



Auckland Point School Te Kura o Matangi Awhio Charter 2017-2019

'Together we will challenge our children to master the skills required to face the future with confidence in themselves and consideration for others'

Our School

Auckland Point School - Te kura o Matangi Awhio- is a vibrant contributing school providing for Year 1 (age 5) to Year 6 (age 10/11) students.

We have three large classrooms:

Trafalgar Class- Year 1

St Vincent Class- Years 2, 3 & 4

Nile Class - Years 5 & 6

Our school is unique in position and size. It is on the gateway to the city and has attributes similar to a small rural school with the benefits of easy access to the city and its amenities. The site is significant and special for its Maori and European settlement history. The importance and value of our geographical place in Nelson's history is valued and cherished.

The school has a range of buildings including an administration block, a hall, a swimming pool, five classroom blocks (Two open plan classrooms in each block. Nelson block is now the Auckland Point Kindergarten and Copenhagen and Victory Rooms accommodate the Nelson Young Parents' School). There is also a stand alone building to the rear of the site that we use for our gardening club and tools and this year the bigger space will be 'The Workshop' where students can have a space to create and do inquiry based learning and investigations,

Our dental clinic is now used as a teacher work room. A school was first established on this site in 1925 and the original beautiful brick building was demolished in 1973 to make way for the buildings we have today. The classrooms were designed to be 'open plan' and these spaces are large and enable rich authentic context learning to take place in them.

The school community is supportive and diverse with a range of social and cultural backgrounds. Parents, family, whanau and fanau are encouraged to support the teaching and learning in school by helping in class, on trips, with sport and by participating in social and fundraising activities. Approximately 20% of our students identify as being Maori and 10% as Pasifika.

The school's catchment area is The Wood, Washington Valley, Victory Square and The Port Hills streets closes to the school. Some students travel from Stoke and Enner Glynn. The school has an active fundraising group and the funds raised support the school to purchase items that the school budget is unable to fund.

The school site has an all day Kindergarten that has been established within the school buildings. In 2010 the interior of the classrooms were transformed to create a wonderful Early Childhood environment that is stimulating and innovative. This is a joint venture between the Nelson Kindergarten Association and the Auckland Point School Board of Trustees. A clear transition to school programme ensures close connections with our school and Auckland Point Kindergarten. Positive relationships are fostered between our school and kindergarten communities ensuring a great start to school for new entrants. The programme also embraces students from other Nelson early years providers.

The vision to open a Young Parent School on our school site came to fruition in 2013. This is a collaboration with Nelson College for Girls, the Ministry of Education, Auckland Point Kindergarten and our school. We have secondary education happening for the young parents who attend the school and their babies and children are cared for on site at the Auckland Point Kindergarten and in the Early Childhood Room that is part of the Young Parents' School. Our school is at the heart of a dynamic learning community.

Be You! Be Great!

Our Vision

At our school we will grow...

Confident – Connected – Actively Involved – Lifelong Learners

(The NZ Curriculum page 8)

Our Learners will

- develop knowledge and skills in the Learning Areas at a level appropriate to their age and ability.
- build a firm foundation in the Key Competencies through a wide of experiences and activities.
- have the opportunity to achieve for success in all Learning Areas and Key Competencies, giving priority to literacy, numeracy and physical activity.
- develop respect for the diverse ethnic and cultural heritage of New Zealand, including the unique place of Maori as Tangata Whenua.
- encourage students to develop a set of their own values based on the school values.
- develop confidence in themselves and their own abilities both inside and outside of the classroom.

When our learners have completed their education journey at Auckland Point School - Te Kura O Matangi Awhio they will:

- have mastered the basic learning skills.
- be able to take growing responsibility for their own learning and behaviour.
- be able to set own learning and life goals.
- be able to work independently.
- show initiative.
- be able to interact with confidence in a variety of settings.
- have been involved in a variety of cultural activities including: a class camp, sports events, a school production,
- Maori language and culture, conservation activities, live performances and visits to the public library, art gallery and museum.
- have worked in groups of different ages and abilities.
- have been given responsibilities/duties.
- be able to take risks, accept challenges and feel good about themselves.
- recognise and accept differences in other
- demonstrate citizenship qualities.
- be prepared for the next step in their education journey.



