

# **OTARI SCHOOL CHARTER 2017**

**Including the  
*Three-year Strategic Plan 2016–2018  
and Annual Plan for 2017***



**Vision: *Inspiring a love of learning  
through an education that values  
the development of the whole child***

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**Principal's endorsement:**

Principal, Otari School, Clifford Wicks

**Otari School Board of Trustees' endorsement:**

Catherine Thompson, Chairperson, Otari School Board of Trustees

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# I INTRODUCTION

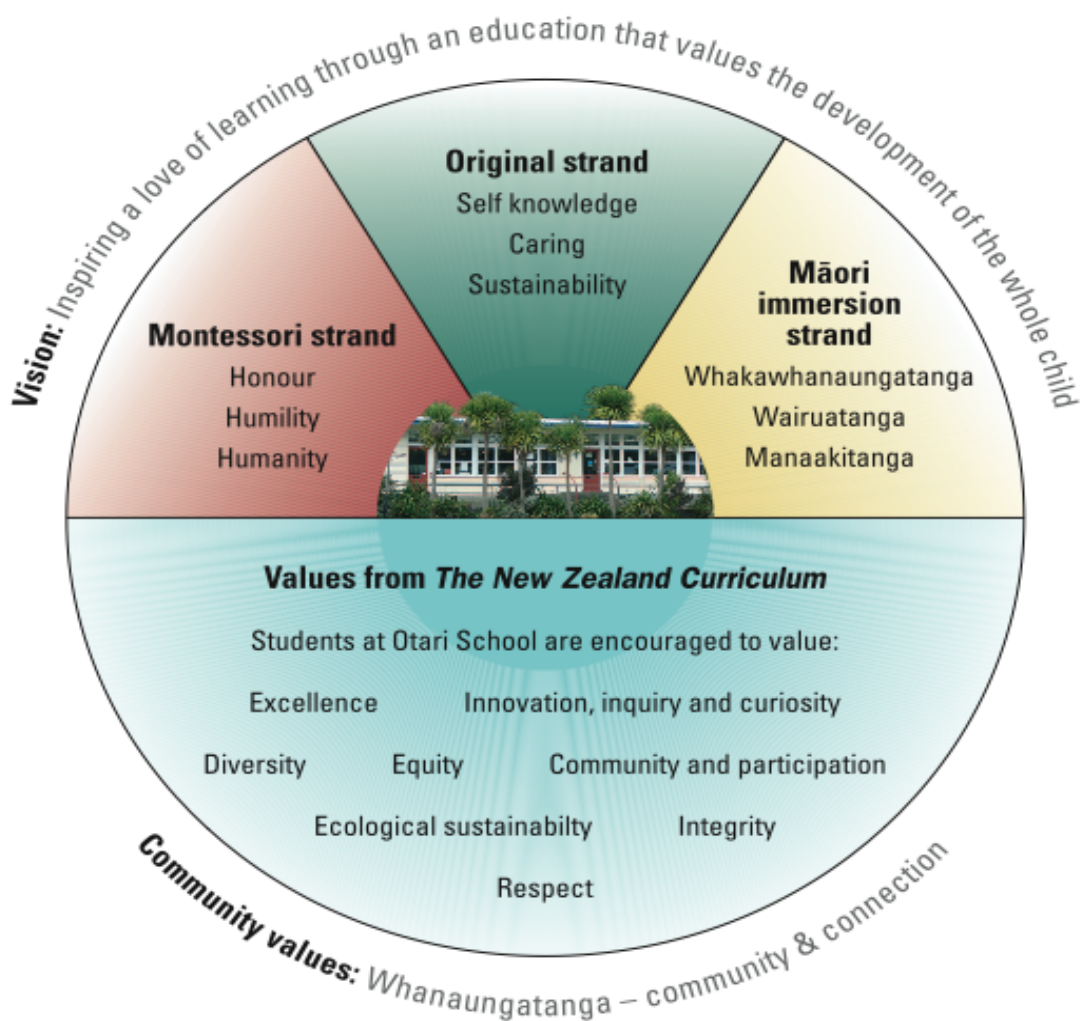
## The Guiding Vision for the Otari School Community

*Inspiring a love of learning through an education  
that values the development of the whole child*

**Key ideas that are embedded in the Vision:** Inspiration, love of learning, valuing an holistic approach, children's development, education and a focus on the whole child.

*The Otari School Vision is expressed in significant ways at Otari School. The community:*

- ❖ honours our three part structure of the Montessori, Māori Immersion and Original Strands
- ❖ engages our learning community through multi-level whānau classes
- ❖ respects and incorporates tikanga Māori throughout the school
- ❖ supports the strategic intent of the Māori Education Strategy: *Ka Hikitia - Accelerating Success 2013–2017*
- ❖ commits to 'focus and action from everyone' to ensure that 'Māori [enjoy] education success as Māori'
- ❖ prioritises emotional wellbeing and relationships
- ❖ incorporates the key competencies of *The New Zealand Curriculum* into programmes
- ❖ values diversity
- ❖ regards Literacy and Numeracy as keys to fully accessing the *Otari School Curriculum* and *Te Marautanga o Aotearoa*
- ❖ provides structure for learning with an annual topic-based approach derived from an eight-year thematic cycle
- ❖ encompasses three documents — *Te Marautanga o Aotearoa*, *The New Zealand Curriculum* and the *Montessori Journey to Excellence* document within *The Otari School Curriculum*
- ❖ provides learning experiences based on the essence of each of the learning areas from *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*
- ❖ teaches *Te Marautanga* in Te Reo Māori within the Maori Immersion Strand
- ❖ teaches Te Reo Māori within the Montessori and Original Strands
- ❖ values and affirms Pasifika children with an emphasis on the importance of Pasifika identities, languages and cultures
- ❖ builds the *Virtues Project* into the fabric of our programmes (The *Virtues Project* is based on the idea that all children are born with the virtues in potential, and that when parents and educators awaken these gifts of character, we can change the world.)
- ❖ respects the cultural identity and family background of all children
- ❖ ensures a place for learning experiences to develop Reading, Writing and Mathematics & Statistics skills
- ❖ goes beyond the core learning areas to include and value such important areas as the Performing Arts, Visual Arts, Science and Social Studies in our *Curriculum*
- ❖ implements an Environmental Education programme
- ❖ provides Physical Education and Health learning opportunities
- ❖ provides a range of challenging Education Outside the Classroom (EOTC) activities.



