

PEKAPEKARAU
PRIMARY SCHOOL



The Pekapekarau Way
Aspiring Attitudes and Inspiring Actions

2022 Charter

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SECTION 1- SCHOOL DESCRIPTION

PEKAPEKARAU
PRIMARY SCHOOL



Pekapekarau Primary School aims to create and provide an environment with opportunities to develop the talents, passions and interests of its students. Our students Hauora or well-being is of critical importance and we want to develop meaningful relationships with our students and their whanau to enhance learning. Pekapekarau principles ensure that cultural responsive practice and an understanding of Aotearoa-New Zealand's cultural heritage, using Te Tiriti o Waitangi is the foundation of all we do.

Pekapekarau belongs to the community of schools in the Waipa area known as Rural and Roses. This is a means to share in professional development of teachers, staff and Board of Trustee members. We have started the year with a team of 9 classroom teachers, led by our senior leadership team comprising of the Principal and Deputy Principal and 2 Leaders of Learning for four pods of classes. We anticipate that we will open an additional new entrant classroom in term 2 or 3. In addition, we have a Release Teacher, ORS, Learning Support and are well supported by our team of support staff of teacher aides, office staff, a caretaker and a librarian.

We are a decile four U4 school, with a current roll of 196 students comprising of 52% Māori, the majority of these students whakapapa to Ngati Apakura, Ngati Paretekawa and Ngati Maniapoto. 40% of our non-Māori students identify as NZ European, 1% of akonga identify as Pasifika and 1.3% of our school community are Indian and 1% are Asian.

OUR VISION

The Pekapekarau Way- Aspiring
Attitudes,
Inspiring Actions

OUR VALUES

We are Pekapekarau STARS!
We Self Manage
We are Team Players
We Aim High
We are Resilient

OUR PRINCIPLES

To ensure culturally responsive
practice and an understanding of
Aotearoa/NZ's cultural heritage,
using Te Tiriti o Waitangi as the
foundation for this.

OUR CULTURAL DIMENSIONS

To implement strategies plans and
policies to realise learners
potential and their individual
success as Maori and Non-Maori.

In 2018 we became a PB4L (Positive Behaviour for Learning) School, and are now moving into tier 2 framework which is a reflection of our progress and positive learning culture.

All areas of the New Zealand Curriculum are provided for at Pekapekarau Primary School with particular focus on numeracy and literacy, evidence based research and professional development of staff; specifically structured literacy and the use of effective teaching strategies. Other key areas of the curriculum include science, social studies, the arts, te reo and tikanga Māori, health and physical well-being. Students are engaged in physical education, swimming programmes and education outside of the classroom as part of the school programme. There are also a number of extracurricular activities provided at the school including speech competitions, choir, kapa haka as well as numerous inter school and extracurricular sporting activities.

Pekapekarau School enjoys opportunities to interact with our Parents, Whanau and Community to support positive outcomes for students. Residents from the Freeman Court Residential home read weekly with our students to develop their reading fluency and confidence. We also have a supportive fundraising committee who are committed to supporting our fundraising goals as well as regular opportunities for whanau, parents and the community to engage with us here at school in a range of formal and informal community events.

Work will be undertaken throughout 2022 to ensure that the government's requirements for incorporation of the NELPS are reflected in our charter for 2023. See details of these [here](#).