Our Values

'To be encouraged, modelled and explored' (Page 10 NZ Curriculum)

'Through acts of citizenship we will have an environment of respect'

At our school we value:

Respect Pride Honesty Courage Kindness Responsibility

Students aspire to show these in their everyday lives at our school



APS Kids are Can Do Kids!



Our Principles

These 'embody beliefs about what is important and desirable in our school curriculum'. The principles form the 'foundation' when designing our school learning programmes.

'They underpin all school decision making' and put our children at the heart of all we do in our school.

High Expectations - Treaty of Waitangi - Cultural Diversity - Inclusion - Learning to Learn
Community Engagement - Coherence - Future Focus

(The NZ Curriculum, page 9)

Through the lens of the principles in our learning and school life we aspire to:

- strive for excellence in all aspects of education
 - provide a culturally safe environment for students, staff, family and whanau.
 - foster an understanding and appreciation of Tikanga and Te Reo Maori and be reflective of the cultures represented in our school community.
 - embrace the principles of equity in all school activities.
 - cater for the needs of all children and enable them to realise their full potential.
 - actively promote the involvement of parents, caregivers, family, whanau, and whanau in the education of their children.
 - provide students with direct experience in E-learning
 - foster the understanding of the special character and historical significance of our school site both for Maori and European settlement.
 - help students gain a greater appreciation of their environment by providing a range of well designed experiences outside of the classroom.
 - foster and develop the self esteem of all students and promote the development of positive social skills.
 - foster awareness of the hazards in the wider world and enable them to cope with them.
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Recognising New Zealand's Cultural Diversity

Auckland Point School as appropriate to the local community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture.

In recognising the unique position of the Maori culture, Auckland Point School will take all reasonable steps to provide instruction in Tikanga Maori (culture) and Te Reo Maori (language) within school.

We will:

- Consult with the community once a year about the learning programmes and aspirations for their children.
- Foster an understanding and a respect for Maori as the Tangata Whenua.
- Greet and sing in Te Reo regularly.
- Help all students to develop a bi-cultural identity through learning Te Reo and Tikanga Maori.
- Have bi-lingual signage within school where appropriate.
- Engage with Maori whanau about achievement for their children through 3-Way-Conferencing, face to face, cultural and social events.
- Develop a library of resources to support Te Reo and Tikanga Maori teaching and learning.
- To provide Professional Learning and Development opportunities for staff
- Develop cultural activities: kapa haka and waiata



Strategic Goals 2017-2019

Strategic Goals	Annual Objective 2017	Annual Objective 2018	Annual Objective 2019
<p>1 Ensure that all students can access the New Zealand Curriculum evidenced by progress & achievement in relation to the National Standards</p>	<p>1.1 Improve the progress and achievement of students who are achieving below the National Standard for writing by at least 20%.</p> <p>1.2 Ensure the progress and achievement of students continues to be targeted through tracking and monitoring processes.</p>	<p>1.1 Accelerate the progress and achievement of students who are achieving below the National Standard in 2017.</p> <p>1.2 Embed the tracking and monitoring processes to ensure continued, consistent outcomes for students who are at risk of not achieving the National Standard.</p>	<p>1.1 Embed the processes to accelerate the progress and achievement of students who are achieving below the National Standard.</p> <p>1.2 Review the effectiveness of tracking and monitoring processes to ensure continued, consistent outcomes for students who are at risk of not achieving the National Standard.</p>
<p>2 Teachers know and use teaching practices that engage all groups of students so they can learn and achieve</p>	<p>2.1 Implement and consolidate agreed school processes & systems following SAF inquiry of 2016, to develop greater effectiveness in Teaching as Inquiry.</p> <p>2.2 Teachers will develop and use agreed strategies to raise achievement in writing.</p>	<p>2.1 Consolidate and embed the schools evaluative processes/systems to ensure continued raised achievement for all students, with a focus on those who are achieving below the National Standard</p>	<p>2.1 Review the effectiveness of the schools evaluative processes/systems to ensure continued raised achievement for all students, with a focus on those who are achieving below the National Standard</p>
<p>3 Embed a responsive and inclusive ethos/culture which enables all groups of students to achieve</p>	<p>3.1 Implement Year 2 of PB4L to ensure that all students thrive and achieve. Consolidate and improve year 1 systems.</p> <p>3.2 Review & implement the Tāitaiako Plan</p>	<p>3.1 Implement Year 3 of PB4L to ensure that all students thrive and achieve. Consolidate and embed year 1 & 2 systems.</p> <p>3.2 Consolidate the Tāitaiako Plan</p>	<p>3.1 Fully embed PB4L systems and processes to ensure that all students thrive and achieve.</p> <p>3.2 Embed the Tāitaiako Plan</p>

