

Mornington School



Noho Tahi, Ako Tahi Charter 2022

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

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Our Vision

Noho Tahi, Ako Tahi – Together, We Live & Learn

As a result of their years of learning and living in our school and its community, our students will be:

- **confident, resilient, healthy thinkers**

Our Values

The values our community considers the most important are:

- **Whakaute - Respect**
- **Kawenga - Responsibility**

We encourage, model and explore our values and the values of the New Zealand Curriculum (NZC pp10).

Our People

Board of Trustees	Staff				Children
Troy Vasa (Chair) Michelle McCartney Marie Munro Ben Peters Katrina Jenkins Adam Liberatore Carmel Jolly Principal Elly Lang (Minute Secretary)	Leadership Team	Teaching Teams	Specialist Teachers	Ancillary Staff	185 families
	Principal Carmel Jolly	Junior Team Teachers Sarah McKeich Ross Tucker	Margaret van Betuw Emma Murdoch Iain Cook-Bonney	Admin Staff Elly Lang	11 classes
	Deputy Principal Ross Tucker	Liz Riggir Jill Gray Michelle Kemp Kelly Bliss Hannah Scott Charlotte Orpen	Learning Assistants Lee Bowler Janine Aldred Darryl MacDonell Brigid Corson Keryn Paku Dee Solomon Kerry Davey	Caretaker Chris Womphrey	2 teaching teams
	Junior Team Leader Liz Riggir				237 pupils
	Senior Team Leader Lucy McGrannachan	Senior Team Teachers Lucy McGrannachan Rachel Sutherland Zara Anthony-Whigham Kelsey Aston			44% 104 girls
	SENCO Katrina Jenkins				56% 133 boys
				
				
					65% NZE
					19% Māori
					3% Pacific Island
					6% Asian
					7% Other
					21 ESOL students from
					10 nations

CULTURAL DIVERSITY

Mornington School is committed to the implementation of policies and practices that reflect the cultural diversity of New Zealand with particular emphasis on Maori culture and language recognising Ngai Tahu as Manu Whenua.

- Te Reo Maori and Tikanga Maori are integrated throughout the curriculum
- Each week there is Top Te Reo Tip for teachers to use in their classroom
- Professional development is provided for all staff
- The opportunity to participate in Kapa Haka is offered to all students
- Maori student's achievement is monitored to ensure all Maori students are progressing at expected levels
- A learning environment that supports Maori students learning preferences is fostered
- The Board of Trustees facilitates annual consultation with Maori families to discuss how the school meets the needs of our Maori students

All reasonable steps will be taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for full-time students whose parents ask for it. The following strategies will be used:

- Contact local rununga or iwi advisors re possible programme support
- Contact the Resource Teachers of Maori to support the student and class teacher
- Contact the Otago University College of Education for advice, resources and guidance with programmes
- Make contact with the Correspondence School to obtain suitable instruction
- Involve the child and whanau in the programme design and content providing financial resources through the operational grant

SECTION B: STRATEGIC SECTION - OUR STRATEGIC GOALS 2022 - 2024

GOAL: In collaboration, the BOT and Staff will provide the highest possible learning outcomes for our students.

Aims	Objectives	2022 - 2024
1. Student Outcomes High-Quality Teaching & Learning	- Achievement in Mathematics	<ul style="list-style-type: none"> Continue PLD DMIC Maths Set targets for student achievement in Mathematics based on previous years' achievement data
2. Student Outcomes Behaviour Education & Self Management	<ul style="list-style-type: none"> Play is the Way PB4L Ngā Tapa Whā Project Yr 3 	<ul style="list-style-type: none"> Introduce PB4L Strengthen Play is the Way across the school
3. Community Partnerships	<ul style="list-style-type: none"> Community Consultation with staff, families, wider community, past pupils School website 	<ul style="list-style-type: none"> Community Consultation Develop a strategic plan based upon our consultation Upgrade the website and allow it to be a current resource for our families

SECTION C: ANNUAL PLAN

STRATEGIC GOAL: In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students.		
Annual Objective 1. High-quality teaching and learning in Mathematics		
How will we do this?	What will it look like?	Monitoring
Continue PLD in DMIC	<ul style="list-style-type: none"> Two observations and feedback provided to individual staff each term Planning as a school-wide team Using the new activities provided by DMIC Introduce the observations of teachers in vertical teams Collaborative planning of anticipations. Time to plan as a Team Understanding of the Curriculum 	<ul style="list-style-type: none"> Teachers to work collaboratively in their team to plan units Complete a survey at the end of the year regarding the value of observations and new DMIC approach
Set targets for student achievement in Mathematics based on the previous year's achievement data	<ul style="list-style-type: none"> Learners are able to clearly discuss their mathematical understanding. Assessing using authentic tasks 	<ul style="list-style-type: none"> Survey / Views / Consultation from / with the parent community about the effectiveness of the DMIC system Diagnostic, Formative, Summative, Anecdotal Assessment - Effective assessment.

