



Charter and Strategic Direction 2018-2020

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Mission Statement

Ensuring that all students achieve to their maximum potential, celebrating their culture, identity and interests, guided and supported by quality teaching, informed parents and whānau in a safe learning environment.

Vision

Developing future focused learners who GROW.

Values

Students at Kumeroa School aspire to the values as described in the New Zealand Curriculum and the attributes of the Kumeroa Kid, a local community inspired character possessing the desired attributes of a Year 8 leaver.

Guide and lead others with confidence and respect

Reflective, resilient and reliable

Open to lifelong learning

Willing to learn independently and collaboratively

Our School Community

Kumeroa School is a rural primary school situated 10 minutes from Woodville and approximately 30 minutes from Palmerston North. The school was formed after an education area review resulted in the amalgamation of Kumeroa and Hopelands Schools in 1994 and the merger with Kohinui School in 2008. We are a full primary, decile 8 school with a roll between 45 - 65 students, 10 - 15% of which are Māori.

The school is located in the township of Kumeroa adjacent to the Community Hall, Tennis Club and St Andrew's Anglican Church. The Manawatu River passes to the west of the school grounds. A large adventure playground borders the playing field sheltered by a number of well-established trees.

Kumeroa School was first established in 1884. The name Kumeroa has its roots from the time when travellers travelled up the Manawatu River to the Central Hawke's Bay. The worst gravel banks and shallows were found in Kumeroa (kume - to pull, roa - long).

Today, Kumeroa School maintains an open, friendly and welcoming environment for students, parents, whānau and community, along with a supportive Board of Trustees and community. The school and community celebrates and identifies strongly with its rural history and tradition. Students belong to one of our three houses; Kumeroa, Hopelands or Kohinui and work together in a collaborative, multi level environment. Active fundraising within the community provides enhanced resources and opportunities for learning. As a result, the school is well resourced, with an excellent range of teaching and learning materials.

Our Beliefs About Teaching And Learning

The core purpose of Kumeroa School is to ensure that every student can attain the highest possible standard in their learning.

We believe **learning**:

- focuses on developing the whole self of both students and teachers and incorporates a focus on student well being
- encourages and develops a growth mindset in our learners and a positive attitude towards their learning
- involves gaining new knowledge and skills and always growing as a learner
- involves exploration and new experiences
- hooks into a child's interests and creates a sense of curiosity and utilizes authentic learning experiences
- involves learning that has a wider focus than the traditional narrow focus on the three R's

We believe that **students**:

- Need to own their own learning and feel that they drive this process
- Need to be self-managing and empowered to make choices about learning.
- are clear about what they are learning and why.
- Require quality feedback from both teachers and peers to recognise their next steps in learning and how to take them.
- Have access to a range of learning tools and resources.
- Be connected to their environment and be aware of the issues locally, nationally and internationally.

We believe **teachers** are the most important feature of a successful education system. At Kumeroa School teachers:

- Believe that every student can experience success.
- Use the Spirals of Inquiry model to inquire into the impact of their teaching on their students.
- Set high expectations for all students to seek continuous improvement.
- Improve access for students to support and external expertise as required.
- Provide safe learning environments for risk taking and focused goal setting.
- Are supported by ongoing and targeted professional development.

Kumeroa School brings together all of the stakeholders in our students' learning. We believe these relationships form powerful learning partnerships that enhance opportunities for all learners. Together the

students, teachers, parents, whānau, Board of Trustees and community:

- Ensure the school is a caring, inclusive, non-discriminatory, and cohesive place.
- Build quality relationships amongst each other as key partners in learning.
- Engage students in shared activities and conversations with other people, including family and whānau members and people in the wider community.

Maori Achievement Statement

At Kumeroa School we acknowledge New Zealand's cultural diversity and in doing so recognise the unique position of Māori as tangata whenua. The school strives to provide opportunities that support its students in Te Reo and Tikanga Māori.

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Kumeroa School has high expectations for all students and their educational progress and achievement. Achievement of Māori students is reported regularly to the Board and we will continue to ensure that Māori can enjoy educational success as Māori.

Kumeroa School Board of Trustees is actively looking at ways to increase knowledge, understanding and use of Te Reo and Tikanga Māori for students, staff and the school community. It seeks to:

- Regularly consult with the Māori community as part of its ongoing review and curriculum development
- Acknowledge that the Māori community are key stakeholders in the school
- Actively engage and involve whānau through school and community events
- Approach external expertise for guidance and teaching in Māori
- Develop a Māori Student Achievement Strategy
- Further develop curriculum contexts for learning focusing on Tikanga Māori e.g. weekly waiata sessions, kapa haka performance group
- Engage in professional learning and development opportunities to deepen staff and Board understanding of all things Māori, including Ka Hikitia, Tātaiako and Te Tiriti o Waitangi.

