

# Argyll East School

School Number 2542

## Charter

## 2023

*Live, Learn, Grow!*

## ABOUT OUR SCHOOL.....

Argyll East School is a primary school, catering for students from Year 0 – Year 8. It is situated in the rural community of Argyll East and has a small farm attached to the grounds. The school will start 2023 with 71 children and at least 5 new entrants are expected throughout 2022. Children come from the Argyll East community and from the townships of Otane, Waipawa and Waipukurau. There are 2 bus runs, which bring the students to and from school daily.

Our staff consists of our principal who is also the Lead Principal for the Te Angiangi Kāhui Ako, three full-time teachers, two part-time teachers, two teacher aides and a school administrator. Argyll East School is warm and welcoming and the children enjoy good relationships with their peers and teachers. We welcome all students and we are committed to their engagement in all school activities and to their achievement. The school's culture is founded on our values of respect, integrity, perseverance and creativity. These values are evident throughout the school. Our vision is Live, Learn, Grow! and encourages all students to reach their full potential.

The school community is supportive of the school, its programmes and activities with families and children enjoying the close community nature of the school and the rural environment. Parents are encouraged to become actively involved in their child's education.

Argyll East School was opened on July 17th 1905 and currently has four-classrooms an administration block, a library/resource centre, swimming pool, adventure playground, tennis/netball/basketball court, cricket nets and a large playground area. Since 1905 Argyll East School has been at the heart of the Argyll Community, ensuring country values and farming contexts have been included in the school curriculum and are part of school life. We honour our country roots, using the school farm to help provide rich and meaningful learning contexts to enrich student's learning as well as allowing our parents and community to get more involved in school life.

Argyll East School has a very supportive parent body, community and an active Home & School Association. The Home & School Association runs fundraising activities and helps out at school events. Families are kept informed of what is going on at the school with a weekly newsletter, which is also delivered to the local community along with a website and facebook page. Seesaw is also used to keep parents up-to-date on student learning and school events.

The school continues to develop and implement the Argyll East School curriculum – “What Learning Looks Like at Argyll East School”. This is unique to our school. Our strategic plan for the next 3 years focuses on “Outdoor Learning” in our beautiful environment to increase engagement and love for learning. We are excited to further develop our Enviro School with a number of initiatives planned that will inspire and challenge our students, embed our vision and values and produce successful learners with a strong sense of identity!



## Cultural Diversity

### Argyll East School believes:

All Māori children have unlimited potential and are inherently capable of achieving educational success.

Argyll East School recognises the importance of teachers' relationships and engagement with Māori learners and with their whanau.

The teachers at Argyll East School actively promote the cultural competencies outlined in Tataiako:

- *Wananga*: participating with learners and communities in robust dialogue for the benefit of Māori learners achievement.
- *Whanaungatanga*: actively engaging in respectful working relationships with Māori learners, parents and whanau, hapu, iwi and the Māori community.
- *Manaakitanga*: showing integrity, sincerity and respect towards Māori beliefs, language and culture
- *Tangata Whenuatanga*: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whanau is affirmed.
- *Ako*: taking responsibility for their own learning and that of Māori learners

***Māori learners achieving education success as Māori!***

All cultures within our school are valued, accepted and celebrated through active encouragement of an inclusive school culture and values.

• Staff members ensure that all students are treated with respect and dignity, and actively work towards maximising the potential of each student irrespective of cultural backgrounds.

• All staff members are expected to develop an awareness of Tikanga Māori (Māori culture and protocol) and Te Reo Māori (Māori language) and incorporate these into classroom programmes.

Argyll East School works to foster better cultural understanding consistent with the Treaty of Waitangi.

• We report as part of our annual reporting process to the BOT on the achievement of our Māori students in literacy and numeracy

• We continue to build and maintain our Māori resources to support teaching and learning

• Daily programmes have a Māori dimension wherever possible: greetings, commands, language related to everyday objects, days, months, number, waiata, National Anthem.

• Each integrated unit includes Māori components as appropriate to the topic and the class level.

• Professional development and support of staff is offered on the understandings they need to develop with their students. Te Reo is a focus for development throughout the school.

