, displayed, shared with children and parents. One year to establish how this will work. Through OneNote - ongoing evidence of child's progress and achievement - goals achieved highlighted and dated in Linc-ed. Develop a visual representation of progress as a summary. Work in collaboration with other schools to consider how to develop this further.

			<p>Plan to use this to supersede current reporting format.</p> <p>Organise a parent meeting and share with the BoT on how this will work.</p>
	Review assessment.	Leadership Team	<p>Plan and goal into 2019 charter.</p> <p>Introduce PaCT.</p> <p>PLD on Observation survey and running records.</p> <p>Update Linc-ed to align progressions.</p> <p>Update assessment schedule and policy including Huarahi.</p> <p>e-asTTle for all areas - consider weightings for 2019.</p> <p>Formalise the recording of ongoing assessment (conferences, modelling books, running records, observations etc.)</p> <p>Establish planning and assessment folders with checklists, notes, links, photographs, data analysis etc.</p> <p>Establish how and where will information from teacher's aides be recorded.</p>

			Use this information for reporting purposes. PLD from Linc-ed.
	Setting up classrooms for independent learning	Leadership Team	<p>Conferencing - teachers record a summary of their conversations with children.</p> <p>PLD for children - what is evidence? Children encouraged to show the teacher they have attained their goals with their own evidence.</p> <p>Collaborative creation of activities to support each goal on learning progressions.</p> <p>Continuation of MLE PLD for 9 newly renovated classes.</p> <p>Teachers, teacher aides and students using IT devices to record evidence for Huarahi.</p> <p>Usage and monitoring of external programmes and apps e.g. Study Ladder, Sunshine Online, Languagegenut</p>
<p>Monitoring</p> <ul style="list-style-type: none"> - P & DP are to consult the strategic plan with whole staff. - Strategic plan is on all meetings agendas. - Appraisal goals are linked to APS strategic plans. - One meeting template with set agendas to ensure consistency throughout APS. 			
<p>Resourcing</p> <p>TL release 0.4 per member 0.8 total.</p> <p>External appraisal costs for Principal.</p>			

Improvement Plan - Domain: Engagement

Strategic Goal

Our children will experience a learning environment that allows them to learn, grow and experience success supported by their teachers, their whanau and one another working in learning-focused partnership.

Annual Goal

The APS curriculum programme will be reviewed and is more relevant to its school community.

Annual Target

There is engagement from students and community with Huarahi.

Baseline data

The APS curriculum review started in 2018. Huarahi will be shared with students and therefore their parents from day 1 of 2019.

Key Improvement Strategies

When	What	Who	Indicators of Progress
T1-2	Continue the review of the APS curriculum.	Whole staff	<p>Localised contexts.</p> <p>Traditional and contemporary Maori contexts, particularly from Te Kawerau a Maki.</p> <p>Community contexts.</p> <p>Garden to table.</p> <p>Increase in the integration of the Arts.</p> <p>Link to Huarahi included.</p>

			Teaching and learning in a MLE included. Investigating 'play based learning'
Ongoing	Build an environment where children learn to manage themselves and are encouraged and recognized as capable, socially adept and self-motivated individuals.	Teachers	APS teachers conference daily with students with Huarahi goals. Teacher Aides (TAs) gather evidence for teachers to utilise in Huarahi and Linc-ed. Students gather evidence against their Huarahi goals. Parents contribute to the Huarahi goals.
Ongoing	Implement sustainable cultural practices for Maori and Pasifika students.	Whole staff	Principal participation in MACs PLD. Maori and Pasifika plans are developed with school community. APS staff and BoT PLD with MACs facilitator on Treaty of Waitangi and Cultural responsiveness. APS staff to initiate Curriculum Programme Resource (CPR) PLD. APS to work with MOE facilitator to improve cultural responsiveness with a major focus on Pasifika students.

			<p>Whole staff Te Reo PLD using Languagenut.</p> <p>Whole school use of Languagenut.</p> <p>Continuation of the Tuakana Teina reading.</p>
<p>Monitoring: Principal reports, Leadership Team meetings.</p>			
<p>Resourcing</p> <p>Te Akatea conference T2 for Principal.</p> <p>Reliever coverage for IY participants. (Contribution from MOE)</p> <p>Team leaders assigned the Maori and Pasifika strategic plans.</p>			

Improvement Plan - Domain: Organisation and structures

Strategic Goal

We will have systems and processes that give us the information we need to change and adapt our practice to ensure our children are successful.

Annual Goal

We will refine and enhance our tools and processes to inquire collaboratively into the effectiveness of our practice to raise student achievement.

Annual Target

APS is monitoring the improvement of student progress in Huarahi.

Baseline data

See Analysis of Variance.