The Otari School strand values were first developed in 2007 and our community values in 2009.

## Otari School Values

The diagram 'Otari School Values' on the previous page depicts the connected nature of the three Strands' values and how they relate to those of *The New Zealand Curriculum* and to the community value.

The values resulted from Strand consultation. In 2007, each Strand chose three representative core values that drive each of their particular learning environments. These values are collectively supported and are fostered throughout the Otari School community.

At the end of 2012, the values were revisited throughout the School, as part of the Board's consultation with the community, and were re-affirmed.

### Strand Values

Since they were first developed, the compatibility of the three sets of strand values has been evident.

- ❖ The Original Strand values are:
  - Sustainability
  - Caring
  - Self Knowledge.
- ❖ The Māori Immersion Strand values are:
  - Wairuatanga
  - Manaakitanga
  - Whakawhanaungatanga.
- ❖ The Montessori Strand values are:
  - Honour
  - Humility
  - Humanity.

Having a clear sense of strand values fosters strand identity and contributes in a positive manner to the overall shared value of whanaungatanga. Maintaining a strong sense of community as well as strand identity, is integral to the success of a school operating three distinct approaches to delivering the curriculum and marautanga.

### Community value – Whanaungatanga

The underpinning key community value at Otari School is 'Whanaungatanga', first created in 2009. Whanaungatanga embraces the concepts of relationships and connectedness. It embodies a sense of community. During our community consultation period, the term Whanaungatanga was chosen as it best articulates the sense of community that parents and caregivers want to create and foster. Whanaungatanga is expressed throughout the School by way of the close relationships amongst all age groups of children and it is demonstrated in the collegial way that the adults work together.

The physical layout of the School's grounds encourages interaction amongst parents and staff. Conviviality is evident. Before and after school, many parents can be seen enjoying each other's company. This community is a created one, derived from the local area and beyond. Most students come from nearby suburbs with a few travelling from outlying suburbs.

Our commitment to the nine strand values binds us as one community and supports our value of whanaungatanga.

Viewed together, the nine strand values and the community value represent a holistic approach to education and the life we share within the ngahere (original native bush).

# Otari School Principles

The principles are a combination of those derived from the Maori-medium and the English medium curricula.

## Ngā Mātāpono Whānui: The Overarching Principles for the Māori Immersion Strand

1. The learner is the centre of teaching and learning
2. The learner has a high level of personal awareness
3. The learner achieves their potential
4. School, whānau, community, hapū and iwi work together
5. A healthy environment is a healthy people

## Principles: A foundation for Curriculum decision-making in the Montessori and Original Strands

1. High Expectations
2. Treaty of Waitangi
3. Cultural diversity
4. Inclusion
5. Learning to learn
6. Community Engagement
7. Coherence
8. Future focus

## Guiding Principles of Montessori Education at Otari School

A philosophy statement was developed by the Otari School Montessori “Journey to Excellence” project team in 2013, in consultation with the school's Montessori community.

It is based on the overall guiding principles in Otari School's Curriculum/ Marautanga. The Otari School Curriculum document contains specific indicators of Montessori practice related to these principles, and examples of their possible implementation at Otari School and at home. The Montessori aspect of the *Curriculum* will be further developed to tease out the following principles:

### 1. High Expectations

The developing New Zealand Montessori curriculum offers a wide range of learning experiences that are comprehensive and suited to the learning needs of each child, following her/his interests and abilities.

Our objective at Otari at School is to encourage excellence and foster independence in the children's learning, through our carefully prepared environment. Teachers are facilitators, who guide the children's learning, using different tools to assess, plan and teach.

### 2. Cultural Diversity

Teaching about culture, society, social justice and peace involves creating awareness and understanding of human studies, values, social systems and ideology. Children grow to understand what it means to be compassionate and active citizens at Otari School, at home, after school and in their wider community. We empower children and introduce them to the art of peace.

### **3. Inclusion**

In a Montessori class, children learn from each other. Our objective is for children to learn to collaborate, respect and celebrate each other's efforts and to form a supportive community of enthusiastic lifelong learners. Cooperation is valued over competition. Through all activities, it is our aim that children learn cooperation, friendship and respect.

We embrace universal values such as respect, kindness, peacefulness, compassion, responsibility and courage.

### **4. Future Focus**

We believe that education is a 'preparation for life', not merely academic preparation.

### **5. Community Engagement**

Montessori's spiritual perspective leads to the promotion of community service. We believe in the importance of developing close and effective partnerships with parents and whānau. Our objective is to create an inclusive community of families who contribute to their children's learning, who feel involved and well-informed.



# Te Tiriti o Waitangi Policy for Otari School

At Otari School, Te Tiriti o Waitangi is honoured as a symbol of nationhood and partnership. We give expression to the Treaty by:

- providing opportunities for the development of leadership within the Māori educational community at the kura
- promoting te reo Māori as a language of communication wherever possible
- promoting knowledge and understanding of tikanga Māori, and integrating it into the life and kawa of the School
- promoting whanaungatanga within our School community, and in our relationships with the wider community
- promoting the values inherent in kaitiakitanga and environmental sustainability
- encouraging the teaching of ideas related to Te Tiriti and its underlying values.

