

Heriot School

CHARTER 2018

To Create Opportunity, Release Potential, Celebrate Success



Introduction

Heriot School is nestled in the heart of rural West Otago and provides quality education for Years 1-6. New entrants to Heriot School mainly come from Heriot Playgroup and Kidzway in Tapanui. After finishing primary school at Heriot most pupils go on to Blue Mountain College (Year 7-13) in Tapanui.

The Heriot School community is largely a rural farming area with a strong dairy, and sheep and beef presence. The largest employers in the township of Heriot are Road Transport Logistics Limited, Harliwich Contracting and various other contracting businesses. All of whom provide services to our rural community.

The Board of Trustees is committed to providing resources that improve student achievement and offer the best outcomes for individual students. Our school has extensive and well maintained grounds. The BOT aim to maintain and develop our environment to promote innovative learning that reflects our heritage, location, and facilitates a pathway to ongoing learning.

Our school has a proud history and a strong community involvement that is reflected in the amount of parental support and interest we receive.

Over the last five years the number of Year 6 students moving on to Blue Mountain College at the end of their time here has surpassed the new entrants starting school, which in turn has had a significant impact on our roll and staffing. In 2017 we finished the school year with 57 students and had three classrooms operating along with three teachers.

Students, staff, parents, whānau and school community are extremely proud and protective of our school. This loyalty generates an environment in which we collectively want to contribute and create the best opportunities for all of our learners.

Community Goals

HERIOT SCHOOL..

..students will learn about and live our vision and values;

Create Opportunity,

Release Potential,

Celebrate Success

Honesty, Excellence, Respect, Independence, Open Mindedness, Tenacity.

..will provide a positive learning environment that is inclusive and safe

..will ensure all students have the opportunity to reach their full potential in all New Zealand Curriculum areas (especially literacy and numeracy)

..will support the development and growth of staff and students

..will work and communicate clearly with parents to empower them in supporting their child's progress, achievement, and next learning steps.

..will manage and provide resources to effectively support 21st century learning

..will regularly review and adjust its performance to provide the best possible learning opportunities for students

Māori and Multicultural Diversity at Heriot School

Reflecting New Zealand's multi-cultural diversity

All cultures will be valued and accepted through the active encouragement of an inclusive school culture and ethos. All staff treat students as individuals with unique differences, talents and cultural values and perspectives that are respected.

Acknowledging the unique position of Māori culture

We are improving our cultural understandings and building a better awareness of Tikanga Māori and Te Reo Māori. We respect the Treaty of Waitangi, and look to develop the professional knowledge level of staff. We seek assistance from Māori parents/caregivers and Kaumatua for input and to develop expertise where possible.

What reasonable steps will the school take to incorporate tikanga Māori (Māori culture and protocol) into the school's curriculum?

Our school culture, classrooms and school celebrations will reflect Māori culture (through such things as our values, signage, waiata, every day greetings). We will continue to build resources to support tikanga Māori programmes. Our curriculum statements will include components of tikanga Māori as appropriate to the topic and the class level.

What will the school do to provide instruction in te reo Māori (Māori language) for full time students whose parents ask for it?

All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and availability of accommodation within the school. Alternative teaching and learning arrangements (such as enrolment at Correspondence School) would be discussed with parents.

What steps will be taken to discover the views and concerns of the school's Māori community?

On-going consultation with Māori whānau and the whole school community. The Board of Trustees has actively sought professional learning in developing cultural responsiveness and as a result introduced Hautū as a self-review tool.



Learning Targets 2018

Reading

Baseline data

15% of all learners 7/48 are reading below or well below the national standard in reading
24% of males 4/17 are reading below or well below the national standard in reading
10% of females 3/31 are reading below or well below the national standard in reading
40% 2/5 of Year 4 are reading below or well below the national standard in reading

TARGET - All six of our students that are below or well below (what was the reading national standard) by the end of the year, will have made appropriate accelerated learning progress as set against the literacy progressions and the New Zealand curriculum.

Writing

Baseline data

23% of all learners 11/48 are writing below or well below the national standard in writing
41% of males 7/17 are writing below or well below the national standard in writing
13% of females 4/31 are writing below or well below the national standard in writing
40% 2/5 of Year 4 are writing below or well below the national standard in writing

TARGET - All of our nine students that are below or well below (what was the writing national standard) by the end of the year, will have made appropriate accelerated learning progress as set against the literacy progressions and the New Zealand curriculum.

