



Glen Oroua School

Living & Learning Today for Tomorrow

2021-2023 Charter & 2021 Annual Plan

Living & Learning Today for Tomorrow

www.glenoroua.school.nz

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Glen Oroua is a decile nine, rural school, 25 minutes from Palmerston North. The school was founded in 1903 and is a strong focus for the local community. Some families have been involved in our school for several generations and many ex-students and families continue to support us.

Most of our community is involved in farming: cropping, dairying or lifestyle. The school is served by a MoE funded bus. The school roll has increased this start of year to the early seventies and we are operating three full classrooms.

We have a play group that meets on site, once a week and a strong relationship with the local Playcentre in nearby Rongotea. We are proactive in our relationships with, and inclusion of, the community.

We are continually seeking to deliver quality education to meet the needs of our students.



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The Unique Position of Māori Culture

Glen Oroua School recognises the unique position of Māori Culture in our school by:

- Consulting with our Māori community on Charter development
- Reflecting the unique place of Māori in policy and curriculum statements
- Incorporating te reo and te ao Māori and tikanga in class programmes
- Providing all students with experiences and understandings in cultural traditions, language and local history
- Visits to the local marae

Respond to a Request for Instruction in Te Reo Māori

The Board of Trustees will:

- advise the parents of the current level of te reo and tikanga Māori available at the school
- offer to explore possibilities by extending the current provision including...
- dual enrolment with The Correspondence School
- consulting with MoE Advisor Māori
- consulting with another school able to provide the higher level required
- Advising parents where the nearest school is that provides the higher level of instruction

New Zealand Cultural Diversity

Glen Oroua School recognises the importance of New Zealand's cultural diversity by:

- ensuring all cultures within the school are valued and celebrated through the active encouragement of an inclusive school culture and values
- Staff will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student while respecting cultural backgrounds

Cultural Diversity Within Our School



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High Expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

At Glen Oroua School this means:

- students are empowered to achieve personal excellence
- staff value and model excellence
- high quality teaching and rich learning programmes
- students understanding and striving for their best

Learning To Learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. At Glen Oroua School this means:

- Students are able to articulate their strengths, interests, and weaknesses and can set goals.
- Students' curiosity is promoted and supported.
- Students understand success criteria
- Students receive constructive feedback and can identify next steps.

Te Tiriti o Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. At Glen Oroua School this means:

- Understanding and use of te reo Māori me ōna tikanga across the school
- Māori students learning as Māori
- Building partnerships with whanau, hapu and iwi

New Zealand Curriculum: Principles



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Cultural Diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people. At Glen Oroua School this means:

- embracing a variety of cultures through classroom programmes, inquiry, performance and cultural celebrations
- building partnerships with parents and extended family
- consider learning styles that affirm cultural identity

Community Engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau and communities. At Glen Oroua School this means:

- engaging with and utilising local and wider community resources and local services to enhance learning experiences.
- understanding local history and our place in the community
- inviting parents and whānau to participate in and experience school events

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. At Glen Oroua School this means:

- students participate in a variety of experiences
- students leave our school with attitudes and skills that prepare them for future learning
- they have strong connections with Early Childhood and secondary schools to ensure smooth transitions

New Zealand Curriculum: Principles



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Inclusion

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and their learning needs are addressed.

At Glen Oroua School this means:

- no student misses out because of their individual or personal circumstances
- diversity is acknowledged and any equity barriers identified and overcome

Curriculum is adapted/differentiated as required to ensure all students participate in learning opportunities

Future Focus

The curriculum encourages students to look to the future by exploring future focused issues such as sustainability, citizenship, enterprise and globalisation. At Glen Oroua School this means:

- students learning to work independently, cooperatively, and collaboratively to problem solve and find creative solutions
- students take social action to influence their world now and in the future
- understanding global issues now and in the future
- students use a variety of digital tools to support their learning
- creating entrepreneurial opportunities

New Zealand Curriculum: Principles



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People use these competencies to live, learn, work and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes and values in ways that lead to action. They are not separate or stand alone.

They are the key to success in every learning area.

At Glen Oroua School, the Key Competencies are the foundation for our Super Learner. This is our goal for every student in our school.

These competencies, or Super Learner Skills, are taught, practiced, and embedded in our everyday school lives.

