



Glen Oroua School Charter 2019

2019 Annual Plan

(1) Our student achievement meets the high expectations of the school community through learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Maori students.

Annual Goals	Actions	Resources
<p>Provide quality learning programmes that enhance knowledge, skills, attitudes, values & well-being that equip our akonga to become future focussed learners, and effective, participatory members of our community and society</p> <p>Glen Oroua will prioritise achievement in literacy and mathematics, engage students in relevant, meaningful experiences across the NZ curriculum and provide opportunities for students to engage in quality physical activity.</p> <p>Upskill staff and students to use, understand and create digital technologies to succeed in further education and the world of work.</p>	<ul style="list-style-type: none"> ➤ Utilize knowledge of students to design and implement integrated programmes that stretch across the curriculum and meet the needs of all. ➤ Utilize assessment information and other relevant data to gather evidence, identify priority students and develop strategies designed to accelerate progress. ➤ Staff work together collaboratively identifying key strategies for teaching and learning that will assist with meeting school targets ➤ Regular professional learning conversations between staff about raising achievement for all students, with a focus on priority students ➤ Data will be recorded regularly on priority students providing updates on progress that can be shared with the BoT. ➤ Staff will keep in regular contact with whanau of priority students and encourage support from home. ➤ Staff will participate in professional development on Digital Technology and the Key Competencies (Super Learner), to refine teaching practice and develop higher levels of learner agency ➤ Physical activity, including sport, games and exercise will be a regular component of all class activities. 	<p>Principal and Teachers</p>

(2) Our school plays a large part in our community and fosters excellent relationships between students, parents, teachers, staff and the wider Glen Oroua community. Our school culture is one of high expectations in learning and behaviour, demonstrating respect for each other, acknowledging cultural differences and promoting our school values
Our school will participate in Kahui Ako and Cluster learning opportunities

Continue to maintain positive relationships with our community and build on the strengths of our community as well as akonga understanding the world they live in

Provide a safe physical and emotional environment for all.

Continually develop students ability to reflect and understand their personal strengths and weaknesses and where to next.

Develop and maintain learning relationships with our Community of Learning/ Kahui Ako schools.

- Communicating regularly through
 - newsletters
 - Website
 - Facebook page
 - Consultation and information evening
 - Achievement and progress reporting / Seesaw
- Engaging the community in day-to-day life of the school (events) plus Charter and strategic plan discussions.
- Engaging with Friends of the School group to support fundraising activities and preparing a 'wish list'
- School culture, organisation, policies and procedures work together to provide a quality learning place for all.
- Consult with Maori and Pasifika students and whanau to ensure appropriate cultural responsiveness that improves learning outcomes for these students
- Ensure all staff understand cultural responsiveness and that it is part of our practice.
- Engage in professional development opportunities provided through consultation with Col / Kahui Ako

(3) Our commitment to quality teaching and future focused learning is guided through internal evaluation leading to a professional development programme, an appraisal process and appropriate support ensuring staff are consistently delivering best practice.

Internal evaluation will lead to a professional development programme, an appraisal process and appropriate support ensuring staff are consistently delivering best practice.

- Prepare a budget that supports the strategic direction and annual plan of the school ie raising student achievement, and enhancing learning opportunities and environments.
- Follow and complete self-review schedule provided by Schooldocs and share results with BoT
- Formally and informally, evaluate teaching and learning programmes, looking for continually improving professional practice. (discussions, surveys, observations, evidence etc)
- Use data and other information collected in internal evaluation to identify areas of development for teachers.
- Provide appropriate, scaffolded, professional development matching school wide focus and staff needs.
- Implement our annual appraisal cycle which includes practice analysis conversations (observations), learning conversations, professional development and personal evidence gathering to support Practicing Teachers Criteria.
- Maintain positive staff morale and a climate of professional collegiality through clear communication and professional behaviour. .



