SHOTOVER
PRIMARY SCHOOL

Charter 2018-2020

Creating a Climate of Possibility ...

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Values	Learning beliefs	Capacities
1. Collaboration 2. Curiosity 3. Growth mindset 4. Thinking 5. Joy	1. Interest and motivation 2. Making connections 3. Learning to learn 4. Environment 5. Relationships	1. Analysing: deconstructing and rebuilding ideas. 2. Visualising: using my imagination to be creative or innovative. 3. Organising: taking responsibility for myself and my thinking and actions. 4. Personalising: connecting with others through my experiences and learning stories.

Strategic goals			
To achieve our vision of 'Creating a climate of possibility', we will work towards four strategic goals. These goals support our values, learning beliefs and capacities.			
Learning: **Build learning power**	Culture: ***Forge a place to stand tall, tutangata turangawaewae***	Social: **Like me and respect you**	Community: **Create a school at the heart of the community**
Each child: ✓ knows how they learn ✓ is engaged by the curriculum ✓ makes progress ✓ thinks creatively ✓ learns from failure and takes risks ✓ explores.	At our place, we: ✓ all belong ✓ are emotionally safe and feel acceptance ✓ are fair and just ✓ honour and respect the Treaty of Waitangi and Tangata Whenua.	Each of us: ✓ is self-aware ✓ embraces and celebrates all cultures ✓ works with others, developing skills in, Initiating, negotiating, problem solving.	Each child: ✓ contributes ✓ participates ✓ serves ✓ shares.

Notes:
- This charter should be read in conjunction with a number of supporting documents, including the school's budget, policies and procedures, property development programme, curriculum and the Board of Trustees' work plan.
- Our vision draws on the work of Sir Ken Robinson's *How to Escape Education's Death Valley* (2013) - his TED talk is here. The term 'growth mindset' draws on the research of Professor Carol Dweck in her book *Mindset: The New Psychology of Success* (2007) - her TED talk is here.

Background to our school

Shotover Primary School opened for the first time on 5 February 2015 with 88 children in years 1-4. Years 5-8 were enrolled from 2016. At the end of 2017, our roll sat at around 430.

The school is in the centre of a 850-section residential subdivision called Shotover Country. Many of these homes have been built in the last five years. The location is stunning, with clear views of the Remarkables Mountain Range and Coronet Peak and bordered on two sides by the Shotover and Kawarau rivers.

The learning habitats are based around a contemporary approach to teaching and learning, with shared spaces for learning for approximately 90 children working with three to four teaching staff. This approach to teaching and learning has generated much community excitement as to the form of education Shotover will be able to offer.

Late in 2017 we began to build stage 2 of the school. Stage 2 will add another two habitats to the existing five habitats, administration and library block, and full-sized community hall/gym with DATs (design-arts-technology) and music rooms. Junior and senior playgrounds have been added to the grounds since the school opened.

The school transferred its governance from a Ministerially-appointed Board of Trustees to an elected Board of Trustees in mid 2015. There was a second election in mid 2016 to put the school on the national timetable for board elections. The board now comprises five elected parent members, one elected staff member and the principal.

The government's education goals

The school reflects, across its governance, management and operational roles, the National Administration Guidelines and the National Education Goals by giving them full consideration in planning school development and the school and habitat programmes. The National Education Goals are:
- success for all
- equality of opportunity
- success in a modern, ever-changing world
- a broad and balanced curriculum with priority in literacy, numeracy, science, technology and physical activity
- monitoring of progress and achievement of all children
- success for those identified with special needs
- participation of and success for Māori, consistent with the principles of the Treaty of Waitangi
- respect for the cultural heritage of New Zealand people and special acknowledgement of Māori.

In 2018 the board will implement the government's new enduring objectives for the education system, introduced by the recent revision of the Education Act.

Cultural diversity

This table represents the ethnic makeup of our children (as at February 2018). The annual plan includes actions that build cultural links with children and families to recognise the diversity found in our community and the Treaty of Waitangi as New Zealand's founding document.

Ethnicity	% of roll	Ethnicity	% of roll
Chinese	3	NZ Maori	10
NZ European	75	Other	12
Those ethnicities represented in other are, Australian, British/Irish, Cambodian, Filipino, Indian, Italian, Japanese, Latin American, Other European, Pacifica, Vietnamese.			

THREE-YEAR DEVELOPMENT PLAN: 2018-2020

The three-year development plan lays out priorities for the next three years. Each year's strategic goals and targets are confirmed in detail before the year begins, and they reflect the needs of the school as highlighted in the school's student achievement analysis data. The actions against each goal are expanded in the annual plan (see the next section). Reporting on the priorities and actions is completed mid year and end of year.

