



**Karapiro
School**
Together we grow

School Charter 2017



Karapiro School
School ID Number 01764

Period: 2017 – 2020

2017 Karapiro School Charter: Consulted with school community March 2017

Mission Statement

Whakatupu tahi tatou. Together we grow.

Vision Statement

Karapiro School will be a safe and happy environment where all learners are supported by dedicated staff, families and community to continually strive, persevere and achieve their very best, in all aspects of learning.

Core Beliefs

After consultation with the students, teachers and community, the following shared beliefs were agreed. Through inquiry-based programmes, Karapiro School will:

- Provide an engaging, fun, holistic and balanced school curriculum designed to meet the needs, interests and abilities of students academically, socially, physically and emotionally.
- Present opportunities to challenge the children to succeed to their potential and celebrate their talents.
- Nurture a sense of belonging, self-esteem, confidence, perseverance, responsibility and resilience for their own actions and learning.
- Empower students to become motivated, future focussed, quality individuals who are life-long contributors.

Core Values

After consultation with the students, teachers and community the following values were agreed as being most highly valued: Programmes at Karapiro School, including the virtues project will encourage and develop: Respect, Honesty, Responsibility, Self-Management, Confidence, Excellence, Cooperation, Creativity, Enthusiasm and Commitment.

Cultural Perspectives

Karapiro School will celebrate and honour the cultural backgrounds of all members of its school community. Our school will also recognise the unique position of Maori within New Zealand society and promote bicultural practices. It will provide students with experiences and understandings in a range cultural traditions, language and local and national histories.

Annual school EOTC experiences (including camps, trips and noho marae) will provide a rich opportunity to explore our multicultural and bicultural heritage. Children will participate in our class Te Reo programmes and cultural assemblies.

Health and Safety

Karapiro School and the Board of Trustees is committed to providing a safe and healthy work environment for its students, workers, volunteers, contractors and visitors. This commitment extends to ensuring that our operations do not place members of the public at risk of injury, illness or property damage.

The Board will take all practical steps to comply with relevant health and safety legislation, standards and codes of practice and will work to actively promote healthy and safety initiatives and to eliminate, isolate or minimise hazards.

Key Competencies

After consultation with the students, teachers and community the following Key Competencies were agreed as vital in terms of providing a framework for learning at Karapiro School. The competencies are our interpretation of the key competencies identified in the New Zealand Curriculum.

We have used a play on the word “awesome” which we describe as “oarsome” to celebrate the fact that we are located near the rowing capital of New Zealand and that successful rowing involves many of the competencies we are working towards. The key competencies will be reviewed in 2018.

At Karapiro School we believe all learners will be oarsome:

Communicate - oars

Oarsome communicators...

- Listen actively and courteously.
- Speak concisely with clarity, confidence and expression.
- Think about what they say.
- Use a range of communication tools.
- Share their ideas and listen to the ideas of others.

At Karapiro School we believe all learners will be oarsome:

Self manage - oars

Oarsome Self managers...

- Feel confident and give things a go.
- Have their learning tools ready.
- Get started, stay on task and get the job finished.
- Know their strengths and their goals.
- Plan and organise their learning.
- Keep on trying their best.

At Karapiro School we believe all learners will be oarsome:

Explore - oars

Oarsome Explorers...

- Plan, search, discover, share and reflect.
- Are curious and ask insightful questions.
- Know how to research using a range of information tools (such as books, internet, experts, surveys, graphs etc...)
- Look and listen carefully.

At Karapiro School we believe all learners will be oarsome:

Contribute - oars

Oarsome Contributors...

- Listen, understand and share.
- Support and consider other people and their ideas.
- Accept challenges and take risks.
- Actively participate in lots of groups, sometimes as leader.

At Karapiro School we believe all learners will be oarsome:

Think - oars

Oarsome Thinkers...

- Think about what they see and hear.
- Solve problems.
- Brainstorm and think outside the square.
- Think about what other people think.
- Reflect about why they think the way they do.