Mathematics

Baseline data

33% of all learners 16/48 are below (14) or well below (2) the national standard in mathematics
24% of males 4/17 are below or well below the national standard in mathematics
39% of females 12/31 are below or well below the national standard in mathematics

TARGET - All of our eleven students that are below or well below (what was the mathematics national standard) by the end of the year, will have made appropriate accelerated learning progress as set against the numeracy progressions and the New Zealand curriculum.

Annual Plan 2018 – GOAL ONE

| Strategic Goal One Students will know where they are at in their learning and what their next steps are. Students will be aware of and own their achievement levels and learning progress in relation to the New Zealand Curriculum | | |
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| Aims and Outcomes | Specific Actions | Responsibility, Timeframe, Resources, Finances, Other information |
| Strategic Aim Develop a shared understanding of 'students owning their learning' Expected Outcome <i>School stakeholders have a shared understanding and ownership of what we are hoping to achieve through developing student ownership of their learning</i> | <ul style="list-style-type: none"> Stakeholder collaboration. We share our ideas and beliefs about effective teaching. Document and review the criteria | Students, Staff, Parents, BOT |
| | <ul style="list-style-type: none"> Parent information events to discuss modern learning Use feedback and feed-forward from whānau and community | BOT/Staff |
| | <ul style="list-style-type: none"> Develop school wide course of action to ensure pedagogical understanding and approach as to how this will be achieved. Share with stakeholders. Review. Implement with all learners | Colin/Staff |
| Strategic Aim Staff share their understanding and knowledge of requirements at each NZC level Expected Outcome <i>New Zealand Curriculum requirements at various achievement levels are clear</i> | <ul style="list-style-type: none"> Be clear about our reasons for feeling it is important for students to identify their achievement levels | Staff |
| | <ul style="list-style-type: none"> Staff share and develop increased understandings of New Zealand Curriculum. Establish them school-wide and ensure consistency. Ensure documentation is in place eg. planning, curriculum review Establish times we use established documentation with learners (procedural) | Colin/Staff |
| | <ul style="list-style-type: none"> Investigate learning progressions, PACT and other relevant, existing tools Observe other schools – Pomahaka CoL BOT to visit Clydevale School Plan structure of introduction to chromebooks | BOT/Staff \$30 000 + |
| Strategic Aim Develop school-wide tools and documentation for reliability Expected Outcome <i>Procedure, assessment schedule, expectations and criteria for use of tool(s) will be put in place to make NZC levels and associated information, uniform</i> | <ul style="list-style-type: none"> Further development of how OTJs are formed Internal evaluation of moderation Develop a sustainable moderation structure | Staff/Colin |
| | <ul style="list-style-type: none"> Investigate a system for on-going measurement of individual learning, achievement and learning progress | Colin |
| | <ul style="list-style-type: none"> Reporting information to parents - (review and change report format, Edge?) | Colin |

Annual Plan 2018 – GOAL TWO

| Strategic Goal Two We will develop a well-being programme that is linked to student learning and success | | |
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| Aims and Outcomes | Specific Actions | Responsibility, Timeframe, Resources, Finances, Other information |
| Strategic Aim To improve well-being outcomes for all students Expected Outcome <i>Improvements in overall student success in all areas of school life</i> | <ul style="list-style-type: none"> Review school culture using a cross section of groups, 1:1 as appropriate and recording student voice Analyse findings and present summary Any implications for resourcing & financial management need to be reviewed by the school and BOT | Colin/Staff Colin/BOT |
| | <ul style="list-style-type: none"> Identify and work with students to develop skills & strategies with an improvement focus BOT work with staff to concentrate on well being incorporated in EEO, Personnel policy and Human Rights policy stipulations | Colin/Staff Colin/BOT |
| | <ul style="list-style-type: none"> Set individualised well-being goals (based on prior knowledge, past experiences and specifically what our data collection/analysis is telling us) | Students and Staff |
| Strategic Aim For our whole school to proactively take steps towards achieving our vision (independently and collectively) Expected Outcome <i>Learners and whānau can explain and describe our vision and values. They work with integrity to achieve our vision through employing our school values.</i> | <ul style="list-style-type: none"> Review what our values <u>mean to us</u> Incorporate main ideas into classroom program | Students and Staff |
| | <ul style="list-style-type: none"> Evidence in teacher planning Assembly celebration & recognition of values | Teachers Students and Staff |
| | <ul style="list-style-type: none"> Create a tool to measure & monitor our values Collate all <u>values</u> information from school reports Record values data (eg. SMS) | Colin |
| | <ul style="list-style-type: none"> Link our values information to key competency and NZC values information | Colin |
| | <ul style="list-style-type: none"> Consultation – values and community goals. Establish whether our values are still relevant. Consultation – establish new community goals (<i>introduced in 2014</i>) | BOT BOT |
| Strategic Aim To have transparent and definite behaviour management procedures and process Expected Outcome <i>All stakeholders will clearly understand and support our behaviour management procedures and policy.</i> | <ul style="list-style-type: none"> Evaluate parent input, any feedback, and student voice (behaviour) | Colin |
| | <ul style="list-style-type: none"> Review school wide behaviour processes (with students and staff) for consistency and clarity | Colin |
| | <ul style="list-style-type: none"> Develop a bus behaviour / cultural change plan for all buses (eg. Pilot = Moa Flat bus) | Colin/Staff/BOT Jane Fitzgerald UO |