An outcome of the School community's adherence to its values, the children:

- become familiar and comfortable with both Pākehā and Māori cultures
- pronounce Māori correctly
- are able to mihi effectively
- know waiata Māori and haka
- are actively engaged in positive cultural interchange
- understand the nature of Te Tiriti o Waitangi and its place as 'our nation's founding document'<sup>1</sup> within New Zealand's legal and cultural realms.

## Valuing Māori Dimensions and Cultural Diversity at Otari School

Māori Dimensions and Cultural Diversity are valued at Otari School.

Over time, the School develops and refines policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.

The School Board of Trustees aims to ensure that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.

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<sup>1</sup> *The New Zealand Curriculum*

# Description of Otari School

## Overview

Te Kura o Otari is a state-funded full-primary School nestled next to the Otari-Wilton's Bush Native Botanic Garden and Forest Reserve, and overlooked by ancient and regenerating forest.

The School has a special nature and a unique structure. In 1992, three strands were established and the School has seen strong growth since then. Families from all the nearby suburbs contribute to the makeup of the School, as well as a few families from suburbs in the greater Wellington region. The roll grew by 25% in recent years and we begin 2017 with a roll of 195 students, 37% of whom are Māori. We have a zoning system in place, which has been successfully managed for four years.

## Three Distinctive Strands

As at the commencement of Term 1 2016, the three distinctive strands are:

1. an Original Strand with 88 children, who learn within all of the learning areas from *The New Zealand Curriculum*. Teachers use educational methods similar to those in most primary schools throughout New Zealand.
2. a Māori Immersion Strand with 50 ākonga, whose education is based on *Te Marautanga o Aotearoa*, the national Māori curriculum, which is primarily delivered in te reo Māori.
3. a Montessori Strand of classes with 57 children, whose education is based on *The New Zealand Curriculum* and the Montessori philosophy as represented by the Montessori curriculum, in conjunction with training, equipment and strategies. The document *A Journey to Excellence* is a fundamental guide for planning. Parents donate money to the Montessori Trust to fund a teaching assistant, Montessori professional development for teachers, Montessori training for teachers and Montessori equipment. The BoT supports this by contributing \$1000 annually towards Montessori teacher training and professional development.

## Māori Students at Otari School

Māori students comprise 37% of the students at Otari. At the start of 2017, there are 72 Māori students: 47 in the Māori medium strand, 22 in the Original Strand and 3 in the Montessori Strand.

## Pasifika Students

There are 11 Pasific Peoples students in the School as we commence 2017. All are Samoan, with 1 in the Montessori Strand, 7 in the Original Strand and 3 in the Immersion Strand.

## Strands' Philosophies and Methodologies

Each strand has its own philosophy and set of teaching styles. The management structure allows for many opportunities for Staff to take on varied roles and to develop their creative ideas. Teachers are given the space and support to develop their own authentic ways of teaching, in accordance with their strand's philosophy.

The distinctive features of each strand cumulatively help to create an experience that is akin to the best of what could be called a 'country school' mode. This is valued by our urban-based community. The resulting close-knit culture is particularly cherished. The nature of the School and its authentic values are best articulated by our overarching value of 'Whanaungatanga'.

## ***The Otari School Curriculum/ Te Marautanga o Te Kura o Otari***

*The Otari School Curriculum/ Te Marautanga o Te Kura o Otari* has been developed to express the School community's particular approach to learning and teaching. This shared document expresses our varied directions for learning, including our Vision, values and principles; how we approach planning for the incorporation of the key competencies; and how the learning areas and their relevant achievement objectives from the gazetted *National Curriculum* and *Te Marautanga* are delivered. It includes an outline of the *Journey to Excellence* (2015), which guides the Montessori Strand's planning. The *School Curriculum* clarifies the priorities for learning within each strand and identifies what constitutes an effective shared pedagogy in our School/ kura. It also documents how we conduct our reviews and the on-going design of our School's *Curriculum/ Marautanga*.

The January 2015 *Education Review Report*, stated that Otari "School's *Curriculum* effectively promotes and supports student learning".

### **Composition of Classes at Otari School**

All of the classrooms enjoy 'whānau groupings', which means that there are mixed-aged groups within each class. This system provides many benefits for the children and adds to the character of the School.

Mixed age classes result in a strong sense of tuakana/teina interaction. Continuity of class culture is strong from year to year since each class can expect to welcome only five to ten new arrivals each year. Very often there are no newcomers. Thus, the modus operandi of the class is well-established and is well-supported by the older children. The new arrivals are comfortably and happily integrated into the established order of the classroom.

Learning is enhanced because the stable classroom conditions are conducive to encouraging children to engage in energetic and focused exploration.

Each new year begins anew with a strong link to the values and procedures established during the previous years.

Day One of each new year is a strong starting point for engaged student learning because there does not need to be a huge focus on establishing routines and classroom management procedures.

There are sound processes in place to ensure as smooth a transition as possible for children when moving to another class or another school. The time a child spends at Otari School is always acknowledged and at the end of year 8 it is especially celebrated.

### **Classes**

Across the three Strands, there are 9 classrooms operating at Otari School with a total of 195 children as at February 2017.