*The stronger your oars
the faster and further you go!*

Students have developed a visual representation of learning at Karapiro School. This picture includes reference to school strategic aims such as high achievement, quality curriculum programmes, goal setting, key competencies and values. The students' interpretation is closely aligned with the school logo. Our mission statement, 'whakatupu tahi tatou, together we grow' is central to both images. Staff are continuing to develop ways to use the image to enhance student agency of their learning.

Learning at Karapiro School



Balloons

Our goals and our dreams for the future.

'Oarsome' Learners

Think-oars
Contribute-oars
Explore-oars
Communicat-oars
Self manage-oars

Stones - Kara Virtues

Respect
Responsibility
Honesty
Cooperation
Confidence
Excellence
Commitment
Creativity
Enthusiasm
Self Discipline



Maunga

High Achievement & Growth

River - Awa

7 Learning areas (waves)
Languages
Maths
Science
Social Science
Technology
The Arts
Health and Physical Wellbeing

People - Tangata

Students
Staff
BOT
Family - Whanau
Communities

Whakatupu Tahi Tatou - Together we Grow



1.1 School Description

Karapiro School is a rural primary school located near Lake Karapiro, eight kilometres south of Cambridge.

Karapiro is an area with a strong sense of community. There is a positive relationship shared between our community and our school with the activities of the school well anticipated and supported, for example 'Ag Day', school camp, school production and prize giving, book character day, cultural celebrations, community working bees, Year 6 ski trip, school disco/dance and 'Electives'. The Ministry of Education 'Kiwisport' funding goes towards the cost of our school swimming programme.

Our school provides a caring, supportive and holistic learning environment in which a well-balanced programme of academic, cultural, arts and sporting opportunities is delivered by a skilled and dedicated staff, supported by a caring and capable Board of Trustees.

Our school is set on attractive, well maintained grounds featuring light and spacious classrooms, a library/community room, a modern purpose built administration block, resource rooms and wireless ICT infrastructure. The school has a solar heated swimming pool, extensive covered decking, sports field, adventure playgrounds and access to the nearby community hall. The school vegetable gardens and nursery enable our students to participate in sustainable environmental initiatives such as the *Trees for Survival* programme and *Enviroschools*. The Karapiro School Playgroup meet fortnightly at school and form part of the school 'Transition to School' programme.

Karapiro School is a member of Te Puna o Kemureti, the Cambridge Community of Learners (CCoL). We work together with our local schools to improve achievement outcomes for students across the community. Karapiro School is a member of Cambridge Rural Schools and we meet for sports events with our local rural schools throughout the year. Karapiro School is a member of the Asian Language Learning in Schools group known as Cambridge Fusion. In 2017 two classes at Karapiro School receive weekly tuition in Mandarin.



Karapiro School – Together we grow.

Section 2 Strategic
Section 2.1 Strategic Overview

CURRICULUM NAG1

- **STRATEGIC AIM 1:** Achieve high standards of student success in all curriculum areas, with a focus on Literacy & Mathematics’.
- Curriculum design provides engaging targeted learning programmes for all learners.
- Maintain developments improving responsiveness to Maori learners.
- Maintain regular consultation through Raukawa Trust Board & Community Marae.
- Discuss and review innovative learning spaces.
- Participate in ALLIS.
- Promote environmental sustainability via the EnviroSchools programme.

FINANCE & PROPERTY NAG4

- School budget meets the learning needs of our students.
- Review 5YA and 10YPP agreements with view to future directions.

SELF REVIEW & COMMUNITY NAG2

- Actively promote and provide regular opportunities for our community to be together i.e. school picnic, school camp, playgroup, curriculum information sessions, reporting to parents, Ag Day, Yr 6 ski trip.
- Effectively communicate and consult with school community (newsletter, social media, email).
- Execute policy/procedure self-review schedule.
- Engage with our community on Health curriculum.
- Engage with our community to revision

KARAPIRO SCHOOL
VISION STATEMENT
2017-2020

Karapiro School will be a safe and happy place where all learners are supported by dedicated staff, families and communities to strive and achieve their very best, in all aspects of learning.