Kiwi Sport Funding

In 2018, Glen Oroua School received \$882.10 in Kiwi Sport funding.

This money was budgeted into our annual budget and spent on PE equipment – athletics equipment, large and small balls, hockey equipment and indoor games for wet days.

Part of the money also went into supporting students with coaching in hockey, and cricket, and participating in the local competition.

Raylene A Franks

Principal

People use these competencies to live, learn, work and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes and values in ways that lead to action. They are not separate or stand alone.

They are the key to learning in every learning area.

NZC Key Competencies				
Thinking	Using language, Symbols & Texts	Managing Self	Participating and Contributing	Relating to Others
creative, critical, metacognitive processes to make sense of information, experiences and ideas	making meaning from texts of all kinds	self-motivation, 'can-do' attitude, students being capable learners, self - assessment	actively involved in communities for learning, work, celebration or recreation local, national, global	interacting effectively with diverse range of people and contexts
<ul style="list-style-type: none"> *problem solvers *seek, use create knowledge *reflect on own learning *activate prior knowledge *ask questions *challenge assumptions /perceptions 	<ul style="list-style-type: none"> *interpret & use words, number, images, movement, metaphor, technologies in range of contexts *recognise how choices affect understanding and responses * confidently use ICT to find, use, provide info & communicate 	<ul style="list-style-type: none"> *enterprising *resourceful *reliable *resilient *establish goals *make plans *manage projects *set high standards *meet challenges *lead & follow *act independently 	<ul style="list-style-type: none"> *contribute appropriately in group *make connections with others *create opportunities for others *have sense of belonging *confidence to participate *balance rights, responsibilities & roles *contribute to sustainability 	<ul style="list-style-type: none"> *listen actively *recognise differing points of view *negotiate and share ideas *open to new learning *take varying roles *aware how words /actions affect others *can compete and co-operate *collaborate effectively to achieve new ideas / thinking etc

<p style="text-align: center;">Principles <i>New Zealand Curriculum</i></p>		<p style="text-align: center;">Tātaiko Competences <i>Maori learners achieving education success as Māori</i></p>
<p>High Expectations: The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. At Glen Oroua School this means:</p> <ul style="list-style-type: none"> • students are empowered to achieve personal excellence • staff value and model excellence • high quality teaching and rich learning programmes • students understanding and striving for their best 	<p>Learn to Learn: The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. At Glen Oroua School this means:</p> <ul style="list-style-type: none"> • Students are able to articulate their strengths, interests, and weaknesses and can set goals. • Students’ curiosity is promoted and supported. • Students understand success criteria • Students receive constructive feedback and can identify next steps. 	<p>Ako: Taking responsibility for individual learning and that of Maori learners</p> <p>Whanaugatanga: Engaging in relationships with Maori learners, parents and whanau, hapu, iwi and Maori community</p> <p>Tangata Whenuatanga: Affirming Māori learners as Māori; contexts of learning affirm language, culture and identity of Māori learners</p> <p>Manaakitanga: Demonstrating integrity, trust, sincerity and equity</p> <p>Wānanga: Communicating effectively with Māori parents and whānau about learning and responding to their values and views.</p>
<p>Treaty of Waitangi: The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ona tikanga. At Glen Oroua School this means:</p> <ul style="list-style-type: none"> • Understanding and use of te reo Māori me ona tikanga across the school • Māori students learning as Māori • Building partnerships with whanau, hapu and iwi 	<p>Community Engagement: The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau and communities. At Glen Oroua School this means:</p> <ul style="list-style-type: none"> • engaging with and utilising local and wider community resources and local services to enhance learning experiences. • understanding local history and our place in the community • inviting parents and whānau to participate in and experience school events 	
<p>Cultural Diversity: The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people. At Glen Oroua School this means:</p> <ul style="list-style-type: none"> • embracing a variety of cultures through classroom programmes, inquiry, performance and cultural celebrations 	<p>Coherence: The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. At Glen Oroua School this means:</p> <ul style="list-style-type: none"> • students participate in a variety of experiences 	