#### **1. Original Strand**

There are 4 Original Strand classes with 88 children:

- (i) Pounamu – Years 0, 1, 2
- (ii) Kakano – Years 3 & 4
- (iii) Kereru – Years 5 & 6
- (iv) Totara – Years 7 & 8

## **2. Māori Immersion Strand**

There are 3 Māori Immersion classrooms with 50 children:

- (i) Kaikōmako – Years 1 & 2
- (ii) Kōwhai – Years 3, & 4
- (iii) Tūt – Years 5, 6, 7 & 8

## **3. Montessori Strand**

There are 2 Montessori classrooms with 57 children:

- (i) Pōhutukawa – Years 0, 1, 2, 3 & 4
- (ii) Ngaio – Years 5, 6, 7 & 8

## **Involvement of Parents, Whānau and Caregivers at Otari School**

Parents, whānau and caregivers are encouraged to participate in School activities, outings and classroom programmes. Adults are welcome to contribute within the School's learning and teaching programmes. For example, a strong, organised team of volunteers has worked over many years to assist students in learning to read, primarily in the Original Strand. This contribution has made a very real difference, both in the ever-increasing level of students' reading pleasure and in actual achievement results measured against the National Standards.

Many people contribute their skills in special interest areas such as music, art, dance and gardening, sharing their knowledge and inspiring children to discover their strong suits and follow their own particular passions. Other local people generously offer insights into their particular cultural backgrounds.

The whole community is engaged with the School. Parents and others involve themselves enthusiastically in events such as:

- organising pōwhiri for the start of year
- attending School picnics and other celebrations such as Matariki Day
- organising fundraising activities, such as the School Fair and the Disco
- facilitating and attending end-of-term and end-of-year events and celebrations such as Christmas.

## **Parent Groups**

The Montessori Strand and the Māori Immersion Strand have parent bodies that are key to the effective engagement of families within their strands.

The Māori Immersion Strand meet each term. They are especially active in facilitating and developing parent engagement and support, as well as organising and supporting fundraising.

The Montessori Strand Trust is also involved in promoting Montessori whānau engagement, as well as supporting the staff through funding contributions. Parents in the Montessori Strand donate money to the Montessori Trust to fund a teaching assistant, Montessori professional development for teachers, Montessori training for teachers and Montessori equipment. The BoT supports this by contributing \$1000 annually towards Montessori teacher training and professional development.

Te Kura o Otari Parent Committee is a sub committee of the Board of Trustees. It is an effective fundraising group made up of parents from each of the three strands.

## School Campus and Environment

The School's close proximity to the Otari-Wilton's Bush Reserve allows children and teachers to have full access to the ngahere. This wonderful facility supports our *Curriculum/ Marautanga* in a variety of ways and the School operates an Environmental Education programme.

The School grounds provide ample grassed playing areas for students and for local people. The grounds include a soccer field, a sealed netball court and two adventure playgrounds. Nearby parks, within walking distance, are also utilised to give students room to engage in ball games and other activities.

The School currently has nine operating classrooms, a library, a school hall and administration areas. The campus also accommodates a private Montessori early childhood centre that is separately managed with its own classrooms and a separate play area.

## Te Āhua o te Ākonga ka Puta (Graduate Profile)

The Māori Immersion Strand has developed Te Āhua o te Ākonga ka Puta (Graduate Profile). It was created through consultation with the Otari whānau, Otari School Board and Staff, following guidelines from *Te Marautanga o Aotearoa*. *Te Āhua* expresses the aspirations for all tamariki within their whānau.

### The overarching statement for the Māori Graduate Profile is:

Ka Tū Rangatira, Ka Tū Maia te Ākonga'. Its components are:

- Tū Rangatira – a Māori world view, a chiefly way of being
- Tū Maia – leadership (having specific qualities such as abilities with time management, self-management, risk taking and problem solving)
- Te Ākonga – the student.

The Graduate Profile for Te Kura o Otari School is based on Mason Durie's 'Tapawhā Model', which compares hauora (wellbeing) to the four walls of a whare, with each wall representing a different dimension, each necessary for strength and symmetry. Therefore the community want their tamariki to leave school strong and balanced in each dimension:

1. te taha wairua (the spiritual side)
2. te taha hinengaro (thoughts and feelings)
3. te taha tinana (the physical side)
4. te taha (whānau/ family).

## Whakataukī

"Iti rearea teitei kahikatea ka taea."

Even the small rearea bird can ascend to the great heights of the kahikatea tree.

This refers to the fact that children are able to reach their potential, ahakoa te aha, whatever happens.

# **Il Otari School**

## **Three-Year Strategic Plan (2016-2018)**

### **and Annual Plan for 2016**

#### **Introduction**

#### **Student Learning**

##### **Overall National Standards and Ngā Whanaketanga Results**

The end-of-year 2016 results show that the majority of students are achieving 'at' or 'above' the National Standards for Reading, Writing and Mathematics, and 'at' or 'above' for Pānui, Tuhituhi, Kōrero and Pāngarau.

##### **Māori Student Achievement in relation to National Standards**

While these results are positive, there is still a need to reduce the discrepancy in achievement results between Māori and non-Māori students assessed by National Standards.

##### **Reading and Pānui**

Reading achievement is particularly high in relation to National Standards with 43.5% of students achieving 'above' the National Standard expectation. Overall, 85% of students achieved 'at' or 'above' the National Standard expectation.

In the Māori Immersion Strand, the majority of students are achieving at expectation, with 71% of students achieving 'at' or 'above' Ngā Whanaketanga by the end of 2016.

##### **Mathematics & Statistics and Te Tau (Number)**

Ngā Whanaketanga Pangarau results show that 75% achieved 'at' or 'above' the standard at the end of 2016, and National Standards Mathematics results showed 84% achieved 'at' or 'above' the standard.

##### **Writing and Tuhituhi – a continuing focus**

In each of the strands – Montessori, Original and Māori Immersion – our analysis reveals that Writing and Tuhituhi have proven to be an area for continued emphasis to accelerate the learning of identified students.

60% of Immersion students achieved 'at' or 'above' the Tuhituhi Standard at the end of 2016.