Pasifika Achievement Statement

At Kumeroa School we acknowledge New Zealand's cultural diversity and in doing so recognise the unique values that Pasifika students and families hold. The school strives to provide authentic learning opportunities that support its Pasifika students.

Kumeroa School has high expectations for all students and their educational progress and achievement. Achievement of Pasifika students is reported regularly to the Board and we will continue to ensure that Pasifika students can enjoy educational success.

Kumeroa School Board of Trustees is actively looking at ways to put Pasifika learners, their parents, families and communities at the centre of the education system. It seeks to:

- Regularly consult with the Pasifika community as part of its ongoing review and curriculum development
- Acknowledge that the Pasifika community are key stakeholders in the school
- Actively engage and involve Pasifika families and communities through school and community events
- Further develop curriculum contexts for learning focusing on Pasifika communities
- Engage in professional learning and development opportunities to deepen staff and Board understanding of the Pasifika Education Plan (PEP).

Special Needs Achievement Statement

The Kumeroa School Board of Trustees believe every child has the right to learn and to reach their potential. We aim to improve learning outcomes for all students including students with special education needs.

Effective partnerships between the Boards of Trustees, school personnel, specialists and particularly parents, caregivers, families and whānau will provide a strong platform for meeting special education needs of all students enrolled at Kumeroa School.

As a Board and school we see our role is to:

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- Acknowledge and promote opportunities for parent, caregiver and family, whānau involvement in the development, review and implementation of all learning programmes and strategies related to their child
- Promote the elements, and short and long-term benefits, of building and maintaining successful partnerships
- Encourage open consultation and communication with and between staff, specialists, parents and caregivers and families, whānau, agencies and the community
- Create an environment where everyone listens to and respects others' point-of-view
- Ask questions and seek information from boards of other schools and outside expertise to find answers.

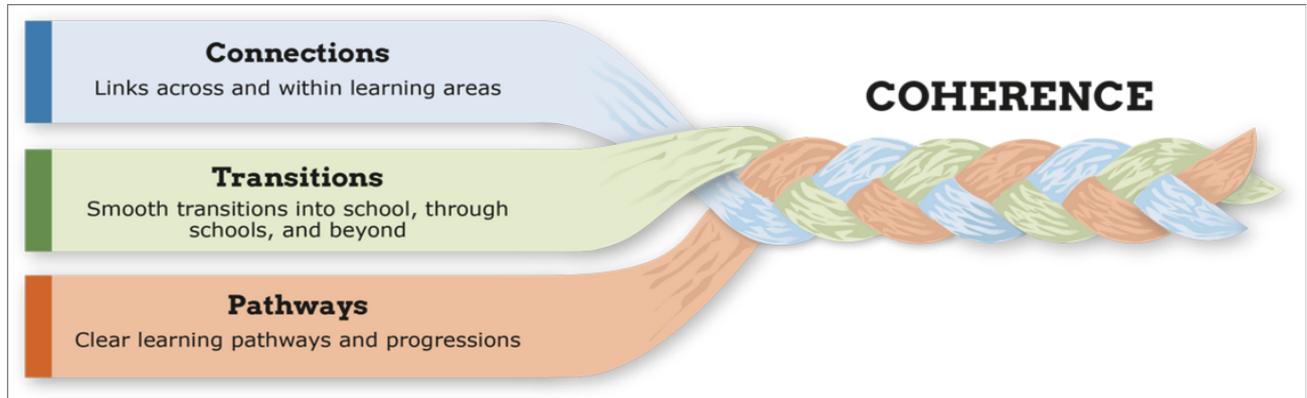
The Kumeroa School Board of Trustees supports students with special needs in a number of ways including:

- Using external expertise such as Resource Teacher of Literacy, Resource Teacher of Learning and Behaviour, Children and Family Mental Health, Alcohol and Drug Service, Speech Language Therapist and Physiotherapist.
- Supporting and developing early literacy through programmes such as Movement for Learning and Reading Recovery.
- Employing a teacher aide to work with students in close collaboration with external expertise and classroom teacher.
- Withdrawing students to work in special programmes such as the RRAP programme and Davis Dyslexia.
- Working with parents and caregivers and families, whānau and agencies in developing Individual Education Plans for high needs students.
- Use of ORS staffing to provide individualized, needs based programme in and out side of the classroom (where appropriate).
- Identification of students through analysis of formal and informal data reflected in teacher inquiry, target groups, cohort groups and appraisal goals.
- Regular monitoring and long term reviews of achievement data and, learning and teaching programmes.