HEALTH & SAFETY NAG5

- Maintain a happy, safe and inclusive culture and learning environment for everyone at Karapiro School.
- Monitor Health & Safety procedures and Hazard & Maintenance register.
- Develop Safe Traffic/Parking Plan

LEGISLATION NAG6

- Attendance is monitored through electronic registers.
- Comply with MOE directives (number of half days open)
- Staff & student privacy maintained (Privacy Act 1993)
- School procedures support the Vulnerable Children’s Act (2014).

HUMAN RESOURCES NAG3

- Employ, retain & nurture high quality teaching staff & support staff.
- Build teacher capability through teaching as inquiry.
- All staff participate in high quality performance management appraisals, linked to student achievement targets.
- All staff participate in professional learning and development opportunities linked to student achievement targets and career pathways.
- Engage and participate in the Cambridge Community of Learners (CCoL).
- New staff and students are effectively welcomed & inducted into Karapiro School

SCHOOL CHARTER
NAGs7&8

- School charter is reviewed by all stakeholders and updated annually.
- Annual targets are set following AOV of end of year data.
- The charter is submitted to MOE by 31 March.
- The annual report & AOV is submitted to MOE by 31 May.

Section 2.2 Self Review Overview

Review Focus Area	2017	2018	2019	2020
Curriculum				
Priority Learning Areas (Strategic Aims)	Literacy – Written Language	Mathematics	Literacy – Reading	Mathematics
Curriculum	Health Science	Physical Education	Technology	The Arts
Reporting to Parents	Introduce anniversary reporting to align with NS	Interim reports EOY written reports	Interim reports EOY written reports	Interim reports EOY written reports
Governance				
Policy/Procedure Review	Behaviour For Learning Police Vetting BOT Standing Orders ASC Board as Employer Finance Board Documentation	Student Achievement Cybersafety / ICT BYOC Code of Conduct OIA Requests	Health & Safety EOTC Planning & Reporting Curriculum Delivery	Finance and Assets ASC Learning Support Finance
Property	Review 5YA / 10Y PP		Annual review	Annual Review
Community Consultation	Health Curriculum Survey Educational Positioning Survey (EPS)	Community Survey/ Consultation	Health Survey	Community Survey/ Consultation
Strategic Plan/Charter	Review Annually	Review Annually	Review Annually	Review Annually

Section 3. Annual 3.1 Annual Plan Overview

CURRICULUM NAG1

- Develop new SENCO role
- Review learning support & GATE procedures & programmes
- Review Ka Hikitia / Tataiako / Pasifika Education Plan to improve responsiveness to Maori / Pasifika learners
- Promote collaborative practices through curriculum planning & shared roles & responsibilities
- Continue to build teacher capability through teaching as inquiry
- Provide rich & authentic learning experiences including use of ICT, BYOC & the Arts
- Embed the 'Virtues Project'
- Promote student agency & leadership opportunities
- Provide opportunities for the development of cultural competencies
- Review Literacy curriculum
- Review Science curriculum

FINANCE & PROPERTY NAG4

- Monitor monthly accounts & prepare accounts for auditor
- Prepare new 5YA and 10YPP agreements with MOE
- Move towards MLE/ILS plans learning spaces for senior students

SELF REVIEW & COMMUNITY NAG2

- Promote & support Karapiro Playgroup
- Plan regular community events & activities
- Develop transition to school programme in liaison with local early childhood centres
- Hold community curriculum information sessions (including a 2017 consult on Health Curriculum)
- Review & update policy/procedure as per self-review schedule
- Engage CORE Education for Educational Positioning Survey

Annual Plan Overview – 2017

Strategic Aim:

Aim: Karapiro School will achieve high standards of student success in all curriculum areas, with a particular focus on writing, reading & maths.