74% of Original and Montessori students achieved 'at' or 'above' the Writing Standard at the end of 2016.

Due to the number of students not meeting the Standard in Writing and Tuhituhi, the School is continuing its focus on raising achievement in Writing and Tuhituhi during 2017.

There are 32 students identified as priority learners in this "subject" during 2017 in the Original and Montessori Strand, and 17 in the Māori Immersion Strand. (These figures do not include ORS-funded children.)

#### **Monitoring and Support**

As far as possible teachers will endeavor to accelerate the progress of all students who are identified as achieving 'below' the National Standards and Ngā Whanaketanga. These students will be monitored closely throughout 2017.

#### **Student Engagement**

The *ERO Report* released in March 2015, contained the following statement in relation to student engagement at Otari School:

“Students are actively engaged in their learning and willingly help each other. Learning is extended by interactive, practical and challenging activities. Students work constructively together. Interactions between teachers and students are positive, respectful and caring.”

Positive data from classroom observations conducted by the Principal, positive parental feedback and regular full attendance are some of the indicators that student engagement is high within all of the classes at the School.

While achievement in Reading, Writing, Mathematics & Statistics, Pānui, Tuhituhi, Pāngarau and Kōrero is recognised as an important foundation for learning, teachers know that development in these areas is best fostered through an emphasis on a holistic education. As a result, other learning areas and experiences such as the Arts, Science, Social Sciences, Physical Education and EOTC are strong features of classroom learning within all strands.

A full and multi-dimensional education is honoured at Otari School, with a strong focus on the full range of learning areas:

### **Learning Areas: Important for a broad, general education**

1. In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.
  2. In **the Arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.
  3. In **Health and Physical Education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.
  4. In **Learning Languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.
  5. In **Mathematics and Statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.
  6. In **Science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.
  7. In **Technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.
- [TNZC, p. 17]

### **Ngā Wāhanga Ako o Te Marautanga o Aotearoa**

1. Te Reo Māori (Māori language)
2. Ngā Toi (The Arts)
3. Hauora (Health and Physical Education)
4. Ngā Reo (Languages)
5. Pāngarau (Mathematics and Statistics)
6. Pūtaiao (Science)
7. Tikanga ā-iwi (Social Studies)
8. Hangarau (Technology)
9. Te Reo Pākehā (English Language)

### **Annual Theme – the Basis for Planning at Otari**

The annual theme, the basis of planning for learning at Otari School, helps teachers to determine topics to investigate in Science, Pūtaiao, Social Science and Tikanga ā-iwi. The theme is also integrated as far as possible within the other learning areas and wāhanga ako. The theme for 2017 is Te Tangata — The People.



## **Student Well-being**

The Otari School community sees student well-being as a vital component for student engagement. This was affirmed by the 2015 ERO Report, which states: 'The wellbeing of students is a priority and reflected in school values and practices. Students spoken to by ERO articulated appreciation of the school's and teachers' responses to their learning and wellbeing needs.' It is the view of the Board that "wellbeing" and "hauora" are fundamental to the students' academic success.

The Virtues Programme plays a part in creating and maintaining students' welfare. Selected virtues are studied throughout the year and authentically reinforced when teachers use the 'language of virtues' in everyday situations. They are discussed at the weekly whole-school hui and shared with the Community.

The fostering of Strand and School values also plays a part in ensuring student well-being. Adults in the School community are constantly aiming to be tolerant, caring and calm. As a body they aim to establish and maintain secure, mutually respectful classes within a positive School culture.

Ultimately, it is the relationship each teacher has with their learners that contributes most effectively to student engagement. Children at Otari School feel valued as individuals and enjoy rich, varied learning opportunities. They are able to be themselves and are relaxed within the School environment. The Year 8 school leavers' speeches attest to this.



## **Review & Progress Evaluation and Consultation**

The Review and Progress Evaluation in relation to the School's Charter Goals is carried out annually, at mid-year. At the end of each year, progress is then evaluated and documented by the Principal. The Charter is reviewed by the Board of Trustees and new long-term goals are established for the following three years, with a focus on specifics for the current year.

At the end of 2015, the Board carried out community consultation. This consultation provided useful information for the Board to consider when establishing the strategic priorities.

