

Port Chalmers School Charter

February 2021

School No. 3803



**PORT
CHALMERS
SCHOOL**

Te Kura o Koputai

This Charter includes:

Port Chalmers School's Mission, Vision and Values

Port Chalmers School's Strategic Plan 2021- 2023

Port Chalmers School's Annual Plan 2021

Port Chalmers School's Student Achievement Targets and Actions Plans 2021

VISION

To develop our learners into successful citizens
Creative, enthusiastic and resilient learners becoming leaders



MISSION

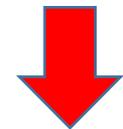
In partnership with our community, Port Chalmers School will provide a happy and healthy centre of learning where every child receives equal opportunity and encouragement to develop his/her potential.



Principles

We believe students learn in stimulating, safe, welcoming, supportive, consistent and comfortable environments

- with highly motivated and enthusiastic teachers
- with positive reinforcement and responsive feedback
- where risk taking is encouraged and mistake making is seen as part of learning
- with a variety of teaching styles and methods coupled with varied programmes to cater for them as diverse learners including the provision of specialised programmes
- with challenging but realistic goals
- with informed and supportive parents involved in the school supporting their children's endeavours
- with expectations of success from BOT, staff and parents
- with good relationships and effective communication between home and school
- with clear and consistent guidelines and boundaries with real consequences
- where children are valued as individuals and are able to make choices and encouraged to take increasing responsibility for their own learning and behaviour
- with appropriate resources available to all



Support and encourage:

- the development and achievement of each individual student
- the development of key competencies, skills and knowledge, attitudes and values
- self-review and resourcing to enhance learning



Values

Creativity
Resilience
Collaboration
Confidence
Self-worth

1. INTRODUCTION

MISSION

In partnership with our community, Port Chalmers School will provide a happy and healthy centre of learning where every child receives equal opportunity and encouragement to develop his/her potential.

SCHOOL STATEMENT

Port Chalmers is a U3 full primary decile 6 state co-educational school with a roll of approximately 111 pupils (20% of students who identify as Māori) and are representative of a wide socioeconomic group. The school has been established since 1856. Parents, staff and trustees work together successfully to enhance children's learning. We enjoy wonderful support from our wider community in many of our projects which adds to our special character.

Port Chalmers has a total of 5 teaching classrooms, plus a library. The school is organised into two syndicates, the senior (Years 5 - 8) with 2 classes and the junior (Years 1 - 4) with 3 classes.

The leadership team is made up of Principal, Deputy Principal (with 2 management units) and Assistant Principal (with 1 management unit). Students and teachers are supported by an office administrator, 4 teachers' aides and a part time caretaker/cleaner.

The school is sited on the shores of the Otago Harbour, ten minutes from Dunedin city. Due to the proximity of the city, urban values are shared; however we are very much a local community school serving an eclectic mix of families who work in fishing, farming, and artistic fields. Many families commute to town for their employment, and see this school as their local community school.

Next door to the school are a kindergarten and an early childhood centre. The Koputai Kids After School Programme (KKASP) is on our school site. Our school has spacious grounds bordering the harbour with superior play facilities, and an adjacent reserve, plus a park for sports activities. There is a Dunedin City Council swimming pool on our boundaries which is utilised for our aquatics programme, along with the harbour which we use in terms 1 & 4 for our boating programme.

We endeavour to provide the best possible learning environment where children will achieve success in a safe, caring and stimulating atmosphere where teachers provide the necessary challenges and programmes of work to help children develop their potential mental, physical, aesthetic, social and emotional growth.

VISION STATEMENT

At Port Chalmers School our vision is to develop our children into successful citizens. Creative, enthusiastic and resilient learners becoming leaders.

VALUES

Our values are

Caring Common Sense Cooperation Courtsey
Whānaungatanga (belonging) Ako (to learn) Manaakitanga (show respect)

OUR PRINCIPLES

We believe students learn in stimulating, safe, welcoming, supportive, consistent and comfortable environments

- with highly motivated and enthusiastic teachers
- with positive reinforcement and responsive feedback
- where risk taking is encouraged and mistake making is seen as part of learning
- with a variety of teaching styles and methods coupled with varied programme to cater for diverse learners including the provision of specialised programmes
- with challenging but realistic goals
- with informed and supportive parents involved in the school supporting their children's endeavours
- with expectations of success from the Board of Trustees, staff and parents
- with good relationships and effective communication between home and school
- with clear and consistent guidelines and boundaries with real consequences
- where children are valued as individuals and are able to make choices and encouraged to take increasing responsibility for their own learning and behaviour
- with appropriate resources available to all

NATIONAL EDUCATION and LEARNING PRIORITIES (NELPs)

Port Chalmers School recognises and is committed to the Governments National Education and Learning Priorities.

1. Learners at the centre
2. Barrier free access
3. Quality teaching and leadership
4. Future of learning and work
5. World class inclusive public education

Port Chalmers School contributes to the National Education and Learning Priorities at Governance, Management and Operational levels by giving them full consideration when planning for school development or school/class programmes. Literacy, Mathematics, Science, te reo and digital fluency are currently recognised as curriculum priorities. Staff development priorities and budget allocation priorities are made to resource these priorities. Achievement results are carefully analysed each year to identify students or groups of students at risk and prioritise teaching and learning goals. Planning ensures that strategies are put in place to improve achievement outcomes.

CULTURAL DIVERSITY

Our Charter acknowledges Te Tiriti o Waitangi as New Zealand's founding document, with its concepts of mahi-tahi (partnership), whakaruru (participation) and whakangungu (protection). These concepts are reflected in a number of ways in our kura.

Mahi-tahi (Partnership)

Partnership involves working together with iwi, hapū, whānau and Māori communities to develop strategies for Māori education in our settling and to ensure our Māori students' rights are respected and protected. We hold a number of whānau hui each year, involving our Māori whānau in decision making and sharing the achievement of their tamariki. Tamariki are seen as active decision-makers in our kura and have agency and voice in their learning.

Mahi-tahi (Partnership) is:

- engaging with Māori community
- inquiry- place based learning-finding out about the Māori origins of our rōhe, mountains, rivers, history
- having Māori representatives on boards of trustees
- equity for Māori
- power sharing

Whakaruru (Participation)

Participation: is reflected by giving our tamariki as many opportunities as possible to develop an awareness and understanding of Te Mana o Aotearoa (the uniqueness of New Zealand's heritage). Kaiako and tamariki are encouraged to develop and use their knowledge and understanding of te reo Māori me ōna tikanga, fostering cultural understanding consistent with the principles of Te Tiriti o Waitangi. We have a strong kura kapa haka group consisting of all tamariki from Year 3 - 8 (tuakana-teina) and we participate annually in the Polyfest event.

Māori identity, language and culture are represented in the resources and materials used for learning such as *pūrākau*, *waiata*, *whakataukī* and kapa haka etc.

We emphasise positive Māori involvement at all levels of education, as expressed in NEG 9: "Increased participation and success by Māori through the advancement of Māori educational initiatives, including education in Te Reo Māori, consistent with the principles of the Te Tiriti o Waitangi."

Whakaruru (Participation) is:

- working to strengthen home-school relationships
- Māori participating in school decision making
- School environment reflecting the biculturalism of Aotearoa
- aspirations of Māori whānau reflected in school planning
- equity for Māori

Whakangungu (Protection)

We endeavour to ensure that all Māori tamariki at our kura develop their identity as Māori, and have a strong sense of mana whenua (belonging) and mana tangata (contribution/engagement). We also recognise that the concept of whakangungu includes the whenua (land) of Aotearoa and as such are committed to kaitiakitanga (guardianship), fostering our tamariki's ecological literacy and connection with our local environment, as well as developing sustainable practices.

Protection means actively protecting Māori knowledge, interests, values, and other tāonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Ka Hikitia (Ministry of Education, 2020) emphasises that "culture counts" and describes a commitment to "knowing, respecting and valuing where students are, where they come from and building on what they bring with them"

Whakangungu (Protection) is:

- valuing, validating and protecting local knowledge
- normalising te reo Māori
- learning and including tikanga school-wide
- equity for Māori

Ngā whetū hei whai - the guiding principles of Ka Hikitia (2020) are reflected in our programmes and practices as outlined below:

Excellent outcomes: raising Māori achievement is an ongoing focus in our kura.

- A register of Māori progress and achievement is maintained and Māori tamariki identified as not yet achieving at expected levels are prioritised for interventions.
- Kaiako recognise and utilise their agency to support Māori tamariki, reflecting on their own cultural assumptions, beliefs and pedagogical practices.
- Tamariki are active partners and decisionmakers in their learning, taking ownership and responsibility, having voice and choice in terms of the process and/or the products of learning.
- Collaborative, interdependent relationships (ako) are promoted where tamariki are actively involved and have voice.

Belonging (Mana Whenua): our kura values are linked to the Māori values of ako, whānaungatanga and manaakitanga.

- Our local curriculum integrates Te Ao Māori and mātauranga Māori, honouring the natural world and recognising the important role of purakau, waiata, whakatauki and arts.
- We recognise the centrality of relationships built on trust and respect and seek to develop whānau-based relationships with a sense of connection and community in classrooms and across the kura, empowering Māori tamariki to bring their funds of knowledge to learning contexts.

Strengths-based: we focus on the gifts, talents, knowledge, skills and potential of Māori students.

- Learning is differentiated and personalised with tamariki actively involved in formative assessment practices - knowing where they are, where they are going and how their strengths can provide a pathway.
- Kaiako are engaged in ongoing reflective practice, thinking about their own values and professional practices alongside tamariki engagement and progress.
- Learning is primarily through play/inquiring, the arts and open-ended challenges.
- Tamariki work in small, generally heterogeneous groupings, and ako and tuakana-teina are valued and promoted.

Productive partnerships: we focus on connectedness, relationships and involvement.

- Connections with whānau, hapu and iwi are valued and we work to ensure effective communication.
- Through our holistic, local curriculum we inquire into local stories, history, authentic problems, challenges or issues to learn about our local whenua, inviting whānau to be a part of these explorations.

Teachers identify and assess the progress of Māori students, and learning goals are set in consultation with whānau. Assessment data for Māori students is monitored by senior staff and reported separately to the Board on a regular basis, and the Board consults with parents and the Māori community to plan and report on student achievement.

In accordance with the school's Te Reo Māori policy, Port Chalmers School recognises New Zealand's cultural diversity and provides learning opportunities in Tikanga Māori and Te Reo Māori in the following ways:

- Developing a partnership with local iwi, with a whānau hui group now being established
- Local protocols and cultural traditions to be recognised and upheld.
- Providing regular teaching programme in Te Reo language at all class levels in whānau groups or whānau hui to experience Tikanga Māori.
- Funding an external kapa haka teacher for kapa haka to be delivered to all learners from Year 3 to Year 8.
- Principal involved in MAC (Māori Achievement Collaborative) a professional learning and development pathway by principals for principals focused on changing education outcomes for Māori students. In 2021 a lead teacher role has also been established to support the MAC kaupapa and develop stronger te reo and tikanga learning pathways for all learners.
- Providing a Māori professional development programme for staff with resources to support the programme.
- Monitoring the achievement levels of Māori students to ensure all are progressing at expected levels.
- Providing a learning environment to support Māori students learning styles. Co-operative learning strategies, buddy and peer support are all used across the school.

The Board of Trustees facilitates consultation with Māori whānau which has enabled a partnership approach to define expected levels of achievement for Māori students and discussion about how the school meets the needs of Māori students and whānau aspirations are considered. In 2017 a whānau hui group was established. They facilitate a matariki breakfast which had over 120 people attend in 2019. In 2021 we are continuing to build on our kapa haka programme and have employed Manawa Enterprises to support this programme. All students in Years 5 - 8 will be involved in this kapa haka group. We have added a Junior Kapa Haka group of all of our Year 3 and 4 learners.

Since 2017, our school has participated in the Maori Achievement Collaborative (MAC). Our Principal has attended hui and a three day Marae visit in 2017 and 2019. She has also passed a programme of learning through the Te Wananga o Aotearoa, He Papa Tikanga and He Tikanga Whakaaro .

Māori families have a regular reporting programme with teachers over the year as for all students at the school.

If a request for instruction in tikanga and te reo Māori was received, the school would make reasonable attempts to meet the request in the following way:

- Make contact with the Te Kura (Correspondence school) to obtain suitable instruction.
- Contact local rununga or iwi advisors to request programme support.
- Involve the child and whānau in the programme design and content, providing financial resources are available through operational grants to the school.
- Review and provide Professional Development to increase staff capability to teach Te Reo Māori

SCHOOL PRIORITIES

In addition to the NEPs the school also gives priority to the following:

Community Consultation and Involvement

To encourage support for, and involvement in the school, from the parents and the wider community, by providing opportunities for open consultation and interaction.

To practice an open door policy with an atmosphere where all feel welcome.

Cultural Diversity

To show respect and sensitivity towards all peoples, with special recognition of the unique position of Māori culture in our New Zealand society.

- To develop programmes consistent with the principles of the Te Tiriti o Waitangi;
- To respect the unique heritage of Māori as the Tangata Whenua;
- To ensure we incorporate te reo me nga tikanga into our school programmes;
- To respond to parents who request that their child be taught in the medium of te reo by referring to Resource Teachers of Māori or Te Reo Adviser and/or seek dual enrolment with the Te Kura (correspondence school).

Curriculum Content

To provide varied and challenging programmes based on the New Zealand Curriculum. Port Chalmers School recognises in its programmes and resourcing, the importance of numeracy and literacy as the basis of good learning. These make up cornerstones of our school.

Curriculum Delivery

To provide students with a variety of learning opportunities that are positive and interactive, promoting the development of curiosity and inquiry. To make learning enjoyable, relevant, challenging, creative and exciting.

Special Character

To ensure that the excellent parent and community support continues to be a feature of our school.

To reflect in the curriculum, our school's affiliation with the local environment and make use of this, especially our proximity to Otago Harbour (Tai o Rapuwai).

Student Progress and Achievement

To promote the highest possible achievement for each child: academically, socially, culturally and physically.

To accurately and honestly assess and report on each pupil, so as to clearly indicate progress of learning and achievement and to plan for future learning.

Our Board is committed to following sound governance and management practices through monitoring student's achievement, required documentation and self review, being a good employer, financial and property management with sound administrative practices.

2. STRATEGIC PLANNING

At Port Chalmers School, strategic planning is based on three key goals that relate to the National Administration Goals (NAGs):

OUR STRATEGIC GOALS

In order to achieve our vision and reflect our beliefs, we will work towards meeting the following goals:

- Inspire and engage students and their whānau in learning so that they can be successful in their lives, now and in the future.
- Actively develop partnership with the community, building two-way relationships.
- Build on our positive environment, embracing our rich cultural diversity in all we do.

SUPPORTING DOCUMENTATION FOR CORE SCHOOL BUSINESS

The following documentation continues to support us in improving student achievement and teacher/school programmes:

- School policies
- Curriculum plans
- Assessment plans
- Reporting plans (to parents, BOT, and community)
- Teacher's programmes of work

The following documentation will support us in developing good management practices and effective school systems:

• School policies	• School procedures
• School Appraisal Procedure	• School Self Review Plan
• Annual budget	• Ten year Maintenance Plan
• Five year Property Plan	• Health and Safety procedures
• Asset Replacement Plan	• Board of Trustees Governance Plan

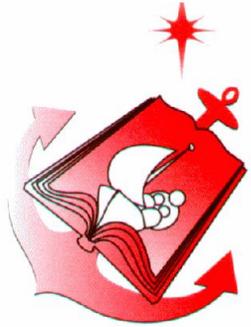
The Four C's

Caring
Whānaungatanga (belonging)

Courtesy

Cooperation
Ako (to learn)

Common Sense
Manaakitanga (respect)



**PORT
CHALMERS
SCHOOL**

Te Kura o Koputai

We believe
Students learn in
stimulating, safe,
welcoming, supportive,
consistent and
comfortable
environments

Port Chalmers School **Our Strategic Plan 2021-2023**

We value

- Creativity
- Resilience
- Collaboration
- Confidence
- Self-worth

Our Mission
In partnership with our community,
Port Chalmers School will provide a
happy and healthy centre of
learning where every child receives
equal opportunity and
encouragement to develop his/her
potential.

Our Strategic Goals.....

1.

*Inspire and engage students and their
whānau in learning so that they can be
successful in their lives, now and in the
future*

- To maximise student engagement and achievement across all learning areas
- To remain current with digital technology development, pedagogy and tools
- To utilise and tailor opportunities to cater for and support students with different learning needs
- To maintain and enhance our Year 7 & 8 programme
- To maintain our special character which includes the school boating programme, and The Arts

2

*Actively develop partnership with the
community, building two-way relationships*

- To have informed and supportive whānau involved in the school, supporting their children's endeavours
- To have learning centred and positive relationships which effectively engage and involve the school community
- To have effective relationships and communication between home, school and the wider community, including involvement in the Dunedin North Kāhui Ako

3.

*Build on our positive environment,
embracing our rich cultural diversity in all
we do*

- To develop effective and culturally responsive pedagogy which supports and promotes student learning
- To celebrate positive culture within our school and wider community
- To have highly motivated and enthusiastic teachers

Creative, enthusiastic and resilient learners becoming leaders

Strategic Plan 2021-2023

Strategic Goal 1	Objectives	2021	2022	2023
<p><i>Inspire and engage students and their whānau in learning so that they can be successful in their lives, now and in the future.</i></p>	<p>1.1 To maximise student engagement and achievement across all learning areas</p>	1.1.1 Review school vision, mission and aims.		
		1.1.2 Incorporate students voice in developing learning outcomes	→	→
		1.1.3 Develop a student led system where students drive collaborative practices for feedback and feed-forward	→	
		1.1.4 Continue to explore Play Based learning in the junior school and our Play Pod.	→	
		1.1.5 Embed accelerated progress strategies in mathematics	→	
		1.1.6 Explore culturally responsive pedagogy and story through MAC and increase the use of Te Reo in all classes	→	
		1.1.7 Continue to explore and implement DMIC (Developing Mathematical Inquiry Communities)	→	
		1.1.8 Embed the shared Needs Register for our school in line of Ka Hui Ako requirements		
		1.1.9 Implement phonological awareness programme (Heggerty) and structured literacy in all classes years 1-6		
		<p>1.2 To remain current with digital technology, pedagogy and tools</p>	1.2.1 Explore and implement the new Digital Technologies Curriculum, through PLD support for the implementation of the new digital technologies curriculum.	1.2.1 Embed the Digital Technologies curriculum and STEAM into all learning areas.
1.2.2 Continue to review the purchasing of new				

		<p>technology to enhance teaching and learning, especially for STEAM and the new digital technologies curriculum.</p> <p>1.2.3 Students use digital tools creatively to collaborate and support their learning.</p>		
	1.3 To maintain and enhance our Year 7 & 8 programme	<p>1.3.1 Review and further develop Leadership programme for Yr 7 & 8s using PE PLD initiative with West Harbour schools.</p> <p>1.3.2 Explore the William Pike Challenge and implement into the leadership programme in Year 7 & 8</p> <p>1.3.3 Develop a strategy to publicise our Year 7 & 8 programme and the use of flexible learning spaces to enhance student agency.</p>		
	1.4 To maintain and refine transitions for beginning at, and moving-on from, Port Chalmers School. (To help them fit in)	<p>1.4.1 New Entrant teacher released to visit Early Education Centres.</p> <p>1.4.2 Deputy Principal to liaise with High Schools to seek feedback on how we can support Port Chalmers school children's transition to high school socially and academically</p>		
	1.5 To maintain our special character which includes the school boating programme	<p>1.5.1 To keep introducing new members of the community to the Outdoor education committee</p> <p>1.5.2 A staff member with an interest in the boating programme is appointed to the Outdoor Education Committee</p>		

Strategic Goal 2	Objectives	2021	2022	2023
<p><i>Actively develop partnership with the community, building two-way relationships</i></p>	<p>2.1 To have informed and supportive whānau involved in the school, supporting their children’s endeavours</p>	<p>2.1.1 Share charter with community. 2.1.2 Maintain a whānau hui parent group. 2.1.3 Survey community re: vision, mission and aims (Mid Year).</p>	<p>2.1.1 Maintain whānau hui parent group 2.1.2 Survey community re: charter.</p>	<p>2.1.1 Survey to find what successful learning is for all students</p>
	<p>2.2 To have learning centred and positive relationships which effectively engage and involve the school community</p>	<p>2.2.1 Utilise local people and locations in learning programmes 2.2.2 Website updated and operational. 2.2.3 Use Skool Loop to school learning community 2.2.4 To establish Edible Garden as a Community Garden and find a Champion to lead this group</p>	<p></p>	
	<p>2.3 To have effective relationships and communication between home, school and the wider community</p>	<p>2.3.1 Invite wider community to events e.g. Artist in Residence Parade, Marimba Band Concert, Assemblies etc. 2.3.2 Be an active member of the Dunedin North Kāhui Ako</p>	<p></p>	<p></p>

Strategic Goal 3	Objectives	2021	2022	2023
<p><i>Build on our positive environment, embracing our rich cultural diversity in all we do</i></p>	<p>3.1 To develop effective and culturally responsive pedagogy which supports and promotes student learning</p>	<p>3.1.1 Continue kapa haka tutor and provide kapa haka to all students Year 3 – 8.</p> <p>3.1.2 Use kapa haka group to welcome visitors and new students and families to our school and to perform in our community</p> <p>3.1.3 Host a cultural event. Matariki Breakfast</p> <p>3.1.4 Promote artistic and cultural opportunities. Work with WHACT to provide artist in residence week</p> <p>3.1.5 Port Chalmers School values reinforced each term in classrooms through specific teaching of Whānaungatanga (Belonging) Ako (to learn) Manaaki (show respect), Caring, Courtesy, Common Sense and Cooperation.</p> <p>3.1.6 Continue Principal involvement in Otakou Maori Achievement Collaborative</p>	<p>3.1.1 Develop Te Reo guidelines and language targets for Years 1 – 8</p> <p>3.1.2 Continue Kapa haka group</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>
	<p>3.2 To celebrate our positive culture within our school and wider community</p>	<p>3.2.1 Promote Port Chalmers School's unique, nurturing and inclusive environment through media.</p> <p>3.2.2 Implement PB4L Tier 2 to enhance learning</p>	<p>→</p>	<p>→</p>

	<p>3.3 To develop highly motivated and enthusiastic teachers</p>	<p>3.3.1 Use MOE guidelines and Tātaiako to lift Maori students' achievement with lead MAC teacher</p> <p>3.3.2 Develop assessment plan utilising formative assessment pedagogy.</p> <p>3.3.3 Whole School PLD focus on Digital Technolgoy (PLD hours), Culturally responsive Pedagogy, structured literacy and Play Based Learning.</p> <p>3.3.4 Through PLD initiative with Sport Otago and Kelly Sports examine PE programmes offered to all classes.</p>	<p>3.3.1 Continue to explore high quality PLD opportunities</p> <p>3.3.2 Implement assessment plan</p> <p>3.3.3 Embed digital technology, culturally responsive pedagogy, mathematics (DMIC model) and Play Based Learning</p> <p>3.3.4 Embed and implement PE programmes based on PLD from Kelly Sports from 2019 and 2020.</p>	<p>3.3.2 Review assessment plan</p>
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2021 Annual Plan

Strategic Goal 1			
<i>Inspire and engage students and their whānau in learning so that they can be successful in their lives, now and in the future.</i>			
Resources to support strategic goal - Reading recovery teacher employed for 0.4, teacher aides to specialise in reading and writing mileage, number knowledge support, professional support from ALiM with writing, ongoing PLD in formative assessment			
Ongoing practices to support strategic goal - Ongoing review of school wide criteria and expectations in literacy and mathematics, ongoing moderation processes, class and school wide data used to inform teaching practices and programmes, ongoing tracking, monitoring and differentiation related to all students progress and achievement through classroom systems, syndicate monitoring and support, learning support register, school culture that values continuous improvement, inclusiveness and restorative practices.			
Strategy: Provide targeted support for children requiring extra support to meet or make sufficient progress in learning according to the New Zealand Curriculum (2008) for reading, writing and mathematics and statistics, prioritising boys and national priority groups of Maori and students with special needs			
1.1.1	Review school vision, mission and aims.	Nil	End of Term 1
1.1.2	Incorporate student voice in developing learning outcomes Survey students re what questions they have about the world and themselves and include this into learning outcomes Use formative assessment practices to develop student agency		
1.1.3	Develop a student led system where students drive collaborative practices for feedback and feed-forward	Nil	End of Term 2
1.1.4	Continue to explore Play Based learning in the junior school and our Play Pod. Visit Palmerston and St Perter Channel schools to look at their Play Based Programmes.	\$1,000 PLD	End of term 3
1.1.5	Embed accelerated progress of identified learners in mathematics from the ALiM programme.		End of term 1
1.1.6	Explore culturally responsive pedagogy and story through MAC	PLD budget teacher and Principal	Ongoing
1.1.7	Continue to explore and implement DMIC (Developing Mathematical Inquiry Communities)	PLD budget teacher and Principal	Ongoing
1.1.8	Embed a shared Needs Register for our school in line of Ka Hui Ako requirements	Leadership Team	End of Term 1
1.1.9	Implement phonological awareness programme (Heggerty) and structured literacy in all classes years 1-6	PLD budget teacher	End of Term 1
1.2.1	Explore and implement the new Digital Technologies Curriculum, through PLD support for the implementation of the new digital technologies curriculum.	PLD budget and DP	End of Term 4
1.2.2.	Continue to review the purchasing of new technology to enhance teaching and learning, especially for STEAM and the new digital technologies curriculum.	As appropriate	End of Term 2
1.2.3	Students use digital tools creatively to collaborate and support their learning. Embed google classroom in senior classes		
1.3.1	Review and further develop Leadership programme for Year 7 & 8s using PE PLD initiative with West Harbour Schools	\$600 for classroom release	Ongoing
1.3.2	Explore the William Pike Challenge and implement into the leadership programme in Year 7 & 8	As appropriate	End of term 1
1.3.3	Develop and implement strategy to publicise our Year 7 & 8 programme and the use of flexible learning spaces to enhance student agency		
1.4.1	New Entrant teacher released to visit Early Education Centres.	\$300 for classroom release	Ongoing
1.4.2	Deputy Principal to liaise with High Schools to seek feedback on how we can support Port Chalmers school children's transition to high school socially and academically.	\$300 for classroom release	Ongoing
1.5.1	Outdoor Education Committee and it's work are featured in school newsletters and local community newspapers with visibility and recruitment a focus	Nil	Ongoing
1.5.2	Deputy Principal has oversight of the school boating programme and is our representative on the Outdoor Education Committee keeping school and Board informed of developments and sustainability.	Nil	Ongoing

2021 Annual Plan

Strategic Goal 2 <i>Actively develop partnership with the community, building two-way relationships</i>			
Resources to support strategic goal -Open door policy emphasised and lived,			
Ongoing practices to support strategic goal -Close connection with the community, safety culture, self review used to guide continuous improvement, resourcing as required to enhance learning as per school budget, sound school policies and procedures used to guide practices			
Strategy: Strengthen school wide and community whānau (relationships and belonging) to support learners and learning			
2.1.1	Share charter with community.	Nil	End of term 1
2.1.2	Maintain a whānau hui parent group, having a meeting once a term Contact Maori whānau personally before each meeting	Nil \$50 (food)	Term 1
2.1.3	Survey community re: vision, mission and aims (Mid Year).	Nil	End of term 1
2.2.1	Utilise local people and locations in learning programmes	As appropriate	Ongoing
2.2.2	Website updated and operational.	Nil	Ongoing
2.2.3	Use Skool Loop to school learning community	Nil	Ongoing
2.2.4	To establish Edible Garden as a Community Garden and find a Champion to lead this group		
2.3.1	Invite wider community to events e.g. Artist in Residence Parade, Marimba Band Concert, Assemblies, Matariki Breakfast etc.	Nil	Ongoing
2.3.2	Be an active member of the Dunedin North Community of Learning Kahui Ako	\$500	Ongoing

2021 Annual Plan

Strategic Goal 3 <i>Build on our positive environment, embracing our rich cultural diversity in all we do</i>			
Resources to support strategic goal - PLD for Principal through Maori Achievement Collaborative and He Papa Whakairo Course, cultural responsiveness is included in PLD, learning culture is supported in the form of PLD for all.			
Ongoing practices to support strategic goal - Continuous improvement of inquiry learning processes and practices, inclusiveness and restorative practices, culturally responsive practices, collaborative learning community, ongoing reflection and deliberate teaching of metacognition, student voice (decision-making) and increasing expectations regarding student ownership and goals, coherence in terms of vision, values etc.			
Strategy Support and encourage culturally responsive practices and hauora (Māori philosophy of well-being that includes the dimensions taha wairua (spiritual wellbeing), taha hinengaro (emotional wellbeing), taha tinana (physical wellbeing), and taha whānau (social wellbeing), each one influencing and supporting the others)			
3.1.1	Continue to employ kapa haka tutor and provide kapa haka to all students in Year 3-8	\$6,000	Ongoing
3.1.2	Use kapa haka group to welcome visitors and new students and families to our school and to perform in our community	Nil	Ongoing
3.1.3	Host a cultural event, which may be a Matariki Breakfast	\$200 (Food and venue)	End of term 4
3.1.4	Promote artistic and cultural opportunities.	Nil	Ongoing
3.1.6	Port Chalmers School values reinforced each term in classrooms through specific teaching of Whānaungatanga (Belonging) Ako (to learn) Manaaki (show respect), Caring, Courtesy, Common Sense and Cooperation. .		End of term 2
3.1.7	Continue Principal involvement in Otakou Maori Achievement Collaborative and appoint lead teacher in Te Reo and Tikanga (MAC)	\$600	Ongoing
3.2.1	Promote Port Chalmers School's unique, nurturing and inclusive environment through media.	Nil	Ongoing
3.2.2	Implement PB4L Teir 2to enhance learning	\$10,000	Ongoing
3.3.1	Use MOE guidelines and Tātaiako to lift Maori students' achievement	Nil	Ongoing
3.3.2	Develop assessment plan utilising formative assessment pedagogy.	Nil	Ongoing
3.3.3	Whole School PLD focus on Digital Technolgoy (PLD hours), Culturally Responsive Pedagogy, Structured Literacy, Mathematics (DMIC model) and Play Based Learning	PLD budget teacher and Principal	Ongoing
3.3.4	Through PLD initiative with Sport Otago and Kelly Sports examine PE programmes offered to all classes.	KiwiSport grant	End of term 4

STUDENT ACHIEVEMENT TARGET - 2021 Writing

Goal 1	Inspire and engage students and their whānau in learning so that they can be successful in their lives, now and in the future.			
Target	Specifically - All students will be making progress in their literacy learning (writing) in relation to the New Zealand Curriculum (2008) and its progressions with an emphasis on Māori learners			
Current situation	<p>2020 Our data shows that for all students 81% are achieving at or above curriculum expectations in reading. However for our Māori learners only 77% are achieving at curriculum expectations. This is an improvement from 2019. Port Chalmers School has had a number of initiatives in literacy teaching to lift student achievement since 2001. In 2018-2019, a focus on identifying learners with dyslexic tendencies and developing strategies for appropriate progress and achievement was being developed this will continue to be a focus for 2021. We will also explore place based story and its impact on engagement for culturally responsive practices.</p>			
Method of data collection	<p>Writing will be moderated across the school using the NZC, Literacy Progressions, Curriculum Levels and e-asTTle descriptors allowing an overall teacher judgment to be made A spelling assessment using Midlands Spelling Dictation Test in early February and then in November.</p>			
<i>What will the school do to meet the target?</i>	<i>Who is responsible</i>	<i>When will it be done?</i>	<i>Budget allocation</i>	<i>How did we get on?</i>
Professional Development will continue using Gail Loan, Alison Davis, Barbara Brann, Yolanda Sorrell and Sheena Cameron resources	Leadership team, teachers	Term 2-4	Professional Development and Resources Allocation	
Sharing of effective teaching strategies at team and syndicate meetings Read and discuss literature	Leadership team, teachers	Term 2-4	Nil	
Classroom observations, feedback and learning partner coaching in relation to writing practices		Ongoing	Professional Development allocation	
Curriculum and Achievement Plan will be refined to make sure the expectations set match achievement needs of all learners. Culturally responsive practices to be explored and embedded into classroom practice.	Literacy lead teacher Principal	Term 2 - 4	Professional Development allocation	
Identifying learners with dyslexic tendencies and developing appropriate progress and achievement pathways	SENCO Principal LSC	End of term 2	Professional Development allocation	
Heggerty Phonemic Awareness Programme introduced in Years 1 - 6	Peta Hill	End of term 1	Professional development allocation	