We actively seek further opportunities to learn about Māori protocol through visits to local marae

Requests for instruction in Te Reo Māori will be given full and careful consideration by the Board of Trustees with regard to: personnel with the requisite skills and qualifications; overall school financial position; skills in school community and wider community.

Māori community are consulted in various ways including:

- Report evenings;
- Parent workshops;
- Newsletters;
- School events involving students;
- Informal interactions with families;
- Maintaining open door practice encouraging families to approach the school;
- Kapa Haka biannually with outside help where required and school staff.

# Academic Goal & Targets

**Goal:** *Students are high achievers who understand and utilise our vision, values and school habits to be life long and self-directed learners.*

**Target:** That 85% of our students will be at or above their Curriculum Level in Reading (2022 - 77%) Writing (2022 - 71%) and Maths (2022 - 79%).

To improve our maths results and increase the number of children at or above their curriculum level, we will:

- Continue to support new teachers with DMIC maths PLD
- Induct new teachers into the DMIC programme
- Target low achieving students with ALIM pedagogy including the accelerated learning technique - frontloading
- Continue using RAPs to focus on target students.
- Timetable meetings to discuss priority learners.
- Moderate across the school
- Continue development of Argyll math curriculum, focused on basics, rich tasks and authentic activities.
- Plan engaging contexts for Maori, Pacifica and other students.
- Include peer observations twice yearly or as required.
- Holiday numeracy ideas shared with whanau.
- Promote WST support in classrooms
- Add to teaching and learning resources
- Making learning progressions visible to all students
- AFL practices in each lesson - including WALTs and Success Criteria
- Learning goals set in each class - differentiated and shared with parents

To improve our writing and reading results and decrease the number of children below or well below their curriculum level, we will:

- Apply for PLD "Write That Essay" or similar, submitted - mid November 2022
- Continue Structured Literacy programme for target students and in junior classes
- Explicit phonological awareness to be taught daily in junior and middle classrooms - Heggarty
- Across school writing inquiry through Professional Growth Cycle
- Retain a literacy unit holder
- Ensure formative evaluation guides teaching and learning programmes.
- Continue membership of HB Literacy gp, attending relevant courses and reading Literacy Forums.
- Continue to seek authentic reading and writing situations – 2023 strategic plan promoting outdoor learning and engagement for all students
- Use of Chrome books and other IT to engage learners
- Continue See-Saw to encourage whanau engagement
- Promotion of student writing in school newsletter
- Peer observations twice yearly
- Caap becoming embedded. LLP indicators in teachers planning and in kids speak in children's books.
- Kids speak LLP on classroom walls with exemplars
- Ensure technical vocab consistent throughout school
- Excellent examples of reading and writing shared with students and community.
- Student writing published for the Library for all students to share
- Familiarisation with PACT writing to support planning and assessment where needed



**Our Vision**  
**LIVE LEARN GROW**

**STRATEGIC GOAL**

**STRATEGIC INITIATIVES**

**SUCCESS**

1. Our school community actively live and demonstrate our school vision and values daily.

A localised curriculum - Our Local History (NZ Histories Curriculum)  
Well Being Programme - embed and extend  
Representations of our vision throughout school - bi lingual

Our school vision and values are evident in everything we do  
Our school has all learners at the centre and provides barrier free access  
Students are successful learners with good learning habits

2. Our curriculum utilises our amazing environment.

Our Local History in Pictures  
Outdoor Learning  
Curriculum Refresh & Inquiry  
Outdoor maintenance programme

Outdoor learning is a priority and provides enjoyment and motivation for learning  
High student engagement and enjoyment  
Wellbeing for all  
Environment is well managed and thriving

3. Our school community are engaged in school life and are at the heart of everything we do.

Community in school -School in community  
Our Local History community engagement  
Reporting  
Consultation

School whānau contribute to and participate in school life.  
Students contribute to and participate in community life.  
Engagement in consultation - school prospers.

# Road Map 2023-2025

Goals	2023				2024				2025			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<b>1. Everyone in our school community actively live and demonstrate our school vision, values and habits everyday.</b> Vision - "Live, Learn, Grow" Values - Respect, Integrity, Creativity and Perseverance Habits - Thinking, Managing Self, Relating to Others, Participating and Contributing and Using Language, Symbols and Text	Embed Bal-A-Vis-X		Research a well being programme for introduction across the school Eg. Pause, Breathe, Smile or Smiling Mind		Trial and evaluate well being programme		Implement and embed well being programme if appropriate or source another programme.					
	Increase signage of vision and values in te reo Māori		Source te reo Māori programme for teachers to build te reo capability		Trial te reo Māori programme				Embed te reo Māori programme			
	Implementation of NZ Histories Curriculum											
	Visual representation of our vision - within our environment				Vision and values focus in newsletter				Vision and values focus in newsletter			
	Honouring of our local history with acknowledgement of past awards and trophies - on display in office											
<b>2. Our curriculum utilizes our amazing environment.</b>	Create and implement a maintenance programme for our natural environment				Trial and modify maintenance programme				Evaluate maintenance programme and adjust accordingly			
	Develop our environment to enhance outdoor education and enjoyment - Creatives initiative - "Our local history in pictures" Year 2 Outdoor / Science overview				Introduce new outdoor activity - eg - Large Chess or swings (work alongside H&S) Year 3 Outdoor/Science Overview				Year 1 - Outdoor/Science Overview			
	Curriculum Refresh - MOE workshops and Teacher Only Days - supported by Kāhui Ako				Continue with Curriculum Refresh				Continue with Curriculum Refresh			
	PGC - Across School Writing Inquiry				PGC - Across school inquiry				PGC- Across School Inquiry			
<b>3. Our school community are engaged in school life and are at the heart of everything we do.</b>	Create and implement a community engagement plan - school in community - community day each term to celebrate learning Create and implement a community engagement plan - community in school Community consultation biannually											
	Consult with families re our current reporting methods		Modify reports in accordance with consultation		Evaluate and modify reporting as necessary							



# Annual Plan 2023 - Strategic Goal 1

Initiatives	Key Actions	Measures	Led by	Budget	Timeline
<b>1. Embed Bal-A-Vis - X</b>	<p>Discussion at staff meetings at beginning of year to reiterate the importance and value of the programme</p> <ul style="list-style-type: none"> <li>➤ Especially for students to self regulate</li> <li>➤ For whole class well being</li> </ul> <p>Purchase of Bill Hubert's book <b>Bal-A-Vis-X</b> - a series of <b>Balance/Auditory/Vision eXercises</b>, of varied complexity, all of which are deeply rooted in rhythm.</p> <p>Follow up meetings to monitor progress</p> <p>Purchase of resources to support programme - eg- balance boards</p>	<p>Student voice around benefits of participating in programme.</p> <p>Behaviour data - baseline # of students needing interventions for negative behaviours # mid year # end of year</p>	Teachers and teacher aides	\$500	Continue Term 1 - 4 2023 Until embedded
<b>2. Research a Well Being Programme for introduction across the school -</b>	<p>Investigate available Well Being programmes eg Pause Breathe Smile or Smiling Mind. This could run alongside the Bal-A-Vis-X programme</p> <p>Trial in classrooms, discuss at staff meetings, collect student voice, evaluate.</p>	<p>Baseline and end - Why do we need it - target students and whole class</p> <p>Baseline - End - Teacher survey what is effective? What more is needed? How is it being used?</p>	Principal and ??	\$1000 +	Term 2 - Term 4 2023
<b>Implementation of NZ Histories Curriculum</b>	<p>We have looked at the draft curriculum so have some knowledge of the curriculum</p> <ul style="list-style-type: none"> <li>➤ Attend Teacher Only Day - organised by Kāhui Ako to unpack the Common Practice Model - <i>Literacy, Maths, Communications and Matauranga Māori weaving through the curriculum</i></li> <li>➤ Build resources to support classroom programmes</li> <li>➤ Follow up workshops to develop knowledge</li> <li>➤ Work with Kāhui Ako to support growth</li> </ul>	<p>Teacher and student voice around practicality of delivering programme,</p> <ul style="list-style-type: none"> <li>➤ resources available</li> <li>➤ Understanding of Common Practice</li> </ul>	Principal Teachers Students	\$1000	Term 1 - Term 4, 2023
<b>4. Visual Representation of our Vision within our environment</b>	<p>Decide upon site for visual</p> <p>Design and ideas for logo and vision</p> <p>Investigate best outdoor materials for logo and vision statement</p> <p>Seek local knowledge for ideas</p> <p>Source signwriter/company to complete project</p>	<p>Baseline - need for visual</p> <p>End - whānau satisfaction and feedback from all stakeholders</p>	Principal Teachers	\$2000	Term 1 - Term 4 2023
<b>5. Honouring of our local history with acknowledgement of past awards and trophies on display in office</b>	<p>Source glass cabinet for display of non current awards to honour and respect past families and students.</p>	<p>Baseline - acknowledging need for keeping history alive</p> <p>End - whānau satisfaction and feedback from all stakeholders</p>	Principal, Administrator	\$1500	Term 1-2 2023*

# Annual Plan 2023 - Strategic Goal 2

Initiatives	Key Actions	Measures	Led by	Budget	Timeline
<b>Create and implement a maintenance programme for our natural environment</b>	<p>Begin a yearly plan that will address the maintenance of our outdoor natural environment.</p> <p>Add to the plan as the year progresses and jobs become apparent</p> <p>Evaluate and adjust as required</p>	<p>Baseline - random acts of maintenance - needing to be clear about what needs to be done when</p> <p>End- a systematic and timely plan in place to ensure all gardening and outdoor jobs are completed each year.</p>	<p>Principal Enviro Unit holder</p> <p>Caretaker</p>	Tbc - dependent upon maintenance jobs	Term 1 - 2 2023
<b>Develop our environment to enhance outdoor education and enjoyment</b>	<p>Apply for Creatives programme</p> <p>Work with school and facilitator to brainstorm ideas for development</p> <p>Classes work with local community to collect information that will become artistically represented and portray our local Argyll East history</p> <p>Design and create visual</p> <p>Celebrate with an official opening inviting local and wider community</p>	<p>Baseline - What is our local history - how much do we know</p> <p>End - what is now available, what is developed that can support learning and understanding in the future</p>	Principal Teachers Students Community	\$10,000 that is part of the Creatives initiative - given by MOE	Term 1-4 2023
<b>Curriculum Refresh -</b>	<p>Familiarize our staff with the new curriculum</p> <p>Attend Teacher Only Day to unpack the Common Practice Model - Literacy, Communications and Math weaving through all curriculum areas</p> <p>Build knowledge of Matauranga Māori weaving through all curriculum areas</p> <p>Attend workshops that will look at each curriculum area in light of the refresh</p> <p>Implement new model in classroom settings - Understand, Know, Do</p>	<p>Baseline - what is our knowledge of the new model of common practice and how will we use it in the classroom for different curriculum areas</p> <p>End - how are we feeling about the implementation of the new curriculum? Where do we now need to focus our energies and future learning?</p>	Principal MOE Kāhui Ako	Resources?? Teacher release time to investigate further	Term 1-4 2023 and beyond
<b>PGC - Writing Inquiry</b>	<p>Looking at 2022 data - decision on what our focus area should be in 2023</p> <p>Make this our PGC for all teachers across the school</p> <p>Facilitator or school led?</p> <p>Weekly development in staff meetings with shared RAP and teachers keeping their own PGC notes specific to their class and learners</p> <p>Contact with RTLit for professional readings and guidance</p> <p>Trialling of new ideas and resurrecting old ideas that work</p> <p>Monitoring of students who are below their expected achievement level</p> <p>Classroom observations and across school monitoring</p>	<p>Baseline writing data 2022</p> <p>Mid year data 2023</p> <p>End of year data 2023</p> <p>Teacher and student voice around writing - what works, what doesn't</p>	Principal Staff RTLit	\$500 for resources	Term 1-4 2023



# Annual Plan 2023 - Strategic Goal 3

Initiatives	Key Actions	Measures	Led by	Budget	Timeline
<b>Create and implement a community engagement plan - community in school</b>	<ul style="list-style-type: none"> <li>-Continue to develop our community engagement plan setting out weekly, monthly, quarterly and annual targets for engagement.</li> <li>-Plan termly events to celebrate learning and success.</li> <li>-Develop information sessions for community with students as facilitators or participants to encourage family attendance</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor number of actions to increase engagement - have we met the targets - weekly, monthly, quarterly, annually?</li> <li>- Record families engaged in events - 3 times during year</li> <li>- Monitor attendance levels of parents at information sessions and carry out satisfaction surveys</li> </ul>	Principal Staff Community	\$1000	Term 1 - 4 2023
<b>Create and implement a community engagement plan - school in community</b>	Further develop our community engagement plan setting our weekly, monthly, quarterly and annual goals for our involvement in the community	Monitor number of actions to increase engagement - have we met the targets - weekly, monthly, quarterly, annually?	Principal Staff Community	\$1000	Term 1-4 2023
<b>Community consultation</b>	Biannual <ul style="list-style-type: none"> <li>- What are you enjoying about AES?</li> <li>- Where can we improve?</li> <li>- New ideas?</li> </ul>	Number of responses Feedback received	Principal BOT		September 2023
<b>Reporting</b>	Consult with community about our current methods of reporting student achievement <ul style="list-style-type: none"> <li>➤ How will we provide the most important information for families - what type of information will we share</li> <li>➤ Use of Seesaw</li> </ul>	Community Feedback Teacher feedback Student feedback	Principal and Staff		Term 1 - Term 4 2023

# Other 2023 Key Improvement Strategies to Achieve Strategic Vision

## Property

1. Investigate communication system
2. Maintenance of riparian and wetland learning area – pathways, weed control, pest control
3. Cyclical maintenance - exterior painting of Learning Hub. Interior painting of administration block and staffroom. Possibly painting of doors, window sills and skirting boards throughout school (depending upon availability of painter).
6. Painting of school house fence, chook pen - BOT funded

## Finance

1. Continued development of investment programs
2. Work closely with Home and School to achieve common goals

## Community Engagement

2. Curriculum information sessions/evenings where needed
3. Continue using Seesaw to promote communication between classroom and home
4. Use of community members for reading and helping with classroom and school projects wherever possible
5. Inquiry learning projects with local farmers, teachers, kaumatua as relevant.
6. Meet the teacher opportunities – Back to school get together

## Personnel

1. One new teaching staff member – make welcome and induction
2. 2 Teacher aides with time directed at students best needs.
3. Professional Support in Maths – DMIC for newer teachers
4. Participation in Te Angi Angi Kāhui Ako in CHB – Lead principal and one classroom teacher as Within School Teacher.

## Strategic and Annual Planning

1. Board review schedule kept up to date and relevant
2. Necessary PD outlined and completed by board, staff and principal

## Curriculum Level Implementation

1. Unit holders to facilitate moderation and professional development meetings to ensure clarification of curriculum levels and expectations.



## B.O.T. 2023 Review Schedule

<b>2023</b>	<b>Area of Review</b>	<b>Meeting 1</b>	<b>Meeting 2</b>	<b>Meeting 3</b>	<b>Meeting 4</b>	<b>Meeting 5</b>
<b>Strategic Review</b>	<b>Charter</b>	Approve Charter Values	Annual Plan review, Mid year strategic review	School Vision Annual plan review	Strategic Planning	Analysis of Variance
	<b>Strategic Aims</b>	Strategic Goals	Strategic Goals	Strategic Goals	Strategic goals	Strategic goals 2024
<b>Regular Review</b>	<b>Policies</b>	Rules of the BOT Policies related to the principal	Review Curriculum policy	Review Self Review policy	Review Personnel policy	
	<b>Evaluation Indicators Student Progress and Achievement</b>	Standardised Tests	Domain 4 Other Learning Areas. Curriculum Levels Mid Year	Domain 5 Maths	Domain 6 Literacy	
	<b>Curriculum</b>	pp1-14	pp15-25	pp26-30	pp31-39	
	<b>Budget</b>	Budget approved	Monitor	Mid year review	Draft budget for 2024	Approve budget
<b>Board Process Requirements</b>		Charter to MOE 1st March Accounts to Auditor	Annual report completed and sent to MOE Review maintenance plans	Community consultation	Feedback from community	Plan accordingly for next year Review maintenance plans
<b>Other</b>	Report on hazards, asthma medication, accident register, monthly water results, maintenance plan, fire drills and evacuation					