# Otari School Strategic Plan (2016–2018) and Annual Plan for 2017

Strategic Aims	Strategies for Achieving Aims	Annual Goals	Actions
<i>We have identified the following priorities:</i>	<i>To meet these priorities we are going to:</i>	<i>We have identified the following priorities for 2016:</i>	<i>These will be addressed through the following actions:</i>
<b>Students' Learning</b>  All students are given access to effective learning based on <i>The New Zealand Curriculum</i> and <i>Te Marautanga o Aotearoa</i> through the <i>Otari School Curriculum &amp; Marautanga</i> , as evidenced by their progress and achievement in relation to the National Standards, Ngā Whanaketanga, and through their success in each learning area.	Use a variety of assessment tools and the National Standards/ Ngā Whanaketanga data to identify and address strengths and weaknesses within our classroom programmes; to identify students who need support; and accordingly provide this support with its accompanying on-going monitoring.	1. Accelerate the progress of students performing 'below' expectations in Writing and Tuhituhi.  2. Accelerate the progress of students performing below expectation in Mathematics/pangarau	Implement the 'Key Improvement Strategies' as outlined in the 'Learning Improvement Plans' that support the <i>Annual Plan</i> within the <i>Otari School Charter</i> .
<b>Curriculum implementation and student engagement</b> Undertake on-going review of the <i>Otari School Curriculum/Te Marautanga o Te Kura o Otari</i> .	<ul style="list-style-type: none"> <li>Review and develop the teaching of specific learning areas and include targeted staff development.</li> </ul>	<ul style="list-style-type: none"> <li>Review and develop a revised English plan.</li> <li>Review and develop a revised Te Reo Matatini plan</li> </ul>	Using staff feedback, and incorporating identified teaching priorities, the Principal will work with Sue Corkill (curriculum consultant, editor and publisher) to review current plans, and draft new documents that reflect Otari School practice. Following further feedback, a final plan will be edited and published.
Undertake ongoing review of teaching and learning	<ul style="list-style-type: none"> <li>Inquire into the effectiveness of teaching practices and learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>Teachers develop in-depth understanding of the writing and mathematics aspects of <i>The Pact Tool</i></li> </ul>	Teachers will further explore the Writing aspects in term 1 and 2 and the mathematics aspects in terms 3 and 4. They will inquire in to the aspects to identify programme gaps and teaching priorities. Plans will be made to address these gaps. A Teacher Only Day that focuses on Mathematics PLD will contribute to this. Internal staff and syndicate PLD will be a feature of this work.
Strengthen and enhance student engagement in all Learning Areas and Wāhanga Ako throughout the School.	<ul style="list-style-type: none"> <li>Participate in School- and strand-wide Professional Learning Development.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will strengthen their skills for using and integrating digital technology effectively within their teaching programmes.</li> <li>Successfully implement Otari School te reo Māori curriculum plan</li> </ul>	A term 1 Teacher Only Day is planned at Mind Lab focussed on Coding and Electronics and their use across the curriculum. Resources will be purchased to support this development and teachers will use these within the classroom and share how they are being effectively used.  The Montessori and Original Strand classes will effectively deliver Level 1 of <i>Arataki Marau mā te Ako i Te Reo</i>

		<ul style="list-style-type: none"> <li><b>Immersion Strand</b></li> <li>Continue to develop the teaching skill and expertise to more effectively lift achievement in pangarau.</li> </ul>	Effective PLD will be provided based on individual teachers PLD needs. The Māori Immersion Strand will be involved in the mid year teacher only day focused on mathematics, run by Charlotte Wilkinson.
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<b>School finances</b> School finances are effectively managed for the benefit of all students.	<ul style="list-style-type: none"> <li>Consult and draft a budget each November, approve in February and review in June.</li> </ul>	<ul style="list-style-type: none"> <li>Increase non government funding</li> </ul>	Identify and pursue additional funding sources, including a continued focus on increasing the level of parent donations.
<b>Property</b> Property is well-maintained and thoughtfully developed to support the School's vision.	<ul style="list-style-type: none"> <li>Implement the 10 year property plan and identify priorities for the Five Year Agreement (5YA).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the priorities and plan for the Classroom refurbishment of Tōtara and Kereru and begin the planning process</li> </ul>	The principal and BOT will work with Ministry of Education Property Staff and their 10YPP Consultants to implement building and refurbishment plans.

Strategic Aims	Strategies for Achieving Aims	Annual Goals	Actions
<b>Personnel</b>  All necessary components are in place at Otari School for teachers and others to promote high quality teaching and learning within a positive, productive and fulfilling environment.	<ul style="list-style-type: none"> <li>Through effective leadership, professional development and teaching, sound learning programmes are sustained.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how well the school is placed for ongoing leadership, management and teaching throughout the personnel changes that inevitably occur.</li> </ul>	Board and management to review and evaluate administrative needs and management job descriptions with the view to establishing a sound continuity plan.

<b>Community Engagement</b>  Parents, caregivers and the wider community are provided with opportunities that encourage enthusiastic involvement in the School.	<ol style="list-style-type: none"> <li>Consult the entire community every three years to help the BOT establish strategic priorities, ensuring involvement of Montessori Strand, Original Strand, Maori medium Strand, Māori students, and Special Needs whānau.</li> <li>Provide and support initiatives that encourage parental and wider community involvement and actively seek to engage all parents in the education of their children.</li> </ol>	<ul style="list-style-type: none"> <li>Effectively communicate the School's strategic priorities, based on prior community consultation.</li> <li>More effectively engage parents in contributing to the fulfilment of board priorities, goals and initiatives.</li> </ul>	<p>The BoT will finalise the new strategic plan by the end of February.</p> <ul style="list-style-type: none"> <li>Specific initiatives to be confirmed, but will include Information sessions and regular effective communication</li> </ul>
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## Development of Strands

Each strand is supported to develop and flourish in accordance with its philosophy and unique features, ensuring School-wide whanaungatanga is protected and enhanced.

- Support strand leadership and development through staffing, budget and effective senior management and BOT liaison.

## Māori Immersion Strand

- Support current initiatives to increase the Immersion strand roll to maintain three classroom structure, and evaluate success of this and future sustainability.

- Close monitoring and reporting to the Board will ensure they have all information needed to make necessary decisions.

# Learning Improvement Plan for Original and Montessori Strands

## Strategic Goal for Original and Montessori Strands

Improve outcomes for all students, particularly Māori, Pasifika, children from low socio-economic homes and children with special needs. Accelerate progress of students performing 'below' expectations. (As per the Ministry of Education's 2012 *Statement of Intent for 2012-2017*)

## Annual Goals for Original and Montessori Strands

1. Accelerate progress of students performing 'below' expectation in Writing
2. Accelerate progress of students performing 'below' expectations in Mathematics.
3. Accelerate progress of students who have special needs.

For the purpose of this Plan, students who have special needs are those receiving external funding to address their specific learning challenges. Other students who have been identified as having specific learning issues that require extra support but do not receive external funding are included in those identified through Annual Targets 1 and 2.

## Annual Targets for Original and Montessori Strands

### Writing

Raise achievement in Writing of 31 students, from Years 2 to 8 who achieved 'below' to 'well below' the National Standard so that accelerated progress results in achieving 'at' the Standard by the end of 2017.