Annual Plan 2018 – GOAL THREE

| Strategic Goal Three Continue to build professional capability and collective capacity for ongoing and sustainable improvement. | | |
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| Aims and Outcomes | Specific Actions | Responsibility, Timeframe, Resources, Finances, Other information |
| Strategic Aim Ensure that staff, BOT and principal are engaged in professional learning and development that increases their knowledge, skills and expertise Expected Outcome <i>Improved student outcomes and evidence for future evaluation</i> | <ul style="list-style-type: none"> Development of 2018 PLD plans and documentation (eg. Admin/PLD timetable 2017) Collaborate with staff to develop customised individual programmes | \$7000 – Colin (on-going) Colin/Staff |
| | <ul style="list-style-type: none"> Use <u>Arinui</u> to direct staff appraisal Engage in consistent professional inquiry | \$900 – Colin/Aimee Staff |
| | <ul style="list-style-type: none"> Provide opportunities for collaborative learning (eg. Teachers observe each other as a catalyst for professional dialogue) One day per term approximately to observe and feedback + report findings to principal | All teachers \$1200 |
| | <ul style="list-style-type: none"> Internal principal appraisal to be conducted by the BOT. Confirm performance agreement and meeting dates. Consider 2017 (Jane Garland) external appraisal report for guidance of structure and content | Judy, Debra, Melissa Colin Meet February June October <u>TBC</u> |
| | <ul style="list-style-type: none"> Monitor upcoming BOT PLD related to our needs identified in internal evaluations (eg. NZSTA) | BOT - Judy (on-going) |
| | <ul style="list-style-type: none"> Adapt with a changing school environment in order to develop more consistency (eg. maternity leave staff changes, classroom renovations) | BOT/Staff |
| Strategic Aim For the BOT and Principal to make provisions for deep learning by focusing on one or two areas until significant gains in outcomes are made. Expected Outcome <i>Structures, processes and practices enable and sustain collaborative learning and decision making</i> | <ul style="list-style-type: none"> Regular professional learning conversations based on raising student achievement. | Staff/BOT |
| | <ul style="list-style-type: none"> Develop links and work more collaboratively with our Pomahaka Community of Learning | Staff/BOT |
| | <ul style="list-style-type: none"> Develop and build internal professional leadership with all teachers. Distribute and share leadership | Principal/Staff |
| | <ul style="list-style-type: none"> Teachers and staff identify areas of need and share expertise with other staff. | All staff |
| | <ul style="list-style-type: none"> Our approach to priority learners is to support teachers and find them the most suitable resources to manage and sustain constructive change in their practice in order to meet the specific needs of their students. | Teachers |

Annual Plan 2018 – GOAL FOUR

Strategic Goal Four

Pomahaka Kahui Ako

Working together to empower students, develop pathways and release the potential of our Pomahaka learners for life.

Challenge #1 To improve achievement, engagement and motivation through oral language development and effective transitions

Challenge #2 To improve achievement in writing for boys and all Māori students

Challenge #3 To improve achievement in mathematics for all students in Y6-10

The Pomahaka Kahui Ako Strategic Plan 2017-2019 is accessible on our google site

<https://sites.google.com/waikaka.school.nz/pomahaka/home>

Meeting minutes and other information supporting our community of learning can also be found on this site.