Priorities for the second and third year are tentative, with appropriate adjustments made before each year begins based on progress and any new priorities or actions identified from the previous year.

2018 priorities

Strategic goals	Priorities	Who	Timeframe
Build learning power	● Submit an example of SPS learning design for NPDL moderation.	NPDL Team	By Term 3
	● Implement a school-wide specialist PE and Health programme.	Leader of PE	Ongoing
	● Engage with Kāhui Ako o Wakatipu and set up agreed expectations.	Principal & WST	Ongoing
	● Integrate the radio station operation into the learning design at Shotover.	TIC Radio	Ongoing
	● Integrate Shotz cafe into the learning design at Shotover.	TIC Shotz	Ongoing
Forge a place to stand tall, tutangata turangawaewae	● Redesign our app to something that is user friendly for both backend and frontend users.	Exec Officer	End of T3
	● Establish a routine for the Kapa Haka group, including competing at the 10's.	TIC Kapa Haka	End of T2
	● Further enhance student leadership and voice, building on the groundwork laid in 2017.	TIC SV	Ongoing
	● Develop our thinking and practices on what it means to be a culturally responsive learning-focused organisation.	BoT & SLT	Ongoing from term 1
Like me and respect you	● Design and prepare for implementing a final school staffing and leadership structure.	Principal, SLT & BoT	End of T4
	● Create and trial a whole-team CRT release system.	SLT	Ongoing 2018
	● Create systems in the library and for ICT that ensure mentors are doing only what mentors can do.	TIC, Library and ICT	End of T3
Create a school at the heart of the community	● Take stage 3 through to consent stage.	Design Team	End of T3
	● Establish and hold meetings of the Shotover Foundation.	BoT	End of T2
	● Support FoS to continue to build community.	BoT	Ongoing

2019 priorities

Strategic goals	Priorities	Who
Build learning power	● Submit 2 concepts of learning to the NPDL moderation panel. ● Link to the annual plan of the Kāhui Ako o Wakatipu. ● Take the Shotz Cafe business and learning programme into phase 2. ● Develop our thinking and review our practices for conducting self-review and evaluation. ● Use student voice to inform practice and gain insight.	NPDL Team SLT Shotz staff Chair & Principal All
Forge a place to stand tall, tutangata turangawaewae	● Cement opportunities for the development of tuakana/teina relationships. ● Implement a comprehensive strategic plan with the assistance of the Springboard Trust 'Strategic Leadership' programme. ● Meet with whānau twice a year. ● Develop further our thinking and practices on what it means to be a culturally responsive learning-focused organisation.	Teaching Team BoT APs SLT & BoT
Like me and respect you	● Determine and implement next steps in supporting staff well-being, resilience, culture and norms of professionalism. ● Continue to refine our processes for identifying and meeting the needs of children for whom English is a second language.	LT APs & SENCO
Create a school at the heart of the community	● Prepare and implement a mid- to long-term staff recruitment strategy ● Share our story via video and animation to connect with our community and beyond. ● Build and fit out stage 3. ● Build a professional learning space.	BoT BoT BoT BoT

2020 priorities

Strategic goals	Priorities	Who
Build learning power	● Submit 2 concepts of learning to the NPDL moderation panel. ● Link to the annual plan of the Kāhui Ako o Wakatipu. ● Take the Shotz Cafe business and learning programme into phase 3. ● Implement the board's new processes for conducting self-review and evaluation. ● Implement a process for gathering a school-wide picture of student wellbeing.	NPDL Team SLT Shotz Staff BoT LT
Forge a place to stand tall, tutangata turangawaewae	● Cement opportunities for the development of tuakana/teina relationships. ● Meet with whānau twice a year. ● Implement an action plan to develop Shotover as a culturally responsive learning-focused organisation.	Teaching Team APs All
Like me and respect you	● Determine and implement next steps in supporting staff well-being, resilience, culture and norms of professionalism. ● Continue to refine our processes for identifying and meeting the needs of children for whom English is a second language.	LT APs & SENCO
Create a school at the heart of the community	● Implement a long-term staff recruitment strategy ● Refine the school's documentation and create a framework for organising administrative systems.	BoT SLT & MC