Auckland Point School is committed to working collaboratively to meet the regional challenges identified by the Nelson Community of Learning



Strategic Goal 1: Ensure that all students can access the New Zealand Curriculum evidenced by progress and achievement in relation to the National Standards
Objective: Improve the progress and achievement of students who are achieving below the National Standard for writing by at least 20%.

Monitoring, Evaluation & Review Cycle

	Term 1 BOT:	Term 2 SLT:	Term 2 BOT:	Term 3 SLT:	Term 3 BOT:	Term 4 SLT:	Term 4 BOT:
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Implementation/Action	Evaluation:
	How will we know we are succeeding?

What needs to be done to reach our goal & achieve our objective?	Resources	By whom? By when?	Outcomes <i>Behaviours: What will be different?</i>	Output <i>Process or Product</i>	Monitoring Meeting Minutes :
Teaching as Inquiry processes will be consolidated for target students for writing	PLD time	DP SENCo 3x Termly	Teaching team will know and use Teaching as Inquiry processes. They will make decisions around prioritised learning for target students and those at risk of not achieving the National Standard for writing.	Outcomes and next steps clearly identified using evidence as a basis, twice termly.	Online/google docs as evidence of ongoing reflection and monitoring. Student achievement data/ITJ's/moderation/anecdotal notes and meeting minutes as evidence.
Student achievement data uploaded to school SMS e-tap	CRT time PLD time	Class teachers	Student achievement will be monitored and tracked regularly. Teachers will use evidence to make ITJ's. Progress and Value added known. Interventions accessed quickly for at risk students	Accelerated and or raised student achievement for writing across the school. Teachers have clear evidence of achievement, can access it and adapt learning accordingly.	Student voice Whanau and family voice SLT meetings and PLD meeting minutes

Strategic Goal 2: Teachers know and use teaching practices that engage all groups of students so that they learn and achieve

Objectives: 1. Implement and consolidate agreed school processes & systems following SAF inquiry of 2016, to develop greater effectiveness in Teaching as Inquiry.
2. Teachers will develop and use agreed strategies to raise achievement in writing.

Monitoring, Evaluation & Review Cycle

	Term 1 BOT:	Term 2 SLT:	Term 2 BOT:	Term 3 SLT:	Term 3 BOT:	Term 4 SLT:	Term 4 BOT:
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Implementation/Action	Evaluation:
	How will we know we are succeeding?

What needs to be done to reach our goal & achieve our objective?	Resources	By whom? By when?	Outcomes <i>Behaviours: What will be different?</i>	Output <i>Process or Product</i>	Monitoring Meeting Minutes :
Consolidate the evaluative capability systems and processes following 2016 SAF Inquiry	PLD time Monitoring discussions 3x termly	SLT Across School CoL Teacher Class based teachers	Teaching team will embed their understanding of Teaching as Inquiry process. Student achievement tracked for target students.	Monitoring and reviews 3x termly and part of regular review cycle. Outcomes and next steps clearly identified	Meeting minutes. Ongoing tracking
Consolidate teacher practice with Learning Intentions and Success Criteria	PLD time. Walkthroughs Peer review Working walls Shirley Clarke 'Outstanding Formative Assessment. Culture & Practice'.	Class based teachers SLT	Raised writing capability and accelerated achievement across the school curriculum. Teachers use LI & SC as everyday practice in classrooms. Marking and feedback growing students.	Increased writing capability throughout school. Accelerated achievement. Learning focussed lessons. Clear system evident for feedback and feedforward to students. (2 stars and a wish, 2 colour highlighter system)	Student voice. Student writing samples. Working walls SLT walkthroughs/peer reviews