Heriot School Evaluation Indicator GOALS 2018- 2020

| 2018 | 2019 | 2020 |
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| <p>Stewardship <u>Tone at the top</u> Need to be confident in our role on the board. We want our community to have confidence that their BOT is completely focused on student achievement. Part of this is attending PLD courses that come into the area. These courses are good information providers and help to further establish clear understandings of roles and responsibilities.</p> <p><u>Community Awareness</u> We aim to share information more regularly with parents. We want to put a communication checklist in place that we review at the end of each term. Confidence from our community could promote feedback that the BOT can act on. We need to be more in touch with the cultural requirements of our community and students</p> <p><u>New BOT member induction</u> A more in depth induction process would allow new BOT members to become more aware of their role sooner. This could involve attending some PLD courses and participating in some on-line exercises. This helps us to build a strong team which transfers to a confident 'tone at the top'</p> <p>BOT will conduct principal appraisal. Principal Appraisal Policy needs updated. Appraisal committee needs organised early</p> <p>Strategic resourcing to improve student outcomes – how are we recording & evaluating this?</p> | <p>Stewardship Community Consultation– Student Information data on SMS. Online access for BOT, parents, whānau SMS? (End of T3)</p> <p>May 2019 – end of term for 4 Review vision/values Online SMS access for BOT, parents, whānau?</p> <p>Rigorous, honest evaluation. Roll fluctuations?</p> <p>Induction for new BOT (4)</p> <p>Principal - External appraisal?</p> | <p>Stewardship Community Consultation online – Google forms</p> <p>Initiate another vision and values evaluation?</p> |
| <p>Leadership for Equity and Excellence</p> <p>Community Consultation to seek perspectives and aspirations of school community. Community Consultation online – Google forms (end T3)</p> <p>Raising Achievement Planning with emphasis on priority learners and those at risk of not achieving <i>Is the BOT satisfied with reporting on learning progress and the management processes in place?</i></p> <p>On-going policy review. <i>Are we monitoring effectively?</i> Promoting a supportive environment for student learning and well being through student centred learning focus, well-being focus and continuing to embrace our bicultural heritage Provide opportunities for students with opportunities to provide feedback on the quality of teaching and learning they receive and its impact on their learning and wellbeing.</p> <p>Incorporate more NZC into our programme overall</p> <p>Opportunities to involve our local community through Atū Marautanga</p> <p>Arinui – Appraisal system Focus on inquiry into effectiveness of our teaching.</p> <p>Building collective capacity (see strategic goal three) – structured & focused PLD.</p> <p>Begin to review curriculum programmes. <i>What areas require attention urgently?</i></p> | <p>Leadership for Equity and Excellence</p> <p>Community Consultation – Opportunity for community to evaluate online as we go? Review PL framework & Raising Achievement Plan</p> <p>School review strategy in place</p> <p>On-going policy review</p> <p>On-going monitoring of well-being. <i>Is it making a difference to learning progress?</i></p> <p>Review Māori teaching and learning. Student centred learning impact reviews. Curriculum delivery plan for all areas of NZC. Review appraisal framework</p> <p>Evaluation of improvement, Sustainability</p> <p>Continue to review curriculum programmes. <i>What areas require completion?</i></p> | <p>Leadership for Equity and Excellence</p> <p>Community Consultation</p> <p>Review R.A.P</p> <p>Review use of strategy</p> <p>Policy Framework review</p> <p>On-going well-being programme. Implicit Māori culture, values obvious. Student focus</p> <p>Curriculum delivery plan review Review appraisal</p> <p>Internal capabilities – sustainability</p> <p>Professional learning and development is focused</p> <p>Build and support identified capabilities in staff</p> |