SECTION 2-STRATEGIC GOALS

Strategic Goals	2022 OBJECTIVES
<p>GOAL 1. Teacher Pedagogy Goal Implement effective teaching practices through the development of teacher pedagogy.</p>	<ul style="list-style-type: none"> ● Build effective teacher practices to improve outcomes for all students. ● Develop staff confidence to measure student progress against curriculum levels accurately. ● Use formative (ongoing) data effectively to inform teacher practice. ● Continue to implement school wide culturally responsive practices that will support accelerated achievement for ALL. ● Students and staff learn and work in a safe and supportive environment (PB4L).
<p>Goal 2: Student Capability Goal To grow learner capabilities to support accelerated achievement.</p>	<ul style="list-style-type: none"> ● Implement practices to support student agency to accelerate achievement. ● Identify target students. Monitor and report their achievement over time. ● Students and staff learn and work in a safe and supportive environment (PB4L).
<p>Goal 3: Parents, Whanau and Community Engagement To develop effective relationships with our whanau and community to support students along their educational pathway.</p>	<ul style="list-style-type: none"> ● Provide a range of home-school initiatives to upskill parents and whanau to support student achievement. ● Support teachers, learners and whanau to engage in student led conferences. ● Provide opportunities to consult with the community on student achievement, acceleration and the Pekapekarau curriculum. ● Establish and strengthen reciprocal relationships with mana whenua and local iwi ● Parents, whanau and community support the school values teaching programs (PB4L)
<p>Goal 4: Finance/Property/Health and Safety and Resourcing To ensure Pekapekarau School is well maintained, safe and healthy environment that supports the best outcomes for achievement and engagement by students.</p>	<ul style="list-style-type: none"> ● In consultation with our Ministry of Education Property Advisor plan and complete projects as determined by the priorities in our 10YPP report ● Identify and remedy Health and Safety priorities and issues. ● Ensure asset replacement of capital items is planned for and completed

SECTION 3-ANNUAL PLAN

GOAL 1	What, who and how will we achieve this in 2022?	When				Expected Outcomes	Progress/ Actual Outcome
		T1	T2	T3	T4		
Teacher Pedagogy Goal To accelerate student achievement in reading, writing and maths through the development of teacher pedagogy.	Merimeri Anaia (Waikato IPL) and Anaru Morgan (Waikato Tainui MAC) will: support the Tumuaki, SLT, kaiako and kaimahi to develop their knowledge of te ao maaori and implement practices that normalise Te Ao Maaori in classrooms and throughout the kura	✓	✓	✓	✓	<ul style="list-style-type: none"> Normalise the use of Te reo and Tikanga in classrooms with clear evidence in teachers planning and student learning Kaiako will complete the te reo stocktake in March, July and December Leaders will use the te reo stocktake information to build a Pekapekarau cultural kete We have an increasing number of classes learning at Level 4 immersion Kaiako will have individual goals as part of their PGC to work towards a lower level of bilingualism (Level 4) across the kura 	
	Mary-Anne Murphy (Momentum Learning) and Team Leaders will: support staff to implement practices that promote effective teaching practices that support student agency.	✓	✓	✓	✓	<ul style="list-style-type: none"> Teachers will refine/implement practices that support student agency in the classroom Teachers planning, systems and learning environment will clearly support the development of student agency 	
	Teachers will continue to embed Hattie and Marzano's Eight Effective Teaching Strategies and Structured literacy to accelerated learning in maths and literacy.	✓	✓	✓	✓	<ul style="list-style-type: none"> Teachers planning will clearly show teaching strategies used to accelerate learning. Teachers will model best practice in their own classrooms. Teachers will collect data in core areas that track progress of all students 	
	Teachers will use the learning progressions to gather formative data and provide feedback to students.	✓	✓	✓	✓	<ul style="list-style-type: none"> Teachers will implement systems for providing feedback to students against the learning progressions. Formative assessment practices across the school will follow the assessment overview The Learning progressions will be used when making summative judgements around progress. 	

SECTION 3-ANNUAL PLAN

Goal 2	What, who and how will we achieve this in 2022?	When				Expected Outcomes	Progress/ Actual Outcome
		T1	T2	T3	T4		
Student Capability Goal To grow learner capabilities to support accelerated achievement.	The PB4L team will establish conditions for sustained learning by:: Leading the implementation of tier 2 framework. Embedding the school wide positive incentives.	✓	✓	✓	✓	<ul style="list-style-type: none"> Consistent behaviour management expectations and processes across the school will be evident in data tracking and etap. Teachers consistently use positive behaviour management strategies to correct student behaviour. Students readily engaged in learning programs 	
	Teachers will identify target students; progress and achievement will be monitored and discussed at regular intervals	✓	✓	✓	✓	<ul style="list-style-type: none"> Teachers will track progress of all students and highlight target students on tracking forms in core areas Teachers will be able to articulate the progress targeted students are making. PLC's and team meetings will be focussed on discussions around achievement and practices making a difference to learning outcomes. 	
	Teachers will implement practices to support the development of agency in student learning.		✓	✓	✓	<ul style="list-style-type: none"> Students will be able to articulate what they have achieved and their next steps in core areas. Teachers will provide a learning environment that supports learner agency - e.g. choice of spaces to work, different furniture use Student voice will be gathered to plan for and evaluate student agency. 	