Annual Objective

2. To enhance teachers' capability in behaviour management

How will we do this?	What will it look like?	Monitoring
PB4L	<ul style="list-style-type: none">• Develop a team to lead PB4L in the school• Professional Development provided through the MOE• Develop a clear set of expectations on what behaviour looks like at Mornington	<ul style="list-style-type: none">• Baseline data collected• Monitor and analyse the behaviour data termly
Play is the Way	<ul style="list-style-type: none">• Reinvigorate the programme school-wide• Provide Professional Development to all staff twice a term• Ensure new staff complete a one day course on PITW• Use the language in our everyday conversations with students and staff• Opportunity to discuss management techniques and successes across teams	<ul style="list-style-type: none">• Regular reflections at Staff Meetings• Are we hearing the language in the playground?

Annual Objective 3. Community Partnerships		
How will we do this?	What will it look like?	Monitoring
Community Consultation	<ul style="list-style-type: none"> • Develop a survey looking at vision, values, school practices • Consult with staff, families, wider community and past pupils • Whānau consultation evening. • Analyse the results and develop a strategic plan moving forward 	<ul style="list-style-type: none"> • Develop a time line and monitor regularly
Upgrade the website	<ul style="list-style-type: none"> • Meet with the website designer to design a clear, easy to use website • Ensure the information on the website is clear and concise • The website will be a current resource for our families 	<ul style="list-style-type: none"> • Set a weekly goal to achieve

SECTION C: ANNUAL SECTION - STUDENT ACHIEVEMENT TARGETS

STRATEGIC AIM:

- Provide a high quality, broad curriculum programme based on the NZC, which fosters excellence, and recognizes each student's learning needs
- Accelerate the progress of all students achieving below their expected level in reading, writing and mathematics
- Accelerate the progress of target students achieving at their expected level in reading, writing and mathematics
- All Parents and Whanau will be empowered to support students to achieve success in their learning through effective engagement and communication

Annual Objective:

That all students identified as achieving below the curriculum expectation in Maths in 2021 be on track to reach expectation by the end of Year 6.

Baseline Data: Our 2021 end of year data showed that 24% of all students were below the expected level for their age and 12% of Year 6 students were below.

How will we do this?	Responsibility	Time Frame	What will it look like?	Monitoring
Refining assessment systems	Classroom Teachers Team Leaders Principal LSC	Terms 1 - 4	<ul style="list-style-type: none">• Investigate using PACT to monitor individual progress• Use PAT Maths assessment Years 3 -6• Ensure that all children not meeting expectations have been identified and are monitored closely	<ul style="list-style-type: none">• Progress of students to be analysed at team/staff meetings
Students who have been identified as below will be tested and their gaps identified. Teachers will investigate the use of PACT on this group.	All staff	Terms 1 - 4	<ul style="list-style-type: none">• Building teacher capability with regular discussion at meetings• The Teacher will plan targeted instruction	<ul style="list-style-type: none">• Staff Meeting PLD• Team meetings

Annual Objective:

There will be a 10% shift of students moving from at to above in Writing.

Baseline Data: Our 2021 end of year data showed that 10% of students were achieving above their expected level and 57% were achieving at the expected level.

How will we do this?	Responsibility	Time Frame	What will it look like?	Monitoring
Refining learning support systems	Classroom Teachers Team Leaders	Terms 1 - 4	<ul style="list-style-type: none">Teachers' moderating writing samples across the school	<ul style="list-style-type: none">Identifying the studentsProgress of students to be analysed at team/staff meetings and with your Literacy support teacherAttending moderation and sharing information
There will be clear, explicit expectations for quality and effective teaching	All staff	Terms 1 - 4	<ul style="list-style-type: none">Instructional writing will happen a minimum of 4 days a weekEveryone will have writing groupsThis will be identified in planningEvidence of feedback between student and teacher	<ul style="list-style-type: none">Staff will be able to talk confidently about where the children are at and what their next step isExplicit planning and teaching