Strategic Goal 3: Embed a responsive and inclusive school culture that enables all groups of students to achieve
Objectives: 1. Implement Year 2 of PB4L to ensure that all students thrive and achieve. Consolidate and improve year 1 systems.
 2. Review & consolidate the Tāitaiako Plan

Monitoring, Evaluation & Review Cycle

	Term 1 BOT:	Term 2 SLT:	Term 2 BOT:	Term 3 SLT:	Term 3 BOT:	Term 4 SLT:	Term 4 BOT:
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Implementation/Action

Evaluation:

How will we know we are succeeding?

What needs to be done to reach our goal & achieve our objective?	Resources	By whom? By when?	Outcomes <i>Behaviours: What will be different?</i>	Output <i>Process or Product</i>	Monitoring Meeting Minutes :
Consolidate Teacher Appraisal system that fosters professional learning and directly relates to the school annual plan goals	PLD time SLT CRT Meetings 2x termly Termly walkthroughs	All teachers SLT	An improved system that enables effective teacher performance. Relates to annual goals Is evidence towards Practicing Teacher Certificate renewal.	Increased teacher effectiveness. Raised student achievement.	Termly face to face meetings with SLT. Walkthroughs/feedback/ feedforward
Consolidate the school rules, expectations and agreed processes to ensure PB4L systems positively impact on the school culture	PLD Team/Coach & Team Leader days. 10k provision	Jenny Hunter -Coach Sonya Hockley- Team Leader All staff Students, family , whanau By year end	The whole school community knows and uses the school's PB4L practices. Systems are part of everyday school life.Signs and graphics represent the expected school culture.	Raised student achievement and engagement. A culture of respect and consideration is evident. Students reaping rewards	Values assemblies, reward system, meeting minutes, Course notes and responses
Review school Tāitaiako Plan	PLD time, Consultation time	SLT, staff whanau, students	A Tāitaiako Plan that reflects our learners and community & is active and embedded in school culture.	Embraces the outcomes for raised student achievement/success.	Consultation of whanau/community



Auckland Point School Annual Plan 2017: School Number # 3181
Student Achievement Targets

Target 1: Writing with a focus on Oral Language Processes

Strategic Aim: Ensure that all students can access the New Zealand Curriculum evidenced by progress & achievement in relation to the National Standards

Annual Objective: Accelerate the progress and achievement of all students who are achieving below the National Standard

Achievement Target: All Maori and Pasifika (ESOL) students who were *below* the standard at the end of the year will make accelerated progress and achieve the National Standard in relation to writing at the end of 2017

Baseline Data: Our 2016 OTJ's show that Maori 9/24 (37.5%) and Pasifika students, 6/11 (54.5%) achieved below the National Standard.

Analysis of OTJ: Teachers' reflection: Writing samples showed students in the group often struggled to use language that is appropriate to the topic, audience and purpose. This indicates the need to inquire into the effective teaching of expressive, literary and subject specific vocabulary through the development of oral language practices to impact on the achievement in writing.