Communicate

- Be an active listener
- Communicate my ideas in many ways
- Confidently use digital technology

A Glen Oroua Super Learner

Can



**Talk
the talk**

**Walk
the talk**

&

Think

- Solve problems
- Reflect on learning
- Question
- Challenge assumptions
- Connect knowledge

Actively participate

- Confidently and appropriately participate in varying groups
- Willingly share ideas—collaborate
- Balance rights, responsibilities and roles

Manage themselves

- Reliable and Responsible
- Resilient and Respectful
- Honest
- Plan and complete projects
- Lead and follow

Get on with others

- Negotiate and share ideas
- Open mindset
- Compete and co-operate
- Recognise others points of view
- Collaborate to achieve learning

New Zealand Curriculum: Key Competencies



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Tātiako Competencies

Ako:	Taking responsibility for individual learning and that of Māori learners
Whanaungatanga:	Engaging in relationships with Māori learners, parents and whanau, hapu, iwi and Māori Community
Tangata Whenuatanga:	Affirming Māori learners as Māori; contexts of learning affirm language, culture and identity of Māori learners
Manaakitanga:	Demonstrating integrity, trust, sincerity and equity
Wānanga:	Communicating effectively with Māori parents and whānau about learning and responding to their values and views.



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Community of Learning - Kahui Ako

Te Oro Karaka Kahui Ako

Glen Oroua School is an active participant in the Te Oro Karaka Kahui Ako.

We are collaborating with other schools and early childhood settings to work towards meeting the Achievement Challenge. The Kahui Ako has a clear focus on raising the levels of student achievement through building teacher capability. This is something we are endeavouring to do at Glen Oroua School.

Our strategic areas of students learning to their potential link to the Kahui Ako whenu of Effective Teaching and Learning. The area of relationships is concerned with building and maintaining strong, positive, educationally focussed relationships which is also a goal of the Kahui Ako.

In 2021, the Kahui Ako continue to receive funds from the Ministry of Education to support professional learning in Culturally Responsive and Relational Pedagogy (CR&RP). Our focus within this will be on developing student agency about what they are learning and where they are heading next. It is expected that the work on CR&RP will involve several years of learning, planning and action.

Glen Oroua School Strategic Plan 2021-2023



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Strategic Goals & Initiatives

Students are learning to their potential

- 90% of students are at or above in Reading, Writing and Mathematics
- Priority learners are targeted to accelerate their achievement
- Learner agency is increased for all
- All staff are well-resourced, supported and empowered.

- Progress for all students
- Progress of more than one year per annum for priority students
- Students can articulate what they are learning, and what and how they are learning next

We have a broad curriculum that embraces our rural perspective

- There is full curriculum coverage
- The experience and knowledge of the community is utilised
- Our rural environment is incorporated into teaching and learning.

- #### Measures of Success
- We hear and see how our broad curriculum is implemented from staff and students.
 - Planning documents demonstrate our broad, and rural, curriculum
 - School whanau are visible in class & schoolwide programmes

The individual's uniqueness is valued

- Glen Oroua School is a welcoming environment
- We celebrate cultural diversity
- We uphold our school values
- Well-being is recognised and supported

- Our school whanau feel at home in their school
- Reciprocal relationships are evident
- Our school values are visible
- Support is gained for students as needed

Defining the Strategic Initiatives

TT - Teaching Team

P - Principal

Students are learning to their potential

Strategic Initiatives	Actions	Responsibility & Timeframe	Measures of Success
90% of students are at or above in Reading, Writing and Mathematics	<ul style="list-style-type: none"> Gather and use accurate assessment information to inform planning Identify learning pathways for each student, reviewing and updating regularly 	TT/P - Ongoing TT - By W7 T1 then ongoing Target: 80% by end of 2021 85% by end of 2022 90% by end of 2023	<ul style="list-style-type: none"> Progress & achievement data show improvement Learning goals are visible to teachers, parents, stus Students can articulate what they are working on Evidenced in BoT reports
Priority learners are targeted to accelerate their achievement	<ul style="list-style-type: none"> Access all opportunities (funding & services included) to support student achievement Progress of more than one year per annum for priority students Teachers competently implement acceleration techniques Teacher Aides are upskilled and time maximised Remedial literacy support as needed for learners in R1 & R2 	TT/P - Ongoing TT/P - 2022 P/TT - Term 1/Ongoing P/TT - Ongoing Target: Priority students make progress of more than one year by the end of 2021.	<ul style="list-style-type: none"> Progress & achievement data show improvement Teachers can articulate and show evidence of techniques Teacher aides actively involved in supporting classroom programme Evidenced in BoT reports
Learner agency is increased for all	<ul style="list-style-type: none"> All teaching staff involved in Kotahitanga culturally responsive & relational Professional Development about learner agency. Student goals co-constructed, worked towards and reviewed Explore opportunities for students to design and implement their own learning 	TT/P - 2021 TT - end of 2021 TT - 2022	<ul style="list-style-type: none"> Students able to articulate their next learning steps Students able to provide evidence of how they have met learning goals Students will be driving and designing their own learning through inquiry
All staff are well-resourced, supported and empowered.	<ul style="list-style-type: none"> Teachers complete professional development based on their own & students' needs, and assessment data. School-wide professional development in acceleration techniques and structured literacy Collaboratively develop and create a supportive Professional Growth Cycle. Twice termly check in between staff and their 'person responsible to' 	TT/P - 2021-2023 P/TT - 2022 - Acc Tech 2021 - Struc Lit \$2000 courses, books estimate \$2000 P/TT - Across 2021 P/Bot Chair - ongoing	<ul style="list-style-type: none"> Teachers will be able to share their learning with TT Progress & achievement data show improvement Benefits of PD visible in classroom Documentation shows evidence that meets Education Council standards/ TT are comfortable using Positive reciprocal relationships amongst staff