HEALTH & SAFETY NAG5

- Maintain a happy, safe & inclusive school culture & learning environment for everyone at Karapiro School
- Initiate staff appreciation practices
- Monitor hazard & maintenance register
- Complete building & other compliance checks
- Site upgrades (car park etc)

LEGISLATION NAG6

- Review staff use of e-Tap electronic attendance registers.
- Relocate, reorganise & secure personnel files & archived documentation (Privacy Act 1993)
- Ensure compliance with Child Protection policy & procedures
- Review Police Vetting procedures

HUMAN RESOURCES NAG3

- Employ, retain & nurture high quality teaching and support staff
- All staff participate in high quality performance management appraisal opportunities, linked to student achievement targets
- Provide teachers with in professional learning opportunities linked to student achievement targets (with a focus on written language)
- The school is engaged and participating in the Cambridge Community of Learners (CCoL) initiative
- New staff and students are effectively welcomed & inducted into Karapiro School

SCHOOL CHARTER

NAGs7&8

- Review charter (all stakeholders) & update
- Complete AOV 2016 with whole staff
- Set annual charter targets with whole staff & Board based on AOV
- Submit charter, AOV and achievement data to MOE by 31 March 2017 (extension granted)

3.2 Annual / Strategic Plan Overview for Karapiro School 2017 2017 Targets



Strategic Aim 1

We aim to achieve high standards of student success in all curriculum areas, with a particular focus on reading, written language & mathematics.

Annual Aim

1.1: To increase the number of students achieving at or above the National Standard in **written language**.

Baseline Data

Dec 2014	72% of all students at or above the written language standard
Dec 2015	81% of all students at or above the written language standard
5Dec 2016	73.8% of all students at or above the written language standard

Analysis of schoolwide data in written language in December 2016 shows that 73.8% of all students were at or above the national standard in writing (the target was 85%). The 2015 national norm for written language was 71.4%. The 2015 Waikato norm for written language was 68.4%.

Targets

- 1.1a** By December 2017, 78% of all students will achieve at or above the National Standard in written language.
- 1.2 Shared aspirational community goal:** By the end of 2018 our Maori students will have achieved 69%-84% in written language across the entire community & individual schools
- 1.3 Shared aspirational community goal:** By the end of 2018 our male students will have achieved 73%-83% in written language across the entire community and individual schools

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. Review assessment data with staff and determine the individual learning needs of target students	Principal, DP, teachers		Term 1
2. Teachers identify and report progress of target students each term (A/L plans)	Teachers		Terms 1-4

3. Monitor progress of target students	SENCO		Each term
4. Teachers engage in performance management appraisal linked to teaching as inquiry & charter target goals (students)	Principal, Teachers		Terms 1-4
5. Appoint and nurture literacy lead teacher	Principal		Term 1
6. Appoint CCoL Within School Teacher (WST) with literacy responsibility	Principal	MOE	Term 1
7. WST to liaise with Across School Teachers (AST) in CCoL	WST		
8. Develop local goals following a review of moderated writing data in term 1	Principal / WST		Term 1
9. Curriculum review of written language curriculum	DP / WST		Term 1
10. Junior school teachers engage in PLD for phonics instruction & implement a co-constructed learning programme for junior students	SENCO, Junior school teachers	TA	Term 2
11. Promote student agency: explore ways to capture & use student voice to design engaging experiences in written language	Teachers		Terms 1-4
12. Teachers upskill in teaching writing through Gaye Byers PLD (x3 teachers 2017)	Teachers	\$2000	School holidays
13. Provide parents, families & whanau with curriculum information to enable their support with next learning steps, i.e. parent information sessions	Principal, teachers		Term 2-3
14. Classroom teachers display & use explicit learning progressions in writing	Teachers		Term 1
15. Priority learning assistance is available for students requiring support in writing	SENCO	TA	ongoing
16. Provide leadership & monitoring of effective written language programmes	Literacy lead teacher, Principal		Terms 1-4
17. Develop school exemplars of each stage of written language for student use	Teachers		Terms 1-4
18. Report outcomes of targets to BOT	Principal, DP		Term 4
19. Implement anniversary reporting against NS	Principal		Term 1
20. Analyse end-of-year data to inform progress and planning for the following year	BOT, Principal, teachers		End of year

Annual Aim

2.1: To increase the number of students achieving at or above the National Standard in **mathematics**.