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| <p>Professional learning and development is focused on student agency, and improving learning progress in priority learners (mathematics medium)</p> <p>Build and support identified capabilities in staff</p> <p>Colin builds relational trust and effective collaboration at every level of the school community.</p> | <p>Professional learning and development is focused</p> <p>Build and support identified capabilities in staff</p> <p>Colin builds relational trust and effective collaboration at every level of the school community.</p> | <p>Colin builds relational trust and effective collaboration at every level of the school community.</p> |
| <p>Educationally Powerful Connections and Relationships</p> <p>Continue to ensure proactive and transparent communication with our school community to strengthen relationships. Involve parents, whānau and community as valued partners that constructively contribute to make decisions</p> <p>Learners, parents and whānau have shared understandings of the learning process and engage in productive learning conversations.</p> <p>Reciprocal & purposeful home/school relationships enhance student learning. Staff make provisions to support and promote learning at home eg. see-saw</p> <p>Atu Marautanga offers community collaboration and engagement in student learning and in building reciprocal relationships</p> <p>Review progress of Atu Marautanga</p> | <p>Educationally Powerful Connections and Relationships</p> <p>Increased understanding of community and school perspectives through improved learning-centred relationships</p> <p>Support and promote sustainable learning centred relationships</p> <p>Review- SMS/See-Saw</p> | <p>Educationally Powerful Connections and Relationships</p> <p>Parents, whānau and community use initiative through increased understanding to improve student outcomes</p> <p>Alternative digital portfolio/admin options</p> <p>Explore other options of community contribution and involvement</p> |
| <p>Responsive Curriculum, Effective Teaching and Opportunity to Learn</p> <p>Priority learner focus is on raising student achievement</p> <p>We are aiming to offer a more consistent understanding of the NZ Curriculum across the school eg. All students are more aware of NZC levels and where they are at with their learning progress.</p> <p>Begin to develop our own 'learner' speak progressions in reading, writing and maths</p> <p>Students knowing where they are at in their learning and what their next steps are (see Strategic Goal One)</p> <p>Students can identify their own learning levels (progressions and NZC)</p> <p>A focus on student well-being (see Strategic Goal Two) <i>"..develop a well-being programme that is linked to student learning and success"</i> This encompasses a variety of areas for us (many of which are a direct response to community consultation) such as; vision and values focus, behaviour management, child happiness.</p> | <p>Responsive Curriculum, Effective Teaching and Opportunity to Learn</p> <p>Focus on areas of NZC that require more attention. NZC updates? Evaluate values progress over the two years</p> <p>Student agency is predominant</p> <p>On-going well-being programme and responses to information gathered from 2018 (such as resources, funding, PLD)</p> <p>Students can identify their own learning levels (progressions and NZC)</p> | <p>Responsive Curriculum, Effective Teaching and Opportunity to Learn</p> <p>Evaluate values progress NZC updates</p> <p>Student directed learning is more prevalent than teacher directed. Evidence in effectiveness of teaching achievement and success</p> <p>Students can identify their own learning levels (progressions and NZC)</p> <p>On-going well-being programme</p> |
| <p>Professional Capability and Collective Capacity</p> <p>See Strategic Goal Three</p> | <p>Responsive Curriculum, Effective Teaching and Opportunity to Learn</p> <p>Staff turnover/ sustainability Cohesion</p> <p>Strategic and structured PLD. Sustained staff and shared philosophy add momentum</p> <p>Open-ended improvement in</p> | <p>Responsive Curriculum, Effective Teaching and Opportunity to Learn</p> <p>Staff turnover/ sustainability Shared ownership of current philosophy</p> |

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| | teaching and learning. Teachers link progress activities to grow student learning and outcomes | Open-ended improvement in teaching and learning. |
| <p>Evaluation, Inquiry and Knowledge Building for Improvement and Innovation</p> <p>On-going procedure & policy review. <i>How are evaluation, inquiry and knowledge building embedded in our policies, systems, processes and practices that collectively express how we plan for and take action to realise our vision and values?</i></p> <p>Further investigation into PACT (eg. maths moderation)</p> <p>Continue to build relational trust at every level through transparency and open communication/relationships</p> <p>SMS Professional learning</p> <p>Evidence of improvement <i>Where is ours? Do you know what it looks like? BOT minutes and documentation (eg. self review) continue to improve. It needs to be more systematic and smarter to inform us as we go</i></p> <p>Principal and teachers analyse and disseminate available data in planning and teaching</p> <p>The evaluation and inquiry capacity of teachers is vital in building and sustaining improvement, in all areas. Opportunities need to be structured so that we can carry this out. <i>Possible opportunities with Pomahaka CoL?</i></p> <p>Sustainability of Additional staffing? Measure in March/June</p> | <p>Evaluation, Inquiry and Knowledge Building for Improvement and Innovation</p> <p>Evaluate structures of policy and procedure review.</p> <p>SMS review SMS Professional learning</p> <p>See-saw evaluation/ registration? Alternatives?</p> <p>Relational trust builds collaboration and openness to change. More community involvement and contribution through increased knowledge and understanding of school goals and student learning and progress.</p> <p>Sustainability of Additional staffing?</p> <p>Evidence helps to guide us toward an on-going cycle of improvement. <i>Does the system work?</i></p> <p>Structure in place to analyse and use data constructively. <i>Evidence in planning and teaching?</i></p> | <p>Evaluation, Inquiry and Knowledge Building for Improvement and Innovation</p> <p>Evaluate structures of policy and procedure review</p> <p>Other digital portfolio/admin options</p> <p>SMS progress communication home/school. Eventuality of other communication options</p> <p>Staffing? Anticipate likelihood through accuracy of monitored projected rolls.</p> <p>Systematic and manageable evaluation is part of our practice</p> <p>Efficiency of learning progress information/data – <i>how are we making it happen so it is manageable and regular?</i></p> |