Defining the Strategic Initiatives

TT - Teaching Team

P - Principal

We have a broad curriculum that embraces our rural perspective

Strategic Initiatives	Actions	Responsibility & Timeframe	Measures of Success
There is full curriculum coverage	<ul style="list-style-type: none"> School-wide curriculum tracking document created Teachers' long term planning to ensure broad curriculum coverage. Teaching team identify and plan for opportunities for broad curriculum coverage Professional Development in 'other' curriculum areas 	<p>P - T1, 2021 TT - ongoing</p> <p>TT - ongoing</p> <p>P/TT - 2022/as available</p>	<ul style="list-style-type: none"> Documentation shows broad coverage Seesaw/children's books & talk show developing understandings across all 8 learning areas. Teachers content understanding broadened
The experience and knowledge of the community is utilised	<ul style="list-style-type: none"> Teaching team identify and plan for opportunities for community members to share their expertise in class/school setting All opportunities are taken to engage with school whanau Section in Long Term Planning for Community Involvement. 	<p>TT - ongoing</p> <p>All staff - ongoing</p> <p>TT - ongoing</p>	<ul style="list-style-type: none"> Whanau present in the classroom, taking part in programmes Attitude of community as asset, and vital part of stu learning Long Term planning documentation demonstrates community involvement
Our rural environment is incorporated into teaching and learning	<ul style="list-style-type: none"> Investigate and establish Enviroschool journey Teaching team identify and plan for opportunities to include aspects of our rural environment in local curriculum Section in Long Term Planning for Links to Rural Environment. 	<p>P - 2021-onw, funding come with it. TT - ongoing</p> <p>TT - ongoing</p>	<ul style="list-style-type: none"> Long Term planning documentation shows the rural environment incorporated into programmes Seesaw/children's books & talk show connection to rural environment

Defining the Strategic Initiatives

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The individual's uniqueness is valued

Strategic Initiatives	Actions	Responsibility & Timeframe	Measures of Success
Glen Oroua School is a welcoming environment	<ul style="list-style-type: none"> Review of school values, vision, motto, superlearner, through community consultation. Our school values guide our interactions with our community Continue to develop relationships with all stakeholders Our staff room is open to our community Positive PR in all communications from school 	<p>P - T3 2021 \$2500 branding/mascot All staff/BoT - ongoing All staff/BoT - ongoing All staff - ongoing</p>	<ul style="list-style-type: none"> A wider variety of families are present in our school Positive 'talk' about families in school experiences People feel valued when they visit our school
We celebrate cultural diversity	<ul style="list-style-type: none"> Section in Long Term Planning for Cultural Diversity Contexts for learning e.g. Waitangi Day, Matariki, Hangi, Marae visits, embedded in our curriculum. Develop reciprocal relationships with local iwi Develop significant taonga for our school community 	<p>TT - ongoing Ongoing</p> <p>P/BoT - 2021 onw P - 2022 onw \$\$TBC</p>	<ul style="list-style-type: none"> Planning demonstrates inclusion of cultural contexts Relationships in place with iwi Meaningful taonga that our community feel connected to are in place
We uphold our school values	<ul style="list-style-type: none"> Incorporated into school discussions at all levels Included in all communications, behaviour management, visual throughout school Actively teach school values in response to needs 	<p>All staff - ongoing All staff - ongoing</p>	<ul style="list-style-type: none"> Our values guide our decision-making and interactions at all levels Students can articulate what our Values are and describe what they can look like in learning, relationships and wellbeing
Well-being is recognised and supported	<ul style="list-style-type: none"> Consultation with students, staff, whanau about well-being Open & reciprocal communications with parents about well-being Implement strategies to support individual needs Outside agencies accessed for further support where needed. 	<p>All staff - ongoing</p> <p>TT - ongoing P - ongoing</p>	<ul style="list-style-type: none"> Well-being enhanced for students and staff Evidence of communications. Individual plans in place, reported to TT meetings Outside agencies in school and accessed