Community of Learning (CoL) targets will be considered when data gathering:

Monitoring, Evaluation & Review Cycle							
	Term 1 BOT:	Term 2 SLT:	Term 2 BOT:	Term 3 SLT:	Term 3 BOT:	Term 4 SLT:	Term 4 BOT:
Implementation/Action				Evaluation:			
				How will we know we are succeeding?			
What needs to be done to reach our goal & achieve our objective?	Resources	By whom? By when?		Outcomes <i>Behaviours: What will be different?</i>	Output <i>Process or Product</i>	Monitoring Meeting Minutes :	

Targeted teaching of priority Maori and Pasifika below National Standards in writing	Gail Loane PLD ideas Using deliberate acts of teaching (DATs) eg think alouds, modelling, making connections, applying and transferring skills. Working Walls in each classroom.	Class teachers daily. Teachers encouraging learners to be writers everyday by building relationships and inspiring students. Using ideas from Gail Loane- leading students to authorship Regular monitoring by leaders Class termly formal observations, informal walkthroughs	Accelerated progress Weekly progress monitored, documented on Literacy Learning Progression Sheets and Teaching as Inquiry google doc. Upfront in weekly assessment focused, Team Learning conversations	Termly progress on LLP making learning visible. Working //Learning Wall /Modelling books in each classroom with academic vocab and scaffolds Weekly reflections on teacher planning	Termly Team progress meetings Regular monitoring by Curriculum Leader
Learners take ownership of their own writing learning and can assess others' learning in a good way	LLP Self and Peer assessment(Formative Assessment)	Teachers and students ESOL Teacher to support ELL	Students aware of learning intentions and success criteria and how they are progressing on LLP.	Students produce crafted writing over a period of time that demonstrates acceleration Students are able to reflect, self assess, then peer assess	Observations by Curriculum Leader Termly walkthroughs, observations by Principal
Weekly Teaching as Inquiry for priority learners	google doc- Teaching as Inquiry google doc	Teachers SLT Principal	Acceleration of student progress and achievement	Evidence teachers are using culturally responsive pedagogy and sharing it with others	Teachers track student progress weekly Principal monitored
Peer mentoring/tuakana/teina for priority students Teachers knowing their students' world	Professional Reading "The concept of a tuakana-teina relationship' tki Tataiako Readings 'Knowing your student' Derek Wenmoth - CORE	Students ESOL teacher will provide guidance for ELL students Teachers, having conversations with students & whanau Positive phone call home Personal invites to school events	Embed best practice from research & Gail Loane eg helping circles/pairs Teachers plan to needs and interests of students Provide choice	Use PACLS (purpose, audience, content, language and structure) to assist students to talk about their learning with their tuakana Teachers are able to share what works with priority learners with other staff	Hold professional learning conversations Teacher Inquiry//PLD/ Appraisals Tataiako observations during walkthroughs Student voice surveys
Implement quality oral language activities; tasks that develop speaking and listening and build structures for sound oral language skills	'ELPH'- LLP - Speaking & Listening. Devising school wide plan to target this ICT's E-learning	Curriculum Leader Principal Teaching & Learning team ESOL Teacher Reading Recovery Teacher	Planned, specific speaking & listening opportunities will form part of everyday school life. Understanding the pedagogy behind oral language. Vocabulary building and word walls will be a priority for all class inquiries and learning.	Vocabulary choices and dialogue will be an important part of the planned classroom programmes. Print rich classrooms will be evident. Student's learning displayed for interaction with by	Teacher planning. Peer review/ modelling. Reviewing school wide planning and effectiveness of programmes.

Oral Language -
Sheena Cameron and
Louise Dempsey

students. Working walls in all
classrooms.

Learning progressions clearly
displayed for goal setting and
seeing pathways for
achievement.

Evaluation and Action Points:



Target 2: Mathematics

Strategic Aim: Ensure that all students can access the New Zealand Curriculum evidenced by progress & achievement in relation to the National Standards

Annual Objective: Accelerate the progress and achievement of all students who are achieving below the National Standard

Achievement Target: All girls who achieved *below* the Standard at the end of the year will make two years progress in relation to the National Standard for Mathematics at the end of 2017

Baseline Data: Our 2016 OTJ's show that 16/41 (39%) of girls were *below* the Standard and 2/41(4.9%) of girls were *well below* the Standard at the end of the year.

Analysis of OTJ: Teachers' reflection: Work needs to continue based on the acquisition of basic facts and skills. Knowledge and understanding of number and applying it to everyday contexts needs to occur, to impact on the achievement in mathematics for all students but particularly for girls.