SECTION 2 ANNUAL PLAN

Goal 3	What, who and how will we achieve this in 2022?	When				Expected Outcomes	Progress/ Actual Outcome
		T1	T2	T3	T4		
Parents, Whanau and Community Engagement To develop effective relationships with our whanau and community to support students along their educational pathway.	Senior leaders will: Work with Anaru Morgan to identify areas of competence and growth in order to support the kaiako, kaimahi and taura via the Measurable Gains Framework and other MAC review tools	✓	✓	✓	✓	<ul style="list-style-type: none"> Establish effective relationships with mana whenua, iwi and hapu and Pekapekarau kaumatua. Taura will learn about the significance of our name correction and learn about our local hitori Contribute to our immediate community. Embed cultural aspirations and tikanga Work with whanau to hear their aspirations for their tamariki and incorporate these into learning opportunities 	
	The tumuaki will: create opportunities for teachers to lead whanau engagement projects to support at school learning. Including but not limited to: Open Class Sessions Workshops for Target Student whanau		✓	✓	✓	<ul style="list-style-type: none"> Parents and whanau will be empowered to support student achievement acceleration at home Improved understanding of Structured Literacy - the why, the how and what whanau can do to support 	
	School leaders will: Lead professional development alongside Anaru Morgan to promote culturally responsive practice Classroom teachers will: Use culturally responsive practices when engaging whanau to understand their whanau and connect with them.	✓	✓	✓	✓	<ul style="list-style-type: none"> Whanau will have opportunities to engage with teachers in a way that works for them - Face to face, zoom, phonecall, seesaw messaging 	
	School Leaders will: Work with Mary-Anne Murphy and Anaru Morgan to develop the Pekapekarau Curriculum		✓	✓	✓	<ul style="list-style-type: none"> We will have a localised curriculum that values the aspirations of kura whanau and mana whenua A community/ whanau that feels valued and empowered to contribute to their child's educational pathway. 	

SECTION 3-ANNUAL PLAN

Goal 4	What, who and how will we achieve this in 2021?	When				Expected Outcomes	Progress/ Actual Outcome
		T1	T2	T3	T4		
Goal 4: Finance/Property/Health and Safety and Resourcing To ensure Pekapekarau School is well maintained, safe and healthy environment that supports the best outcomes for achievement and engagement by students.	The Principal will: Ensure the physical property is well maintained and safe by the Caretaker	✓	✓	✓	✓	<ul style="list-style-type: none"> • Caretaker in conjunction with the Principal will have a schedule of maintenance priorities as a work plan • Ensure the best interests of students at Pekapekarau are at the centre of decision making • In conjunction with staff and SLT vision for property projects will align with the school vision and other strategic goals 	
	MOE Property Projects as outlined in 5YA/10YPP (TBC) will be developed and undertaken		✓	✓	✓		
	2022 Budget will be updated throughout the year The 2022 Asset replacement schedule will be reviewed and follow staff collaboration.	✓	✓	✓	✓		

SECTION 4 - ACHIEVEMENT TARGETS

Baseline Data

2021 Whole Reading School Data (Term 4)

READING	At / Above	Below	Well below
All students	68% (157/230)	22% (50/230)	10% (23/230)
Boys	66% (80/122)	25% (31/122)	9% (11/122)
Girls	67% (72/108)	18 % (19/108)	11% (12/108)
NZ Māori	67% (81/122)	21% (26/122)	12% (15/122)
NZE/Pakeha	65% (58/89)	22% (20/89)	7% (6/89)
Pacific	100% (4/4)		

