

Mornington School



Noho Tahi, Ako Tahi Charter 2023

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
Brian McMillian (Chair) Ben Peters Lucy McGrannachan Caleb Robinson Louise Guise Carmel Jolly Principal Elly Lang (Minute Secretary)	Leadership Team	Teaching Teams	Specialist Teachers	Ancillary Staff	185 families
	Principal Carmel Jolly	Junior Team Teachers Ross Tucker Sarah McKeich Jill Gray Michelle Kemp Hannah Scott	Margaret van Betuw Emma Murdoch Iain Cook-Bonney	Admin Staff Elly Lang	11 classes
	Deputy Principal Ross Tucker			Caretaker Chris Womphrey	3 teaching teams
	Junior Team Leader Ross Tucker		Learning Assistants Lee Bowler Janine Aldred Darryl MacDonell		232 pupils
	Middle Team Leader Liz Riggir	Middle Team Teachers Liz Riggir Zara Anthony-Whigham Kelly Bliss Katrina Jenkins	Haylee Forde Keryn Paku Dee Solomon Kerry Davey		46% 107 girls
	Senior Team Leader Lucy McGrannachan	Senior Team Teachers Lucy McGrannachan Rachel Sutherland Rebecca Kettle			54% 125 boys
	SENCO Katrina Jenkins			
				
					69% NZE
					11% Māori
					1% Pacific Island
					10% Asian
					9% 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 Writing	<ul style="list-style-type: none"> • Use PACT as a tool to assess progress over time • Set targets for student achievement in Writing based on previous years' achievement data • Develop Teacher's understanding of the writing expectations in the context of knowledge and skills important for success
2. Student Outcomes Behaviour Education & Self Management	- Play is the Way - PB4L - Ngā Tapa Whā Project Yr 4	<ul style="list-style-type: none"> • Introduce Restorative Practices schoolwide • Strengthen Play is the Way across the school
3. Community Partnerships	- Regular attendance for all children	<ul style="list-style-type: none"> • Monitoring attendance weekly • Identifying barriers to attendance • Ongoing reminders in the newsletter and on seesaw
3. Community Partnerships	- Community Consultation with staff, families, the wider community, and past pupils	<ul style="list-style-type: none"> • Community Consultation • Develop a strategic plan based upon our consultation

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 Writing		
How will we do this?	What will it look like?	Monitoring
Use PACT as a tool to assess progress over time	<ul style="list-style-type: none"> Professional Development in using the PACT Tool Using the PACT tool once a term to inform the next teaching steps for learners 	<ul style="list-style-type: none"> Moderation and discussion at Team and Staff Meetings
Set targets for student achievement in Writing based on the previous year's achievement data	<ul style="list-style-type: none"> Learners are able to clearly discuss their writing goals Assessing using PACT 	<ul style="list-style-type: none"> Diagnostic, Formative, Summative, Anecdotal Assessment - Effective assessment. Moderation and discussion at Team and Staff Meetings

Annual Objective

2. To enhance teachers' capability in behaviour management

How will we do this?	What will it look like?	Monitoring
Restorative Practices	<ul style="list-style-type: none">• Ongoing Professional Development• Develop a clear set of expectations on what the learning culture looks like at Mornington• Develop a system that works for Mornington School incorporating Play is the Way, PB4L, and other behaviour strategies	<ul style="list-style-type: none">• Monitor and analyse the behaviour data termly• 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, and school practices • Consult with staff, families, the 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 timeline and monitor regularly

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 2022 end of year data showed that 26% of all students were below the expected level for their age and 18% 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 closely monitored and their gaps identified.	All staff	Terms 1 - 4	<ul style="list-style-type: none"> Building teacher capability with regular discussion at meetings and peer observations The Teachers 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 below to at in Writing and at to above.

Baseline Data: Our 2022 end of year data showed that 36% of students were achieving below their expected level and 52% 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"> Assessing using PACT Teachers' moderating writing samples across the school 	<ul style="list-style-type: none"> Identifying the students Progress of students to be analysed at team/staff meetings and with your Literacy support teacher Attending 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"> Learners are able to clearly discuss their writing goals Instructional writing will happen a minimum of 4 days a week Everyone will have writing groups This will be identified in planning Evidence 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 is Explicit planning and teaching