Dec 2014	87% of students at or above the mathematics standard
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Baseline Data

Dec 2015	67% of students at or above the mathematics standard
Dec 2016	83% of students at or above the mathematics standard

Analysis of schoolwide data in mathematics in December 2016 shows that 83% of all students were at or above the national standard in mathematics (the target was 85%). The 2015 national norm for mathematics was 75.5%. The Waikato norm for mathematics was 73%.

Targets

2.2 By December 2017, 85% of all students will achieve at or above the National Standard in mathematics.

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. Review assessment data with staff and determine the particular learning needs of target students	Principal, DP, teachers		Term 1
2. Monitor progress of target students each term	SENCO		Terms 1-4
3. Teachers engage in performance management appraisal linked to teaching as inquiry & charter target goals (students)	Teachers		Terms 1-4
4. Appoint and nurture maths lead teacher/s	Principal		February
5. Develop a 'Mathematics Implementation Plan'	Maths lead teacher		Term 1
6. Promote student agency: explore ways to capture & use student voice to design engaging experiences in mathematics	Maths lead teacher		Terms 1-4
7. Provide parents, families & whanau with curriculum information to enable their support with next learning steps, i.e. parent information sessions	BOT, Principal, teachers		Term 3
8. Classroom teachers display & use explicit learning progressions in mathematics.	Teachers		Term 1
9. Report mid-year progress results to the Board.	Principal		June/July
10. Priority learning assistance is available for students requiring support in mathematics	BOT, Principal	\$	Terms 1-4

11. Provide leadership to teachers regarding OTJ's, NS's & assessment tools	Maths lead teacher		Terms 1-4
12. Develop school exemplars of each stage of mathematics strands for student use	Maths lead teacher		Terms 1-4
13. Implement anniversary reporting against NS	Principal		Term 1
14. Report outcomes of targets to BOT	Principal, DP		Term 4
15. Analyse end-of-year data to inform progress and planning for the following year	BOT, Principal		End of year

Annual Aim

3.1: To increase the number of students achieving at or above the National Standard in reading.

Baseline Data

Dec 2014	79% of students at or above the reading standard
Dec 2015	81% of students at or above the reading standard
Dec 2016	91.6% of students at or above the reading standard

Analysis of schoolwide data in reading in December 2016 shows that 91.6% of all students were at or above the national standard in reading (the target was 85%). The 2015 national norm for reading was 78%. The 2015 Waikato norm for reading was 76%.

Targets

3.2 By December 2017, 90% of all students will achieve at or above the National Standard in reading.

Actions to achieve targets	Led by	Budget	Timeframe
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		\$ or FTE	
1. Review assessment data with staff and determine the individual learning needs of target students	Principal, DP, teachers		Term 1
2. Monitor progress of target students each term	Principal, Literacy leader		Terms 1-4
3. Teachers engage in performance management appraisal linked to teaching as inquiry & charter target goals (students)	Teachers		Terms 1-4
4. Appoint and nurture literacy lead teacher	Principal, DP		February
5. Appoint CCoL Within School Teacher (WST) with literacy responsibility	Principal	MOE	
6. Develop a 'Reading Implementation Plan'	Literacy leader		Term 1
7. Promote student agency: explore ways to capture & use student voice to design engaging experiences in reading	Principal, DP, teachers		Terms 1-4
8. Provide parents, families & whanau with curriculum information to enable their support with next learning steps, i.e. parent information sessions	Principal, teachers		Throughout year
9. Classroom teachers display & use explicit learning progressions in reading	Teachers		Term 1
10. Priority learning assistance is available for students requiring support in reading	Principal, SENCO		Terms 1-4
11. Provide leadership to teachers regarding OTJ's, NS's & assessment tools	Literacy leader		Terms 1-4
12. Review reading resources across school & implement buying plan	Literacy leader		Term 1
13. Design 'school holiday reading packs' to address reading losses over breaks	Teachers		Terms 1-4
14. Implement anniversary reporting against NS	Principal		Term 1
15. Access RT:Lit, RT:LB support for target students	SENCO		Terms 1-4
16. Analyse end-of-year data to inform progress and planning for the following year	BOT, Principal, DP		End of year
17. Report outcomes of targets to BOT	Principal, DP		Term 4