Community of Learning (CoL) targets will be considered when data gathering:

At the end of 2014, 23.18% (249/1074) of girls achieved below and well below the National Standard. Our challenge is to raise girls' achievement from 76.82% achieving at/above, to 85.82% in 2017. (CoL target)

Monitoring, Evaluation & Review Cycle							
	Term 1 BOT:	Term 2 SLT:	Term 2 BOT:	Term 3 SLT:	Term 3 BOT:	Term 4 SLT:	Term 4 BOT:
Implementation/Action				Evaluation:			
				How will we know we are succeeding?			
What needs to be done to reach our goal & achieve our objective?	Resources	By whom? By when?	Outcomes <i>Behaviours: What will be different?</i>	Output <i>Process or Product</i>	Monitoring Meeting Minutes :		
Teachers identify which students need priority support – targeted instruction to accelerate progress.	Analysis of OTJ evidence and teachers' evaluations Tier 1: Effective classroom teaching Tier 2: Intensive and Targeted Support	SLT Curriculum Leader Teachers Beginning of Term 1 2017 T1 -Modelling books and curriculum unpacked, development of school maths webpage to store all school wide maths documents. T2 -Use school wide timetable to run an intervention that adds	Tracking & monitoring processes established and part of school assessment procedures. Teachers, SENCo, ESOL teacher are regularly in discussion; informed & respond to needs of learners. Leadership Team monitoring and in dialogue with all involved. Whanau/Fanau	Tracking sheets completed Supplementary supports identified IEP targets co constructed	Minutes of tracking monitoring meetings. Anecdotal notes, e-tap, teacher planning & judgements Modelling books		

	Tier 3: Specialist Support	more time to PL students. Use the flexible learning environments. T3 -Discuss with Principal any specialised support	involved. All teachers are aware of their target students.		
Tracking Student Progress Teaching as Inquiry methods to ensure students are tracked and monitored regularly to ensure accelerated progress occurs	Activity Books for all groups. Teachers to share effective practice. Termly tracking/Monitoring meetings Maths Tracking Sheets	Curriculum Leader Principal Teachers Principal Senior leadership Teachers to use the agreed progression sheets to build consistency across school. Begin Early Term 1 2017,	Consistent use of Modeling Book's across school. Consistency across school and the tracking of students. Building learning capacity within students Consistent and effective teaching as inquiry practices embedded.	Vocab choices and dialogue will be an important part of classroom programmes. Print rich classrooms will be evident. Children's work displayed for interaction with by students. Maths tracking sheets clearly displayed for goal setting and seeing pathways for achievement.	Shared professional dialogue Minutes of meetings Planning Minutes of tracking/monitoring meetings. Ongoing assessment records
Termly progress <u>tracking meetings</u> to discuss progress of Priority Learners	Tracking sheets Progress judgement evidence Progress meeting recording sheet	Teacher SLT Principal Ongoing throughout the year Document filled in and termly teams discuss	All teachers focused on discussing Priority Learners' progress. Curriculum leader aware of strengths and areas of development. SLT evaluating and reviewing success and areas for improvement.	Updated tracking sheets - dated and signed SLT monitoring sheets SLT evaluation Reports to the BoT	Classroom walkthroughs/observations/ Peers/ SLT
Fortnightly teaching as inquiry <u>monitoring meetings</u> to discuss progress of Priority Learners	Teaching as Inquiry tracking sheets - google doc	Teachers. Curriculum Leader Ongoing throughout the year: Teachers document kept = what are you doing DAT's	Meetings are ongoing with appropriate gains in achievement levels.	Updated tracking sheets Planning Minutes from meetings - tracked on the google doc	

Analyse and reflect on the year-end data to inform progress and planning for the following year. Teacher inquiries linked to identified areas of weakness. Complete Analysis of Variance Complete NAG 2A for MoE.	Class Achievement Profile data	SLT Curriculum leader Term 4	End of year results used to inform next steps.	Reports to MoE and BOT	
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Evaluation and Action Points:

