

# Royal Oak Primary School

## **Vision Statement**

**Care, Respect, Empower**  
**Manaaki, Whakaute, Whakamana**

**Royal Oak Primary School's charter** clearly sets out the board aims and actions to improve student achievement. The charter is clear and concise, and allows parents, whānau and the community to easily understand and engage with the school's vision and values.

**The charter includes:**

- Strategic goals, annual aims and planned actions for Māori students achieving educational success as Māori.
- Strategic goals, annual aims and planned actions for students with special education needs.
- Alignment between the strategic and annual sections.

The board has included reference to the National Administration Guidelines (NAGs) which shows parents, whānau, the community and staff how it intends to meet its responsibilities.

The student achievement targets are well set out. They reference the relevant strategic goals and annual aims included in the charter.

The charter includes a summary of the baseline data to support the student achievement targets. The targets focus on those students who need targeted support in order to be at or above expected levels.

## Core Values

We value and celebrate:

- **Our Community**
- **Personal Responsibility**
- **Success**
- **Diversity**
- **Curiosity and Creativity**
- **Commitment**

## Mission Statement

**Creating opportunities for curious, critical thinkers who continue to learn and make a difference in their world.**

## **Obligations to the Ministry of Education**

The school acknowledges its obligations to the Government and the Ministry of Education under legislation and guidelines that include the National Education Goals, National Administration Guidelines and Educational Priorities.

## **Cultural Diversity**

The school recognises and acts on the national education priorities and is committed to responding to cultural diversity and to improving the learning outcomes for all students.

## **Maori Consultation**

With the support of Ka Hikitia and local Maori in the Royal Oak Primary School community, the board will ensure annual consultation and reporting to make known its policies, plans and targets for improving Maori achievement.

## **Te Reo Instruction**

The school recognises the need to integrate aspects of te reo and tikanga Maori into teaching and learning programmes. The school does not provide specific instruction in te reo and tikanga, however, parents may be directed to local schools providing bi-lingual education, especially Onehunga High School or te kura kaupapa Maori O Nga Maungarongo.

## **Charter Consultation**

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a three-year period. Reports from reviews will form the basis for deciding priorities for school development and improvement. This will involve open and frank communication and consultation with parents, staff and all stakeholders in respect to the charter, strategic planning, annual planning and student achievement.

## **Assessments**

The Board will take all reasonable steps to adhere to the Ministry of Education's assessments. Reports to parents will be undertaken twice a year with reference aligned with assessments regarding curriculum levels.

# Cultural Diversity and Maori Dimension

## **New Zealand's Cultural Diversity**

All cultures within the school are valued and accepted through active encouragement of an inclusive school culture and ethos. Staff members ensure that students from all cultures are treated with respect and dignity and actively work towards maximising the potential of each student.

Pasifika Education Plan 2013 – 2017 is an integral part of staff professional discussion and underpins school operations.

## **The unique position of Maori culture**

We develop and promote an awareness of tikanga Maori and te reo Maori in order to provide the means for fostering better cultural understanding of the Treaty of Waitangi.

Ka Hikitia – Managing for Success: The Maori Education Strategy 2013 – 2017 is an integral part of staff professional discussion and underpins school operations.

### **What reasonable steps does the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?**

School Celebrations reflect Maori culture through greetings in Maori and waiata;

Special visitors and new staff are welcomed to the school through a formal powhiri;

Our curriculum provides components of tikanga Maori as appropriate to the topic;

School leaders support staff to focus on the integration of te reo into everyday language usage;

The school has a kapa haka group that takes a prominent part in school and community functions.

### **What steps are taken to discover the views and concerns of the school's Maori community?**

The school consults regularly (at least once a year) with the Maori community through representatives of the local whanau.



### Teachers

- Are respectful, caring and empowered
- Deliver the National Curriculum competently, focusing upon Literacy and Mathematics
- Are enthusiastic, and foster a love for learning
- Communicate the purpose of learning
- Receive appropriate support
- Are committed to and proactively involved in personal, professional growth
- Have high expectations
- Demonstrate caring and supportive interpersonal skills
- Provide needs based programmes
- Work in partnership with families
- Are positive, professional and demonstrate collaborative responsibility

### Children

- Take increasing responsibility for their actions and are excited by their learning
- Are respectful, caring and empowered
- Are proud of their school
- Feel safe and cared for
- Are encouraged and challenged
- Take pride in their achievements
- Embrace school expectations
- Their curiosity and creativity is celebrated

### Policies and Procedures

- Are developed through consultation
- Are clearly stated and understood
- Facilitate school organisation
- Are accessible to everyone
- Are regularly reviewed

### Support Staff – combine with teachers

- Are supportive of the school and its aims
- Feel valued, and part of the team
- Care for the students
- Are positive and professional
- Are committed to professional growth

### Curriculum Programmes

- Are delivered in a balanced and interesting manner
- Emphasise Literacy and Mathematics
- Meet the needs of all children through evidence-based practice
- Are regularly reviewed and updated
- Fulfil National Curriculum requirements
- Prepare our students for tomorrow through Inquiry-based practices
- Ensure reflective practice through teaching as inquiry

### Board of Trustees

- Consults with the community
- Meets requirements of NEGS and NAGS
- Is a good employer
- Stays well informed
- Works alongside staff
- Ensures all resources are effectively managed
- Plans for the future
- Is committed to professional growth

### Families

- Feel welcomed and included
- Are well informed
- Encourage children in their schooling
- Respect the professional judgement of the staff and work in partnership with them
- Are supportive of the Board, staff and school

### Senior Management Team

- Gives high quality leadership to the school
- Supports, values and empowers others
- Maintains effective communication between home and school
- Ensures quality teaching and learning is paramount
- Plans with vision
- Monitors progress towards meeting school goals
- Is committed to professional growth

### Environment

- Is inviting and attractive
- Supports learning programmes
- Is safe and well maintained
- Encourages creativity and engagement

## Board of Trustees Schedule

Meeting	Policy	Curriculum Report	By	Focus
1 Thurs 01/03		Curriculum Planning	School Management Team	Charter and Strategic Plan
2 Thurs 05/04		Initial Assessments	Megan, Felicity, Jill, Lynne	Annual Report
3 Thurs 24/05	NAG 1	Special Interventions	Jill, Lynne, Wendy, Sandra	Community Consultation
4 Thurs 28/06	NAG 2	Achievement Data	Senior Leadership Team	
5 Thurs 23/08	NAG 3	Mathematics ILE Development	Sandra and team Aimee	
6 Thurs 27/09	NAG 4	Active Inquiry/eLearning	Robyn, Felicity	Self-Review
7 Thurs 01/11	Int Studs	Review of Environmental Science and The Arts	Robyn, Megan F, Aimee, Amanda	Financial Planning
8 Thurs 06/12		Achievement Data	Senior Leadership Team	Budget Charter and Strategic Plan

	2018	2019	2020
Key Focus	Mathematics Active Inquiry/eLearning	Literacy/Te Reo Health and PE	Environmental Science The Arts
Review	Environmental Science The Arts	Mathematics Active Inquiry/eLearning	Literacy/Te Reo Health and PE
Monitoring	Literacy/Te Reo Health and PE	Environmental Science The Arts	Mathematics Active Inquiry/eLearning

# Specific targets for 2018

## By the end of 2018:

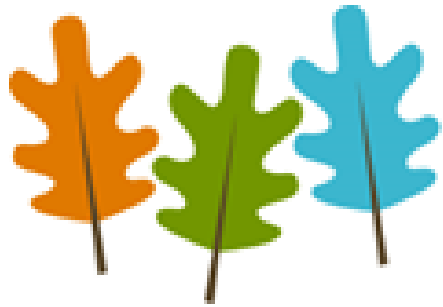
**Target 1:** Lift beginning of year 66.3% at or above relevant curriculum level for Pasifika Writing to 75% or more.

**Target 2:** Lift beginning of year 67.4% at or above relevant curriculum level for Year 6 Writing to 75% or more.

**Target 3:** Lift beginning of year 66.3% at or above relevant curriculum level for Pasifika Reading to 75% or more.

**Target 4:** Have 70% of students at the end of Year 1 at or above green level in Reading.





**Royal Oak  
Primary School**

**2018 - 2020  
Strategic Plan**

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

- Develop and implement teaching and learning programmes:
  - To provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum
  - Giving priority to student achievement in literacy and numeracy, especially in years 1-8;
  - Giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
  - Student achievement in literacy and numeracy, especially in years 1-8; and then to
  - Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.
- On the basis of good quality assessment information, identify students and groups of students:
  - Who are not achieving
  - Who are at risk of not achieving
  - Who have special needs (including gifted and talented students) and
  - Aspects of the curriculum which require particular attention.
- Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified above.
- In consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students.

## Curriculum Review Plan

**Literacy**

Needs-based professional development and programme review  
 Professional development in literacy to meet specific needs  
 Ongoing literacy leadership  
 Students have ownership of their learning and know steps to achieve the next learning progressions  
 Focus on oral language skills development  
 Focus on regular reading and writing data analysis to accelerate progress  
 Strong ESOL practices  
 e-Learning integration

<b>Numeracy</b>	Needs-based professional development and programme review Consolidation of ALiM 2 practices schoolwide Students have ownership of their learning and know steps to achieve the next learning progressions Use of inquiry practices to develop strand knowledge and strategy Ongoing mathematics leadership e-Learning integration
<b>Science, technology, social science (Active Inquiry)</b>	Ongoing integration in planning Ongoing development in environmental science STEM development Using Active Inquiry to develop student agency e-Learning integration
<b>Health and Physical Education</b>	Provision of regular quality physical activity programmes that develop movement skills for all students Regular schoolwide fitness Digital citizenship development Positive Play breaks Consistency of Positive Relationships (PB4L)
<b>The Arts</b>	Development and strengthening of Arts leadership In-school development of the Arts using in-school facilitation (lead teachers) Continuation of itinerant music teachers Development of Drama programmes Regular music specialist teaching
<b>Other languages</b>	Continuation of Te Reo classes (Years 2-6) Begin Te Reo classes in Year 1 Focus on incidental Te Reo opportunities Implementation of Mandarin lessons (Years 3 to 6)
<b>Assessment and Aggregation</b>	Needs-based programme review Continuation of school-based computerised student achievement recording Curriculum levels monitored effectively to support improvement in student outcomes

<b>Strategic Goal 1</b> Denotes link to Kāhui Ako Achievement Challenge	<i>To develop effective pedagogy and student agency within innovative learning environments through future-focused learning and digital literacy.</i>		
	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Strategic action 1.1</b> Develop effective schoolwide collaborative practices	Leadership is in place and staffing structures embedded. Children feel connected to their teachers, team and space.	Children are confident to be themselves and have a strong sense of belonging.	Learners are confident and feel a positive connection to their teachers and their teams. Every individual is unique, accepts diversity and thrives in a variety of communities.
<b>Strategic action 1.2</b> Develop an environment where student agency is integral to teaching and learning	A common language is developed and teachers relinquish more control to the children. Workshop practices are developing as teachers gain a greater understanding of student agency.	Common language and learning strategies are shared, understood and used by staff and students.	Everyone is valued and there is a strong sense of community connectedness.
<b>Strategic action 1.3</b> Develop understanding of and enable student-led inquiry (including developmental play and discovery)	Professional development and opportunities beyond ROPS are sought.	Students have growing agency and schoolwide collaboration is significantly developing.	There is a developing awareness with students and teachers around the digital curriculum.
<b>Strategic action 1.4</b> Continually build capacity for a future-focused curriculum through creative and innovative approaches	Teachers are letting go of traditional approaches and open to sharing knowledge of effective collaborative approaches.		
<b>Strategic action 1.5</b> Embed digital literacy as an integral part of teaching and learning.	Risk taking and innovation is encouraged and technology is used to better the outcomes rather than reconstructing old ways of working. The digital curriculum is introduced and plans made for its full implementation.		

<b>Strategic Goal 2</b> Denotes link to Kāhui Ako Achievement Challenge	<i>To continue to build an inclusive and nurturing community with an increased focus on wellbeing and culturally responsive practices.</i>		
	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Strategic action 2.1</b> Develop our schoolwide focus on wellbeing	Pastoral care is at the heart of operation. An awareness of mental health needs is developing and staff and students recognise the impact they have on each other.	Maintain high levels of pastoral care. Measures are taken to determine increased resilience.	Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community.
<b>Strategic action 2.2</b> Develop our schoolwide understanding of inclusive education	A focus on wellbeing and building resilience is developing. Strengths are acknowledged and a caring, inclusive, restorative ethos is developing.	Te Reo leadership is distributed wider to sustain and further develop language growth. Strength focus is continued and a common language developed for both staff and students.	Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive (NZC).
<b>Strategic action 2.3</b> Consistently implement the positive acknowledgement system to reinforce school expectations	More Te Reo from teachers is encouraged and correct pronunciation of te reo challenged. Additional cultural groups are sought. Background knowledge of cultural practices and in depth knowledge of families is developed.	Background knowledge of cultural practices and in depth knowledge of families is continued and embedded. Teacher inquiries focus deeply on moving to the 2020 vision. <a href="#">Teaching for Positive Behaviour</a>	The strategies will work best in learning spaces in which student diversity is used effectively as: A pedagogical resource and teachers work in partnership with whānau. In such spaces: Teachers have high expectations of all learners The climate is inclusive, positive, and celebrates difference
<b>Strategic action 2.4</b> Build on our bi-cultural experiences and develop the knowledge of the unique place of Maori	Background knowledge of cultural practices and in depth knowledge of families is developed. Opportunities are made for positive engagement with whanau.		Students are active participants in curriculum decision making Teaching and learning relationships are built on mutual trust, respect, and an ethic of care Inclusive language acknowledges diverse perspectives and different ways of behaving, feeling, and knowing learning contexts and resources are culturally inclusive and reflect the diversity of student experience
<b>Strategic action 2.5</b> Embed our schoolwide culturally responsive practices			Instructional practices nurture and celebrate students' identities, languages, and cultures (Teaching for Positive Behaviour).

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<b>Strategic Goal 3</b> Denotes link to Kāhui Ako Achievement Challenge	<b><i>To extend the practice of teaching as inquiry using targeted, evidence-based assessment for learning</i></b>		
	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Strategic action 3.1</b> Develop a staff-wide understanding of teaching as inquiry	<a href="#">ERO Internal Evaluation</a> Develop a ROPS process of inquiry linking with Kahui Ako in and across school leaders. Cultivate a “No shame, No blame” culture to ensure constructive feedback is built on relational trust.	Implement and embed the ROPS inquiry cycle. Student learning is explicitly underpinned by valid and reliable data. There is an ethos of practice improvement.	Teacher discourse is based on a desire to continually improve practice and the ROPS inquiry cycle is fully functioning. Valid and reliable data underpins all learning.
<b>Strategic action 3.2</b> Embed robust, student-focused assessment practice	Develop assessment practices that are timely, valid and reliable.		

**Royal Oak Primary School Strategic Plan****NAG 2: SELF REVIEW**

Each Board of Trustees, with the principal and teaching staff, is required to:

- Develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum assessment and staff professional development
- Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement and
- Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups including the achievement of Māori students against the plans and targets referred to in NAG 1.

<b><i>Strategic direction</i></b>	<b>2018 - 2020 Priorities</b>
Develop and monitor the school's strategic and annual plans in all areas of the school's operations	Review the strategic plan. Establish the annual/action plan
Ensure an ongoing programme of self-review	Review policies/procedures on a cyclical basis Review curriculum statements and procedures Staff development on curriculum statements Introduce online appraisals
Report to parents/caregivers on the achievement of individual students	Three-way/Student-led conferences Implement e-asTTle reading and mathematics Curriculum and achievement reporting programme to meet relevant curriculum levels Home/school communication for student well being Showcase afternoons
Communicate and consult effectively, and appropriately, with the community	Community/Maori/Pacific Island community consultation Newsletters/notices/website/see saw
Undertake Board of Trustees training and development	Board training (as required) on selected aspects of trusteeship New Board training on all aspects of trusteeship 2018 Board review strategy development

- Where a school has students enrolled in years 1-8, the Board of Trustees, with the principal and teaching staff, is required to use Assessments to:
- a) Report to students and their parents on the student’s progress and achievement in relation to Assessments. Reporting to parents in plain language in writing must occur at least twice a year;
  - b) Report school-level data on Assessments in the board’s annual report under three headings:
    - School strengths and identified areas for improvement
    - The basis for identifying areas for improvement; and
    - Planned actions for lifting achievement.

In addition to its inclusion in the board’s annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

- c) Report in the board’s annual report on:
  - The numbers and proportions of students at, above, below or well below Assessments, including by Māori, Pasifika, gender, and by year level (where this does not breach an individual’s privacy); and
  - How students are progressing against Assessments as well as how they are achieving.

In addition to its inclusion in the board’s annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

- d) Report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

<b><i>Strategic direction</i></b>	<b>2018 - 2020 Priorities</b>
Report to parents/caregivers on the achievement of individual students in relation to the Assessments	Student achievement reporting in relation to Assessments (at least twice per year) Development of progress and anniversary reports
Report to the Board of Trustees on the achievement of all students, and of Maori students, Pasifika students and students by gender, in relation to the Assessments	Report student achievement, in relation to the Assessments to the Board of Trustees mid and end of year and in the Annual Report Board involvement in hui and fono consultation
Report to the Ministry of Education on the achievement of all students, and of Maori students, Pasifika students and students by gender, in relation to the Assessments	Report student achievement, in relation to the Assessments, to the Ministry of Education



**Royal Oak Primary School Strategic Plan**

**NAG 3: PERSONNEL**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- e) Develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students, and
- f) Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

<b><i>Strategic direction</i></b>	<b>2018 - 2020 Priorities</b>
Implement procedural frameworks which promote high levels of staff performance (Performance Management)	Appraisal procedures for all staff (teachers, support staff) Review of appraisal procedures and development of online portfolios for teaching staff Development of professional reading and reflection programme with teaching staff Teachers will take an active part in the appraisal process to continue to raise capability Planned classroom/team leadership, observations and guidance
School staffed in a manner that reflects the priorities stated in the school's curriculum	Monitor staff usage to avoid overstaffing Employ additional teaching and support staff, as per budget, to facilitate special programmes Ensure that school is staffed fully each day
Ensure that a professional development plan is in place that will equip staff to deliver quality teaching and learning (whole staff focus)	Establish a programme for Board of Trustees training Prepare a staff development programme which includes staff appraisal processes Provide professional development in line with strategic priorities Ensure there is sufficient budget allocation to meet staff/BOT development needs Provide a global perspective in professional development
Establish systems that ensure the Board of Trustees fulfils its role as a 'good employer'	Comply with the law relating to employer responsibility (in liaison with NZEI and NZSTA) Prepare job descriptions for all staff (by the end of February) Provide forums for discussion and reflective feedback

**Royal Oak Primary School Strategic Plan**

**NAG 4: ASSET MANAGEMENT**

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- Allocate funds to reflect the school's priorities as stated in the charter
- Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989, and
- Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

<b><i>Strategic direction</i></b>	<b>2018 - 2020 Priorities</b>
Allocate funds to reflect the school's strategic and annual plans	Approve a budget to reflect the school's priorities (March) Think and act with vision and strategy in financial preparation
Maintain internal procedures for monitoring finance and expenditure	Monitor monthly spending and report to the Board Prepare annual accounts for audit (by March annually)
Continue to develop an efficient programme of maintenance for school buildings and facilities	Maintain exterior paintwork Repair and refurbish furniture as required Replace classroom and office furniture as required Strategically use 5YA to develop ILEs
Develop school facilities which reflect the priorities stated in the charter/strategic plan	Refer 10-year Property Plan Classroom modernisation
To ensure resources provide optimum learning conditions for all stakeholders	Provide classroom resources that are relevant to the learning programme Continue to provide and build up e-Learning tools Continue and extend BYOD in the Oaks

## Royal Oak Primary School Strategic Plan

## NAG 5: HEALTH & SAFETY

Each board of trustees is also required to:

- Provide a safe physical and emotional environment for students
- Promote healthy food and nutrition for all students, and
- Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

<b><i>Strategic direction</i></b>	<b>2018 - 2020 Priorities</b>
To provide a safe physical and emotional environment for students and staff and ensure that the school is compliant with all aspects of health and safety legislation	Regularly review health and safety policies and procedures Communicate procedures with all staff and stakeholders Review and maintain hazard register Maintain on-going safety checks (playground equipment etc) Meet building Warrant of Fitness requirements Ensure compliance with worksite health and safety requirements Review and update student personal (family, medical etc) records Provide a caring and medically appropriate health room

**Royal Oak Primary School Strategic Plan****NAG 6: ADMINISTRATION**

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

<b><i>Strategic direction</i></b>	<b>2018- 2020 Priorities</b>
To develop systems to comply with all current legislation through policy and procedures	Monitor student attendance through marking of electronic attendance registers, follow-up of notable absences and use of truancy services (as required) Coordinate the length of the school day and the school year in accordance with legal requirements

**Royal Oak Primary School Strategic Plan****NAG 7: CHARTER**

Each Board of Trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

<b><i>Strategic direction</i></b>	<b>2018- 2020 Priorities</b>
To update the school Charter annually	Annual review of the Charter to reflect the school's changing needs Ensure Charter and Strategic Planning are completed in a timely fashion Consultation with stakeholders (as required)

**Royal Oak Primary School Strategic Plan****NAG 8: ANALYSIS OF VARIANCE**

Each Board of Trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

<b><i>Strategic direction</i></b>	<b>2018- 2020 Priorities</b>
To analyse student achievement outcomes against goals set and report variance to the Secretary for Education	Set goals/targets for student achievement and school directions, measure outcomes at the end of the year and report any variance