ANNUAL PLAN: 2018

Priorities	Actions	Indicators
Strategic goal: Build learning power		
● Submit an example of SPS learning design for NPDL moderation.	● Create an internal NPDL team. ● NPDL team sets the framework and determines the learning to be submitted. ● PL on a need required basis is engaged to further understanding of NPDL.	Learning design has been submitted and successfully moderated.
● Implement a school-wide specialist PE and Health programme	● Units are allocated to 2 staff to lead the creation of this programme. ● An action plan is created by the staff leading this development.	Learning design for PE and Health has been implemented across the whole school.
● Engage with Kāhui Ako o Wakatipu and set up agreed expectations.	● Attend Kāhui Ako PL meetings for WST. ● Attend Kāhui Ako LT meetings. ● Assist and work with the Kāhui Ako leadership to meet agreed milestones.	Have created an agreed workplan for KAW that Shotover is part of.
● Integrate the radio station operation into the learning design at Shotover.	● Allocate a fixed term unit to running and designing the learning around the radio station. ● Action plan for integration is created. ● The radio station has a plan for the creation of and regular broadcasting of content.	Radio station broadcasting on a frequent basis (Fortnightly) with content created in the learning programme.
● Integrate Shotz cafe into the learning design at Shotover.	● Allocate a fixed term unit to running and designing the learning around the Shotz cafe. ● Action plan for the integration is created. ● Staff member employed who has expertise in the cafe/food industry.	Shotz is running with documentation in place. The business is clear on its purpose, generates a return and the children can speak to this.
Strategic goal: Forge a place to stand tall, tutangata turangawaewae		
● Redesign our app to something that is user friendly for both backend and frontend users.	● Research various app options and determine criteria for a great app solution. ● Engage chosen company in the design of the new app. ● Launch the app to the community using a well designed marketing approach to ensure the new app has a high uptake and the old app is removed from users devices.	A new app is launched to the community.
● Establish a routine for the Kapa Haka group, including competing at the 10's.	● Employ a Kapa Haka tutor. ● Action plan for the development of Kapa Haka is created. ● Senior group is entered in the 10's competition.	Kapa Haka is happening throughout the school on a weekly basis. The senior kapa haka group competes in the 10's Unit allocated and action plan created
● Further enhance student leadership and voice, building on the groundwork laid in 2017.	● Create an action plan for the next stage of student leadership. ● Allocate a fixed term unit for the leadership of this area.	
● Develop our thinking and practices on what it means to be a culturally responsive learning-focused organisation.	● The board visits Te Rau Aroha Marae. ● Board reviews and discusses a range of Ministry and other resources and identifies next steps in the self-review.	Marae visit made in term 2. Discussions take place at 4 board meetings and next steps identified in term 4.

Strategic goal: Like me and respect you		
Design and prepare for implementing a final school staffing and leadership structure.	- Research various structures for staffing the school with 900 children. - Determine a structure that allows for a clear pathway of growth. - Structure is shared, discussed and iterated ready for sharing with the community.	A desired structure is designed and socialised with stakeholders. A plan for implementation is agreed to.
Create and trial a whole-team CRT release system.	- CRT system created and implemented. - Resource the CRT team through budget. - Review how the system is running on a term by term basis.	CRT system is running on a consistent basis and reviewed in term 3 for effectiveness.
Create systems in the library and for ICT that ensure mentors are doing only what mentors can do.	- Employ a Resource Master. - Using the mentors with responsibility for ICT and Library to train the RM in the operational aspects of both areas.	RM in place and respective mentors can focus on core business.

Strategic goal: Create a school at the heart of the community		
Take stage 3 through to consent stage.	- Internal design team established. - Concept design for full stage 3 is completed. - Make representations re enhanced non-teaching space. - Staffing allocated to moving design forward.	Concept drawings complete.
Establish and hold meetings of the Shotover Foundation.	- Trust deed drafted and approved by the board and Charities Commission. - Trustees identified, and invitations issued and accepted. - Foundation trustees have met and established operating protocols.	Shotover Foundation established with IRD and Charities Commission.
Support FoS to continue to build community.	- Vision sharing opportunities with FoS to deepen understanding of the school over the next 10 years. - Meet with FoS once a term to review funding priorities document.	Regular (termly) meetings are held with FoS executive.
Investigate concept and funding for a professional learning space.	- Prepare a brief outlining our needs for a professional learning space. - Trial a PL space in Rees (new habitat) in terms 3 & 4.	A brief for professional learning space brief written.

ACHIEVEMENT TARGETS: 2018

Target

We are aiming to raise the overall achievement by raising our student interest and engagement.

Strategic goal: Build learning power. Each child: knows how they learn, is engaged by the curriculum, makes progress, thinks creatively, learns from failure and takes risks (Growth Mindset), and explores (Curiosity).