Target Description

All Year 3-6 students achieving below expectation (at least 3 sub levels behind where expected) will make at least 2 sub levels progress over the year. (55 students)

Proposed Actions

- New learning for teachers in structured literacy needs to be embedded.
- Coaching of teachers to accelerate reading progress in small group practice
- Developing teacher understanding of how to assess reading fluency and the impact on reading comprehension
- Formative assessment practices need to be evident in normal practice for all teachers.
- Deliberate Acts of Teaching such as modelling for explicit teaching
- Further developing the implementation plan to identify early reading difficulties and implement intervention at Tier 1, 2 and 3 level

How progress will be measured

Progress will be tracked by individual teachers (supported by management) over the year. End of year data will then be used to compare to baseline data. Teachers will use ongoing formative assessment (iDeaL assessments) against learning progressions to make OTJs. Specifically, the iDeaL Reading Skills Record will be introduced to align assessment with structured literacy teaching and learning.

SECTION 4 - ACHIEVEMENT TARGETS

Baseline Data

2021 Whole School Writing Data (Term 4)

WRITING	At / Above	Below	Well below
All students	50% (116/230)	35% (80/230)	15% (34/230)
Boys	41% (50/122)	41% (50/122)	18% (22/122)
Girls	61% (66/108)	28% (30/108)	11% (12/108)
NZ Māori	51% (62/122)	33% (40/122)	16% (20/122)
NZE/Pakeha	49% (44/89)	39% (35/89)	11% (10/89)
Pacific	50% (2/4)	25% (1/4)	25% (1/4)

Target Description

All Year 3-6 students achieving below expectation (at least 3 sub levels behind where expected) will make at least 2 sub levels progress over the year. (76 students)

Proposed Actions

- Professional Development for all Kaiako in Writing including observations, modelling and collaborative learning
- Focused planning for the engagement and acceleration of maori and boys
- Explicit teaching of elements of writing
- Quality feedback and feedforward to individual students regularly
- Student agency in writing - goals, how to achieve these and knowledge of Literacy Learning Progressions
- Regular moderation by kaiako and knowledge building of quality writing
- Transference of iDeaL Spelling rules in writing
- Collective development of a Schoolwide Literacy Overview that includes the elements of writing, including oral language, handwriting, spelling, grammar, sentence structures, genre and composition.

How progress will be measured

This will be measured by eAsTTle and curriculum levels with the support of the Literacy Learning Progressions. Progress will be tracked by individual teachers (supported by management) over the year. End of year data will then be used to compare to baseline data. Teachers will use ongoing formative assessment against learning progressions to make OTJs. In addition to this, spelling progress will be tracked through iDeaL reports to illustrate progress at a significant element of writing.

SECTION 4 - ACHIEVEMENT TARGETS

Baseline Data

2021 Whole Maths School Data (Term 4)

MATHS	At / Above	Below	Well below
All students	73% (167/230)	18% (41/230)	9% (22/230)
Boys	68% (83/122)	22% (27/122)	10% (12/122)
Girls	78% (84/108)	13% (14/108)	9% (10/108)
NZ Māori	66% (84/122)	19% (23/122)	12% (15/122)
NZE/Pakeha	75% (67/89)	20% (17/89)	6% (5/89)
Pacific	75% (3/4)	25% (1/4)	

Target Description	All Year 3-6 students achieving below expectation (at least 3 sub levels behind where expected) will make at least 2 sub levels progress over the year. (41 students)
Proposed Actions	<ul style="list-style-type: none"> - Analysis of diagnostic assessment information (PAT tests) for teaching to needs - Professional Learning for Kaiako in 'Just in Time Maths' via MOE - Goals for akonga to embed basic fact knowledge - Embed use of hands on resources to assist student understanding of new concepts - Explicit teaching of maths concepts - Giving quality feedback and feedforward to individual students regularly
How progress will be measured	Progress will be tracked by individual teachers (supported by management) over the year. End of year data from PAT tests measuring scale scores and comparing the start of year scores. Teachers will use ongoing formative assessment against learning progressions to make OTJs