The Kumeroa School Board of Trustees is always seeking improvement to ensure the success of all learners. The Board and staff acknowledge that they can always get better at identifying and supporting the needs of any students with special educational needs. We seek to:

- Improve internal systems for tracking and recording interventions and outcomes for special needs students (including gifted and talented students)
- Provide professional learning opportunities for staff to target areas of student need
- Proactively engage external expertise to support and guide learning and teaching programmes
- Ensure that communication between staff, specialists, parents and caregivers and families, whānau, agencies and the community the school is open and transparent.
- Provide opportunities to support and further develop gifted and talented students.
- Ensure that learning programmes extend students to reach their learning potential.
- Develop early intervention programmes for students who are at risk of not achieving.

Principle of Coherence Statement



The Kumeroa School Board of Trustees endeavours to offer all students a broad education that makes links within and across learning areas, providing for coherent transitions, and opens up pathways to further learning. The Board of Trustees achieves coherence by:

- Providing students with a clear learning pathway and works closely with the Kumeroa Playgroup, as well as a number of early childhood centres, to help enable a smooth transition into the school.
- Ensuring there is a consistency of practice across the school, including moderation of assessment practices, a common language of learning through the use of the GROW matrix and shared planning.
- Ensuring classroom teachers ascertain students' prior learning and experience and establish links to this.
- Ensuring that an effective curriculum tracking system is used to monitor the learning of individuals and groups.
- Ensuring that cross-curricular links are made, often through an inquiry-based approach to teaching and learning – this is reinforced by using the key competencies to provide an integrated focus across curriculum areas.

Strategic Direction 2018 - 2020

NAG 2 states that each BOT with the principal and teaching staff are required to develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development. The Kumeroa School strategic goals outline the priorities for the school as it moves forward over the next 3-5 years. They are based on the following underlying principles. They:

- Set the direction for Kumeroa School as it looks ahead proactively
- Clarify the values, shared vision, and guiding philosophy
- Manage change to the best advantage of the school
- Manage future risks
- Give direction yet are flexible to enable response to changed circumstances

Vision: Developing future focused learners who GROW

Guide and Lead others with confidence and respect
Reflective, resilient and reliable.
Open to new learning.
Willing to learn independently and collaboratively.

Mission:

Ensuring that all students achieve to their maximum potential, celebrating their culture, identity and interests, guided and supported by quality teaching, informed parents and whānau in a safe learning environment.

Goals:

Goal One: Design and implement teaching and learning programmes that ensure learners are engaged, progressing and achieving to their personal best in all areas of school life.

Goal Two: Implement our local Agri curriculum and use this to create authentic learning activities that engage and motivate our learners.

Goal Three: Develop and modify school policies and practices that reflect the changing educational climate.

Goal Four: Govern the school effectively and ensure the long-term sustainability of the school.

Goal 1:

Design and implement teaching and learning programmes that ensure learners are engaged, progressing and achieving to their personal best in all areas of school life.

Rationale:

The core aim of Kumeroa School is to ensure that all of our students achieve to their best and that our teaching and learning programmes enable this to happen.

Key actions:

- Robust assessment procedures are created and followed
- Priority students are identified, supported and targeted
- Teaching and learning programmes that engage learners
- Student voice and ownership of learning is developed
- Collaborative practices are used by teachers, learners and the community
- Cultural competencies are developed in staff

Goal 2:

Implement our local Agri curriculum and use this to create authentic learning activities that engage and motivate our learners.

Rationale:

It is important for the Kumeroa community to develop students who have a sense of belonging and see their community and lives reflected in their learning. Learning that is engaging and student driven helps to motivate learners. Boys underperform in reading, writing and mathematics and this kind of approach has been proven to particularly effective for male learners.

Key actions:

- Agri principles and hands on experiences are incorporated into learning
- Learning activities are designed that encourage a growth mindset and engage our learners
- Student voice and ownership of learning is developed
- Students levels of engagement, behavior and feelings of ownership of their own learning is monitored
- Collaborative practices are used by teachers and learners

Goal Three:

Develop and modify school policies and practices that reflect the changing educational climate.

Rationale:

This is a time of change in the educational climate of New Zealand. National Standards has been removed and reporting practices are unclear. The school needs to keep up to date with these new practices as they emerge and develop new and robust assessment and teaching and learning policies that not only meet ministerial requirements but also ensure the success of our learners.

Key actions:

- Principal and Board of Trustees to keep up to date with educational policies and disseminate these with staff, Board and community where appropriate
- Principal to work closely with their Principal Leadership Advisor to ensure all changes and requirements are met
- Courses and seminars that explain these changes are to be attended (where possible) by Principal and Board.
- Appropriate Professional development sought for staff (when it is offered)

Goal Four:

Govern the school effectively and ensure the long-term sustainability of the school.

Rationale:

The Board of Trustees acknowledges that Kumeroa School has quality teachers and leaders who change often. Policies, procedures and the school ethos need to be robust and long lasting so that these changes do not detract from the vision of the school. History demonstrates that small schools offer much to their learners and are a key component of their community so practices must be set in place to ensure Kumeroa School's longevity.

Key actions:

- Policies and procedures are reviewed regularly
- A plan is developed and implemented for Agri Curriculum
- Connections are made with early childhood providers, home schooling and high schools to promote Kumeroa
- Board of Trustees create relationships with all staff to ensure their professional needs are met
- Creation of 10 year property plan

Annual Plan

NAG 2 states that each BOT with the principal and teaching staff are required to develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development. The Kumeroa School strategic goals outline the priorities for the school as it moves forward over the next 3-5 years. They are based on the following underlying principles. They:

- Set the direction for Kumeroa School as it looks ahead proactively
- Clarify the values, shared vision, and guiding philosophy
- Manage change to the best advantage of the school
- Manage future risks
- Give direction yet are flexible to enable response to changed circumstances

Goal 1:

Design and implement teaching and learning programmes that ensure learners are engaged, progressing and achieving to their personal best in all areas of school life.

Target 1:

To have accelerated progress for a focus group of boys across literacy and numeracy

Achievement Data:

Achievement data 2017		
<p>Writing:</p> <ul style="list-style-type: none"> • 73.5% achieving at or above the NS • 59.38% of boys, 100% of girls, and 83.33% of Māori students achieving at or above the NS • 40.62% of boys achieving below or well below the NS • 16.67% of Māori students achieving below the NS 	<p>Reading</p> <ul style="list-style-type: none"> • 75.51% achieving at or above the NS • 68.75% of boys, 88.24% of girls and 100% of Māori students achieving at or above the NS • 31.25% of boys and 11.76% of girls achieving below or well below the NS • No Māori students achieving below the NS 	<p>Mathematics</p> <ul style="list-style-type: none"> • 79.6% achieving at or above the NS • 71.9% of boys, 94.1% of girls and 83.3% of Māori students achieving at or above the NS • 28.1% of boys and 5.9% of girls achieving below or well below the NS • 16.7% of Māori students achieving below the NS

Boys have been identified as a focus group for 2018 as they are lower academically and have the most occurrences of challenging and off task behaviours. We have decided to take a holistic approach that tries to improve both their academic results but also their attitude towards learning.

Focus Group of boys

Reading	Writing	Maths
Total: 7	Total: 9	Total: 8
Total number of cohort: 13		

Focus	Planned actions	Timing	Responsibility
Investigate and explore collaborative practice in a flexible learning environment and create a Kumeroa school wide approach that works best for our learners	Spend the first term getting to know our learners	Term one	All staff
	Brainstorm ways we have seen collaboration and create a Kumeroa approach	Term one/two	All staff/community and board
	Create shared vision of learning with staff, students and community	Term one/two	All staff/community and board
	Implement approach and review and modify each term as needed	Termly	All staff
	Work with staff to uncover beliefs about ownership of student learning and the role of parents in a student's learning	Term three/four	Principal
	Professional readings on collaboration	On going	Principal to source
Implement programmes and approaches that build students ownership, voice and choice over their learning	Create Kumeroa definition of learning with teachers	Term one	All staff
	Gather student voice on 'what is learning' and gather parents' voice	Term one	All staff
	Monitor and record assessment but also levels of student engagement	On going	All staff

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	Create Kumeroa learning statement	Term two	All staff
	Create units that develop the Kumeroa version of learning and student ownership.	On going	All staff
Use robust data gathering, moderation, analysis and next steps for individuals and priority groups with regular reporting to the board	Follow assessment schedule	On going	All staff
	Reports to the board termly on priority learners	Termly	Principal
	Moderation of writing sample each term	Termly	All staff
	Moderation of Gloss	Term 2	All staff
	Moderation of running records	Term 3	All staff
Teacher as Inquiry focus on student voice and choice in writing	Professional development on TAI and Spirals of Inquiry	On going Call back days on 16/4 and 9/7	All staff
	A range of assessments (as per our assessment schedule) are undertaken to identify priority students and areas of need.	On going	All staff
	Teacher aide time and over interventions are put in place based on identified needs.	On going	All staff
	Work with Tararua Kahui Ako on the collaborative focus on TAI	On going	All staff
	Gather student voice about their attitude towards writing and their levels of ownership over their written learning	Term 1 and term 4	Principal
	Teacher practice is modified based on their TAI and spirals of inquiry model is followed	On going	All staff
	Regular review and	Twice a term	All staff

	reflection on TAI at staff meetings and on professional blogs.		
	End of year assessments are undertaken and student voice gathered to judge impact of changes in teacher practice.	Term 4	All staff