<ul style="list-style-type: none"> • building partnerships with parents and extended family. • consider learning styles that affirm cultural identity 	<ul style="list-style-type: none"> • students leave our school with attitudes and skills that prepare them for future learning • have strong connections with Early Childhood and secondary schools to ensure smooth transitions 	
<p>Inclusion: The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and their learning needs are addressed. At Glen Oroua School this means:</p> <ul style="list-style-type: none"> • no student misses out because of their individual or personal circumstances • diversity is acknowledged and any equity barriers identified and overcome • Curriculum is adapted/differentiated as required to ensure all students participate in learning opportunities 	<p>Future Focus: The curriculum encourages students to look to the future by exploring future focused issues such as sustainability, citizenship, enterprise and globalisation. At Glen Oroua School this means:</p> <ul style="list-style-type: none"> • students learning to work independently, cooperatively, and collaboratively to problem solve and find creative solutions • students take social action to influence their world now and in the future • understanding global issues now and in the future • students use a variety of digital tools to support their learning • create entrepreneurial opportunities 	

The Unique Position of Maori Culture

Glen Oroua School recognises the unique position of Maori Culture in our school by

- Consulting with our Maori community on Charter development
- Reflecting the unique place of Maori in policy and curriculum statements
- Staff incorporating Te Reo Maori and Tikanga in class programmes
- Providing all students with experiences and understandings in cultural traditions, language and local history
- Visits to the local marae

The Board of Trustees will respond to a request for instruction in Te Reo Maori by

- Advising the parents of the current level of Te Reo and Tikanga Maori available at the school
- Offering to explore possibilities by extending the current provision including..
 - dual enrolment with The Correspondence School
 - consulting with MoE Advisor Maori
 - consulting with another school able to provide the higher level required
- Advising parents where the nearest school is that provides the higher level of instruction

Glen Oroua School and Cultural Diversity



New Zealand Cultural Diversity

Glen Oroua School recognises the importance of New Zealand's cultural diversity by

- ensuring all cultures within the school are valued and celebrated through the active encouragement of an inclusive school culture and values
- Staff will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds

Glen Oroua School



Glen Oroua is a decile nine, rural school, 25 minutes from Palmerston North. The school was founded in 1903 and is a strong focus for the local community. Some families have been involved in our school for several generations and many ex-students continue to support us.

Most of our community is involved in farming, - cropping and dairying

The school is served by a MoE funded bus.

The school roll has grown substantially and we have staffing for four (4) full time classrooms.

We have a play group that meets in the local Hall once a week and a strong relationship with the local play centre in nearby Rongotea.

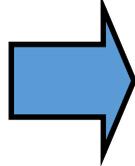
We are proactive in our relationships with, and inclusion of, the community.

We are continually seeking to deliver quality education to meet the needs of our students.

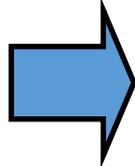
Strategic Goals 2019



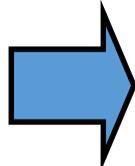
**Living
and
Learning
Today
for
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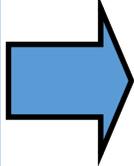
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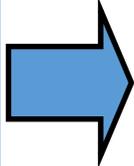


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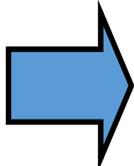
Goal 2
Relationships

- ✓ Behaviour
- ✓ Community Consultation
- ✓ Kahui Ako—Community of Learning



Goal 1
Student Achievement

- ✓ Improving outcomes for all across the curriculum
- ✓ Accelerating priority students
- ✓ Digital technology
- ✓ Super Learner



Goal 3
Quality Teaching and Learning

- ✓ Internal Evaluation
- ✓ Professional Development
- ✓ Appraisal