### Mathematics

Raise achievement in Mathematics of 19 students who achieved 'below to well below' so that accelerated progress results in achieving 'at' the Standard by the end of 2017.

### Special Needs

Raise the achievement of 14 students who have been identified as having special needs.

## Baseline Data for Original and Montessori Strands

### Writing

National Standards data shows that there are 32 non ORS-funded students entering 2017 who have not achieved the National Standard for Writing. The data shows 29 students achieving 'below' and 3 students achieving 'well below' the National Standards. Teacher observations, class writing assessments, school-wide asTTle writing assessments and PACT tool assessment data support the National Standards data gathered. The identified group of students is made up of 19 boys and 13 girls, of whom:

- 12 are Māori students
- 1 is a Pasifika student.

### Mathematics

National Standards data shows that there are 19 non ORS-funded students entering 2017 who have not achieved the National Standard for Reading. The data shows 14 students achieving 'below' and 5 students achieving 'well below' the National Standards. Teacher observations, Class mathematics assessments and standardised mathematics testing support the National Standards data gathered. The identified group of students is made up of 7 girls and 12 boys, of whom:

- 9 are Māori students
- 3 are Pasifika students

### **Special Needs Students**

External funding for learning support is provided for 13 students in the Original and Montessori Strands. There are:

- 4 ORS-funded students
- 1 student receiving ICS funding (formally known as HLN)
- 1 student receiving High Health Needs funding and Language Learning Intervention
- 7 students receiving ESOL funding.

Baseline data for each student is included in their *Individual Education Plan* and/or within class assessment data.

Each child's right to privacy necessitates the exclusion of specified data in this document.

### **Key Improvement Strategies for the Original and Montessori Strands**

Teachers meet within strands and syndicates during the first two weeks of Term One to discuss identified students and decide how best to allocate and utilise any available teaching support.

Teachers will meet with the Principal and team leader to outline their learning programmes, including the strategies they are employing for each child. Teachers will also be required to include this information in class descriptions. Strategies employed will include one or more of the following:

- extra, regular small group tuition
- teacher's aide support
- application of the Lexia programme
- adaptation of the Writing and mathematics programmes
- 'Fonetik' remedial spelling intervention tuition
- one-to-one tuition, including SPELD, Reading Recovery, and numeracy tuition.
- Use of computer based programmes, e.g., "Maths Buddy."

Regular updates about identified students will be a feature of strand and syndicate meetings at least once a term.

### **Students with Special Needs**

Strategies are developed in accordance with the students' individual education plans. Susan West, Special Education Needs Coordinator, classroom teachers, teachers' aides, parents and caregivers meet with the appropriate Ministry-funded special education providers to establish goals and learning targets that address the learning needs of students.

### **Indicators of Progress for Students in the Original and Montessori Strands**

Students make progress throughout the year. This is evidenced through:

- Writing assessment in relation to the Writing and Mathematics PACT assessment tool
- recorded observations of student engagement by teachers and Principal
- student self-assessment
- teacher observation and knowledge gained through student teacher interaction
- class assessment tasks
- progress through the numeracy stages
- standardised Mathematics and numeracy assessment
- Observations by parents and feedback of whānau regarding students' progress.

## **Indicators of progress for students with special needs**

Progress indicators are in relation to the established goals for each child. Staff meet once a term to discuss all special needs students and update their progress. The SENCO tracks progress and reports, in general terms, to the Board of Trustees twice a year.

# Learning Improvement Plan for Māori Immersion Strand

## Strategic Goal for Māori Immersion Strand

Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs. Accelerate progress of students performing 'below' expectations.

NB: The Government's priorities are: Improving outcomes for priority groups — Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds.

[www.minedu.govt.nz/theMinistry/PublicationsAndResources/StatementOfIntent](http://www.minedu.govt.nz/theMinistry/PublicationsAndResources/StatementOfIntent)

## Annual Goals for Māori Immersion Strand in 2017

1. Accelerate the progress of students achieving below expectation in Tuhituhi (Writing)
2. Accelerate the progress of students achieving below expectation in Pāngarau (Mathematics)
3. Accelerate the progress of students who have special needs.

## Annual Targets for Māori Immersion Strand in 2017

### Tuhituhi (Writing)

Raise achievement in Tuhituhi (Writing) of 17 students, from Years 3 to 7 who achieved 'manawa āki' ('below') to 'manawa taki' ('well below') the National Standard so that accelerated progress results in achieving 'manawa ora' ('at') the Standard by the end of 2017.

### Pāngarau (Mathematics)

Raise achievement in Pāngarau of 10 students who achieved 'manawa āki' (below) to 'manawa taki' ('well below') so that accelerated progress results in achieving 'manawa ora' ('at') the Standard by the end of 2017.

### Special Needs

Accelerate the progress of 2 students who are identified as having special needs.

## Baseline data in Relation to Ngā Whanaketanga Rumaki Māori

### Tuhituhi (Writing)

Overall Teacher Judgements were made in relation to Ngā Whanaketanga, based on class work and formal writing assessments, including assessments using to Ngā Taumata Tuhituhi.\*

Ngā Whanaketanga data shows that there are 17 non ORS funded students entering 2016 who have not met Ngā Whanaketanga standard for Tuhituhi. This data shows that 14 students (5 girls and 9 boys) from Year 3 to Year 8 entering 2017 achieved 'manawa āki' ('below') in Tuhituhi (Writing) and 3 students (1 girl and 2 boys) achieved 'Manawa taki' ('well below' expectation.)

\*Ngā Taumata Tuhituhi draft, nā Kath Rau i kohikohi, Kia Ata Mai Educational Trust.