Goal 2:

Implement our local Agri curriculum and use this to create authentic learning activities that engage and motivate our learners.

Target 2:

Increase boys' confidence and engagement in learning leading to improved behavior, more focused students and improved results.

Focus	Planned actions	Timing	Responsibility
Agri principles and hands on experiences are incorporated into learning	Create Agri curriculum statement	Term one	Agri team and teachers
	Plan unit about the founding of NZ and the central role Of Agriculture	Term one/two	All staff/community and board
	Students select projects that foster/develop out Agri community	Term 2-4	All staff
	Experts are called in as needed to widen student understanding of Agri	As needed	All staff and Agri team
	Professional readings about play based and hands on learning	On going	Principal to source
Target Two: Increase boy's confidence and engagement in learning leading to improved behavior, more focused students and improved	Starting data is gathered on our focus group of boy learners- as per assessment schedule	Term one	All staff/ principal gather student voice
	Undertake behavior audit on focus group at start of each term, repeat termly to record on and off task behaviours	Termly	All staff

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results.	Meet with focus group to discuss current learning and classroom practices.	Termly	Principal
	Assessment data is analyzed by staff collectively to identify barriers and areas of need for students	Term one	All staff
	Analysis of data and behavior observations are gathered from priority group is used to modify and drive teaching practice	On going	All staff
	Learning programmes are modified based on analysis of data, increase in student voice and choice	On going	All staff
	Priority learners are reported on termly to the board	Termly	Principal
	Agri projects are started that are driven by students to give back to the community.	Term 2-4	All staff
	Principal to report on focus group termly to Board of Trustees	Termly	Principal
	Final interviews, end of year assessments are used to judge impact of changes in teaching and learning programs.	Term 4	All staff

Goal 3:

Develop and modify school policies and practices that reflect the changing educational climate.

Focus	Planned actions	Timing	Responsibility
All key members of staff are kept informed of changes in educational policies	Continue to receive and read ministerial emails and information about changes.	On going	Principal
	Principal to meet regularly with their advisor to ensure their knowledge and understanding of changes is correct	On going	Principal
	Principal to make contact with other schools to view their assessment practices and to organize visits for whole staff where relevant and possible	On going	Principal
	Once new information is released Principal to source and organize attendance at relevant professional development	On going	Principal
	Share new information with staff and Board	On going	Principal
	Trial assessment and reporting policy is created	Term 4	All staff
	Policy is shared with Board and community for feedback	Term four 2018/term one 201	All staff/community and board

Goal Four: Govern the school effectively and ensure the long-term sustainability of the school.

Focus	Planned actions	Timing	Responsibility
Realise goals 1 to 3 of charter	Principal reports on each goal at every Board meeting	On going	Principal
	Analyse school data to track impact of changes	On going	Principal and Board of Trustees
	Find a teacher Aid to support identified learners	On going	Board of Trustees
	Fund courses and appropriate Professional development where needed	On going	Board of Trustees
	Be an active member of Kahui Ako management committee	On going	Board of Trustees
Policies and procedures are reviewed regularly	Follow self review policy	On going	Principal/Board
	Create induction pack for new staff	Ongoing until term 4	Principal/Board
	Principal share policies at Board meeting according to schedule	On going	Principal
Connections are made with early childhood providers, home schooling and high schools to promote Kumeroa	Principal and teacher aide make contact with ECE providers to offer a free session of movement for learning	Term 2/3	Principal
	Connections and invitations for visits made to Home school network	Term 2/3	Principal
Creation of 10 year property plan	2-4 providers contacts and asked to meet with Principal and Property board member	Term 1	Principal and Board
	Once proposals are received Board submits winning proposal to Ministry of Education	Term 2	Principal and Board
	10 yr plan is created with consultation, ministry, board staff and community	Term 3/ 4	All staff and board

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	10 yr. Plan submitted to the Ministry of Education for final approval	Term 3/ 4	Principal and Board
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