Section 4. Procedural 4.1 Documents Informing the Karapiro School Charter

<p style="text-align: center;">Human Resources:</p> <p><i>Key School documents that inform the Karapiro School Charter relating to human resources include:</i></p> <ul style="list-style-type: none"> ▪ Job Descriptions ▪ Performance Agreements ▪ Staff Performance Management Appraisal Policy and Procedures ▪ School Parent Information Booklet ▪ Staff Professional Development ▪ Roles and Responsibilities Schedule ▪ Accidents and Medical Register ▪ Personnel and Curriculum Policies 	<p style="text-align: center;">Finances:</p> <p><i>Key School documents that inform Karapiro School Charter relating to finances include:</i></p> <ul style="list-style-type: none"> ▪ Annual Budget ▪ 5 / 10 Year Property Plan ▪ SUE Reports ▪ Assets Register ▪ Auditors Reports ▪ Associated Policies and Procedures ▪ Monthly financial reports ▪ Treasurers financial reports ▪ 												
<p style="text-align: center;">Health & Safety:</p> <p><i>Key School documents that inform the Karapiro School Charter relating to health and safety include:</i></p> <ul style="list-style-type: none"> ▪ Strategic Plan ▪ Operational Plan ▪ Hazards Register ▪ Maintenance Schedule ▪ Evacuations Procedures ▪ Student Support Programmes and Procedures ▪ Associated Policies ▪ Lockdown procedures 	<p style="text-align: center;">Property:</p> <p><i>Key School documents that inform the Karapiro School Charter relating to property include:</i></p> <ul style="list-style-type: none"> ▪ 10 Year Property Plan ▪ 5 Year Property Schedule ▪ Maintenance Schedule ▪ Hazards Register ▪ Health and Safety Procedures ▪ Evacuation Procedures ▪ Insurance Documents ▪ Associated Polices 												
<p style="text-align: center;">Curriculum:</p> <p><i>Key School documents that inform the Karapiro School Charter relating to curriculum include:</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">▪ New Zealand Curriculum</td> <td style="width: 33%;">Long term, weekly and lesson plans</td> <td style="width: 33%;">Ka Hikitia / Tataiako / Pasifika Education Plan</td> </tr> <tr> <td>▪ Curriculum Implementation Plans</td> <td>Assessment record books</td> <td>SMS – e-Tap</td> </tr> <tr> <td>▪ Student Individual Achievement Learning Journals</td> <td>Student Cumulative Files</td> <td></td> </tr> <tr> <td>▪ Associated Policies</td> <td></td> <td></td> </tr> </table>		▪ New Zealand Curriculum	Long term, weekly and lesson plans	Ka Hikitia / Tataiako / Pasifika Education Plan	▪ Curriculum Implementation Plans	Assessment record books	SMS – e-Tap	▪ Student Individual Achievement Learning Journals	Student Cumulative Files		▪ Associated Policies		
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▪ Student Individual Achievement Learning Journals	Student Cumulative Files												
▪ Associated Policies													

Date for sending 2017 Charter to the Ministry of Education: 31 March 2017 (extension granted)