### Pāngarau (Mathematics)

Overall Teacher Judgements were made in relation to Ngā Whanaketanga, based on class work and formal mathematics and numeracy assessments.



The resulting data shows that 8 students (5 girls and 4 boys) from Years 3 to Year 7 achieved 'manawa āki' ('below') in Pāngarau (Mathematics) and 2 students (1 girl and 1 boy) achieved 'Manawa taki' ('well below' expectation.) All of these students are returning in 2017.

Ngā Whanaketanga data shows that there are 10 non ORS funded students entering 2017 who have not met Ngā Whanaketanga standard for Pāngarau. This data shows that 8 students (5 girls and 3 boys) from Year 3 to Year 7 entering 2017 achieved 'manawa āki' ('below') in Tuhituhi (Writing) and 2 students (1 girl and 1 boy) achieved 'Manawa taki' ('well below' expectation.)

### **Special Needs in the Māori Immersion Strand**

At the start of term 1 external funding for learning support is provided for 1 student through the Ongoing Resourcing Scheme (ORS). One student is receiving support from Resource Teachers of Learning and Behaviour (RTLb). Applications for support will be made for two students with ongoing learning needs who have previously received RTLb support but are not currently on the RTLb roll. Baseline data for each student is included in their Individual Education Plans and/or within class assessment data.

The right to privacy of students necessitates the exclusion of specific data that could identify the individual concerned in this document. The Ministry receives full data and then redacts the information to obscure content privacy purposes.

### **Key Improvement Strategies for the Māori Immersion Strand**

Kaiako meet within strands and syndicates during the first two weeks of Term One to discuss identified students and decide how best to allocate and utilise any available teaching support.

Kaiako will meet with the Tumuaki and/or Immersion Strand leader to outline their learning programmes. They will explain the strategies they are employing for each child. Teachers will also be required to include this information in class descriptions. Strategies employed will include one or more of the following:

- Extra small group tuition
- Specific, regular Kōrero tuition for each class and designated groups
- Teacher's aide and kaiarahi i te reo support
- Adaptation of Te Reo Matatini programme
- Adaptation of the Numeracy programme, materials and lessons
- Activities to improve basic number and strategy knowledge
- Engagement of parent and whānau support for student goals
- Huinga Raukura series (for Pānui) Manu Tuhituhi (for Tuhituhi)
- Adapted StoryMaker (for Tuhituhi and Pānui)
- Adapted Sock puppets app. (for Kōrero and Tuhituhi)
- Teacher's aide and kaiarahi i te reo support
- Adaptation of the Tuhituhi and Pāngarau programmes
- One-to-one tuition
- Use of computer based programmes, e.g., "Maths Buddy."

Regular updates about identified students will be a feature of strand and syndicate meetings at least once a term.

### **Indicators of Progress in the Māori Medium Strand**

Students will make progress throughout 2017. This will be evidenced through:

- student engagement and self-assessment
- specific Pāngarau assessment
- teacher observation and knowledge gained through student teacher interaction

- class assessment tasks
- Tuhituhi (Writing) assessment in relation to Ngā Taumata Tuhituhi.
- Observations from parents and feedback from whānau in relation to progress of tamariki.

### **Students with special needs in the Māori Medium Strand**

Strategies will be developed in accordance with Individual Education Plans. Susan West, Special Education Needs Coordinator, kaiako, kaiāwhina, and whānau will meet with the appropriate Ministry-funded special education providers to establish goals and learning targets that address the learning needs of students.

### III Appendix

#### Ministry of Education Charter Checklist

This checklist has been used to ensure that the *Otari School Charter* meets all of the requirements of Section 61 of the Education Act 1989. The requirement in regards to standards is relevant to Otari School since we have students in Years 1-8 and we use *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* to set teaching and learning programmes.

([www.minedu.govt.nz/Boards/SchoolPlanningAndReporting/Planning/CharterChecklist](http://www.minedu.govt.nz/Boards/SchoolPlanningAndReporting/Planning/CharterChecklist) )

- |     |  |            |
|-----|--|------------|
| 1.  | <i>The aim of developing, for the School, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.</i>   | <b>YES</b> |
| 2.  | <i>The aim of ensuring all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.</i>   | <b>YES</b> |
| 3.  | <i>A long-term strategic planning section that establishes our board's aims and purpose.</i>   | <b>YES</b> |
| 4.  | <i>A long-term strategic planning section that establishes for the next 3 to 5 years our board's aims, objectives, directions and priorities for intended student outcomes, our School's performance and use of resources.</i>   | <b>YES</b> |
| 5.  | <i>A long-term strategic planning section that includes any aims or objectives that designate our School's special characteristics or its special character.</i>   | <b>YES</b> |
| 6.  | <i>An annually updated section that establishes for the relevant year our board's aims, directions, objectives, priorities and targets relating to intended student outcomes, our School's performance and use of resources.</i>   | <b>YES</b> |
| 7.  | <i>An annually updated section that sets targets for the key activities and achievement of objectives for the year.</i>  | <b>YES</b> |
| 8.  | <i>Our board's aims, objectives, directions, priorities and targets for student achievement, including the assessment of students against any National Standard.</i>   | <b>YES</b> |
| 9.  | <i>Our board's aims, directions, objectives, priorities and targets for our board's activities aimed at meeting general government policy objectives for all Schools, being policy objectives set out and referred to in national education guidelines, and specific policy objectives applying to our School.</i> | <b>YES</b> |
| 10. | <i>Our board's aims, directions, objectives, priorities and targets for the management of our School's and Board's capability, resources, assets, and liabilities including human resources, finances, property and other ownership matters.</i>   | <b>YES</b> |
| 11. | <i>All annual or long-term plans (or a summary or reference to them) that our board is required to have or has prepared for its own purposes.</i>  | <b>YES</b> |