Target: Attitude: To raise the level of achievement in Year 5 boys writing.

Year 5: To have 70% of year 5 boys working in or above Level 2.3 by November 2018.

Baseline information: Currently 52.2% of **year 5 boys** are working within or above Level 2.2. This data is based on our end of year 2017 data that showed children in Year 5 had not reached our expectation for their age.

Actions	Who	Timeframe	Resources
Gather student and mentor Voice: gather some data re interest and motivation for writing using the powerful learning model as a structure for the questions.	SLT	By week 5 Term 1	Time Form
Make a plan of action based on the baseline data gathered from the student and mentor voice	TLs - Claire and Jill (Lit leader)	By week 7 Term 1	Time PD Experts
Monitor and review lead data using a compelling scoreboard	SLT, TLs, Mentors Board	Minimum Fortnightly	PD around compelling scoreboards and lead and lag data
Liaise with Kahui Ako to communicate about our goals and how they can support us	SLT	Timely	

SPS Self Review Overview 2018

	Mentors Individually		Mentors Collectively			Board Related	
	Progress and Achievement	**Communicating Learning and Kaizen**	**General**	**Concept**	**Learning Design Review**	**Reports to Include**	**Learning Reports**
T1	Learning Plans Internal Referrals made, SMART Goals designed. (ongoing) Reflections, Anecdotal Notes Diagnostic, Formative and Summative Assessment. Refer to assessment schedule	Open Week - Week 6 Kaizen started - Desired Reality, SPS Mentor Criteria and goals established on Shared Doc Reading, writing and mathematics comments published Concept first and second ideas published	Intake and Review of Wave & ESOL children	Design Team reflect and construct T2 concept		*The following should be read in conjunction with the Boards workplan, to identify task detail and timing for 2018* ➔ Teacher Registrations ➔ Police Vetting ➔ Charter approved and submitted ➔ March Roll Return tabled ➔ AofV tabled and submitted ➔ Principal's PA negotiated ➔ BoT Chair elected ➔ Kaizen goals set ➔ BoT Chair and Principal sign off compliance checklist.	Charter, Annual Plan and Achievement Target
T2	Learning Plans Diagnostic, Formative and Summative Assessment. Refer to assessment schedule Internal Referrals made, SMART Goals designed. (ongoing)	Reading, writing and mathematics comments published Kaizen process tracked through shared doc Concept first and second ideas published Mid Year progress snapshot published	Intake and Review of Wave & ESOL children WNR information compiled and presented	Design Team reflect and construct T3 concept	Temp Check (FA Focus) (first draft)	➔ Annual Report tabled and submitted ➔ BoT Chair and Principal sign off compliance checklist.	Mid Year Charter Temp Check
T3	Learning Plans Diagnostic, Formative and Summative Assessment. Refer to assessment schedule Internal Referrals made, SMART Goals designed. (ongoing)	Reading, writing and mathematics comments published Concept first and second ideas published Kaizen process tracked through shared doc	Intake and Review of Wave & ESOL children	Design Team reflect and 2018 concept overview	Temp Check (FA Focus)	➔ July roll return tabled ➔ Date finishing school year, dates starting and half days open determined. ➔ EEO Report ➔ BoT Chair and Principal sign off compliance checklist.	WNR Results
T4	Learning Plans Diagnostic, Formative and Summative Assessment. Refer to assessment schedule	Kaizen evaluation meetings and associated report. Year end learning conference End of Year Achievement Published.	Intake and Review of Wave children WNR information compiled and presented End of Year Review Focus - whole Year			➔ Hazards register report and trends ➔ Kaizen complete ➔ Report on wellbeing and attendance patterns ➔ Summary of Principal's Kaizen tabled ➔ BoT Chair and Principal sign off compliance checklist.	
	Consultation Timeframes General consultation will be conducted on an annual basis. The following represent the focus for each year. ● 2018 - House Meetings ● 2019 - Maori - General Community ● 2020 - Health Curriculum.		To Note ● Trustee reports in newsletter following meeting. ● 1 learning design a year for years 7 & 8 to include career education.			*Policy Review* ● 2018 - NAG 2 - Self Review | NAG 1 & 2 Curriculum ● 2019 - NAG 4 - Finance and Property | NAG 1 & 2 Curriculum ● 2020 - NAG 3 Personnel | NAG 1 & 2 Curriculum ● 2021 - NAG 5 - Health & Safety | NAG 6 - Legislation | NAG 1 & 2 Curriculum	