Key Improvement Strategies

When	What	Who	Indicators of Progress
Ongoing	Improvement of behavior management strategies via participation in the Positive Behaviour for Learning PB4L and Incredible Years programme.	Teachers	<p>PB4L PLD for a small group of teachers. Reports back to Leadership team.</p> <p>IYs programme provided for identified teachers. Reports back to Leadership Team.</p>
Ongoing	Embed the use of systems for tracking student progress in Huarahi and Linc-ed.	Leadership Team	<p>A strengthening of data literacy.</p> <p>Huarahi are completed for usage and are part of team meetings.</p> <p>Reflective journals will continue to be used for individual and shared reflections on targeted students' progress, engagement and achievement.</p>

			Self & peer review, student voice. Multiple groups are monitored via Linc-ed by the LT.
Ongoing	Review and refine inquiries for appraisal.	P / DP	Two inquiries on Linc-ed.
Ongoing	Procedures for SENCO are developed and implemented.	P / SENCO	SENCO and ESOL discussions and referrals. Meetings with APS SWIS and RTLB. IEPs and ORS applications are developed.
Ongoing	Provide ESOL PLD for all staff to spread responsibility across the school.	P / SENCO	Increased provision of ESOL. Improved recording and reporting of progress. Improved communication with classroom teacher and teacher aides. Increased number of staff with ESOL qualifications.
Monitoring Teacher reflections in appraisal. Team Leader report per term. ESOL report per term.			
Resourcing ESOL funding is applied for and managed accordingly by SENCO. Hospitality for meetings with external agencies and parents.			

Improvement Plan - Domain: Personnel

Strategic Goal

Develop a sustainable distributed leadership model across the school.

Annual Goal

TLs chair each meeting with a set agenda.

Annual Target

Improved leadership capability of each Team Leader.

Baseline data

Our two new Team Leaders are experienced teachers that have worked together in a MLE. They have recent middle management experience but much less middle management PLD.

Key Improvement Strategies

When	What	Who	Indicators of Progress
Ongoing	Development for Leadership Team to extend their connectedness to the wider education community and current developments.	P / DP	Leadership Team attend leadership PLD opportunities. Leadership Team meetings scheduled regularly.
Ongoing	Utilisation of SWIVL tool to improve teaching and learning.	Leadership Team	Teachers record their teaching on a rostered basis, 3 per term, 12 in total. FBFF is evident particularly on the SWIVL recordings.

Monitoring

Leadership Team minutes.
Team minutes.
SWIVL recordings.

Resourcing

Hospitality costs.

Improvement Plan - Domain: Property

Strategic Goal

To provide a safe physical, emotional and spiritual environment.

Annual Goal

APS is a cultural reflection of its community.

Annual Target

APS develop artworks from a local cultural aesthetic, that are also functional in our APS environment.

Baseline data

5ya 80% completed. Dated internal painting. Dated security system. Lack of ventilation in hall. Lack of hall storage. No shade sails. Dated playgrounds. Untidy gardens.

50 kowhaiwhai palings completed to be hung around the school. A Waharoa is in place at the front of office. Kowhaiwhai in place in the school hall. APS values on school hall. A Garden to table plan has been developed in place of the disused senior playground.

Key Improvement Strategies

When	What	Who	Indicators of Progress
T1-2	Implement the 5ya.	BoT	P2 projects are completed. Potential P3 projects are developed for an amendment to 5yp.
T3-4	Develop a plan for development of the physical school environment.	BoT	Plan developed by BoT. Plan shared after consultation with APS community.
Ongoing	Ensure that the cultures of the school, and particularly of tangata whenua, are reflected in all aspects of our environment.	P/DP	Consultation with Te Kawerau a Maki and our APS community.

Monitoring

Principal reports.

Resourcing

5ya funding

Improvement Plan - Domain: Finance

Strategic Goal

To consolidate the financial position of APS.

Annual Goal

To increase the income of funds via external agencies.

Annual Target

The EoY Cash position improves over 2019 while meeting the financial obligations of this strategic plan.

Baseline data

APS has good financial systems. We do need to source more income to allow for a more flexible budget.

Key Improvement Strategies

When	What	Who	Indicators of Progress
T1-4	Funding applications made to external agencies. <ul style="list-style-type: none"> - Shade sails - Playgrounds - Garden to table - Sports equipment - Music equipment - Kapa haka uniform - Bikes in schools 	P / BoT	BoT agrees to funding applications to Trusts. Applications made to local businesses. Freebee applications to external agencies

Monitoring

Leading Edge

P / DP / BoT

Resourcing

Use current funds to initiate new projects.

Improvement Plan - Domain: Community engagement

Strategic Goal

We will have learning focused partnerships to effectively work together ensuring that all our children learn, grow and experience success.

Annual Goal

To improve the engagement of our school community.

Annual Target

Participation at fono / hui is increased to 20.

Baseline data

Fono and hui were held twice in 2018. Participation is linked to performances from the students.

Key Improvement Strategies

When	What	Who	Indicators of Progress
Ongoing	Increase number of school community events.	Leadership Team	<p>Share developments in our APS curriculum and how these relate to the wider changes in demands on the education system to meet the needs of a changing world.</p> <p>T1 – SoY picnic W5 / APS games W10 T2 – Mid winter do T3 – APS production T4 – EoY picnic / concert</p> <p>Major push to engage families with the Kia tu rangatira ai survey</p>
Ongoing	Consult our community on our updated graduate profile	Leadership Team	<p>Share the updated graduate profile and consult on:</p> <ul style="list-style-type: none"> - Whether it is fit for purpose;

			- And, any changes or adaptations that are needed.
Monitoring Leadership Team to monitor as agenda item in meetings.			
Resourcing Hospitality			