



Hokahoka atu ki runga
(SOAR ABOVE NGAIO)

Ngaio School 2021 Charter



Ngaio School was established in 1908 and is composed of a lovely mix of old and new buildings nestled in the heart of Ngaio. The school aims to lay the foundations for lifelong learning for children from Years 1 to 6 and is proud of its programmes and achievements. The school has developed systems to ensure children are supported so they can achieve their potential in a holistic sense. Classes work closely together both as part of a syndicate and across the school.

Children's progress in literacy and mathematics is closely monitored with additional support provided for those who require it and opportunities are provided for children to excel. There is a strong commitment to teaching the New Zealand Curriculum in its broadest sense. There are visits to places, visits from performers and experts which create a connection to learning.

The school values education in the arts and physical education. There are many opportunities to participate in a variety of sports codes including inter-school and inter-zone sports activities. There is private keyboard tuition available during school time. A variety of sporting, cultural and curriculum related activities are offered for children at lunchtimes. Children have opportunities to learn instruments, participate in dance and drama activities, choir and a range of sporting codes.

Ngaio School is proud to be developing digital learners for the future with a range of Apple computers, iPads and Chromebooks for use by the students. Children learn to use a range of applications to support and enhance their learning in other curriculum areas. The Digital Technologies curriculum has been implemented since 2020.

The school environment is varied with an Arboretum, adventure playgrounds, a large sports field, shade areas and hard court areas. In the warmer terms, the children receive swimming instruction in the heated swimming pool.

The Ngaio School before and after School Care programme (NOSCAR) provides quality care for Ngaio Children before and after school on weekdays. Holiday programmes are provided for one week of most school holidays.

The Board of Trustees are a dedicated group of parents and staff who govern the school on behalf of all stakeholders, setting the vision for the school, ensuring it complies with legal and policy requirements. They are responsible for setting the school's strategic direction ensuring a safe environment and quality education for all students.

The PTA is a hard working, enthusiastic group of parents who contribute time and energy into providing quality resources and support for school programmes. Parents are welcome at school to assist in classrooms and contribute to the school in a wide variety of ways.

The Clinic is a community-led project whose core purpose is to encourage our school community to share hands-on learning together – students and families. They do this by offering the students lunch-time (12.45pm – 1.30pm) drop-in sessions. These happen as often as adults have time to run them. Each session's focus is for the students to have “hands on fun” exposing children to different and unusual experiences with adults from their community.

Hokahoka atu ana ki runga o Ngaio e!

(SOAR ABOVE NGAIO)

STRATEGIC GOAL 1

Our Learners

Create inspiring and meaningful pathways for learning.

Initiatives

Provide rich learning experiences and personalised pathways to engage students' and ensure their wellbeing and learning needs are catered for.

Create a positive learning culture by embedding our school values, including through peer mediation, a house system and positive behaviour management systems.

Create school wide procedures for the effective use of digital technology to support learning.

Foster the identity, language, culture and uniqueness of all students to ensure they reach their full potential.

Success looks like...

Our students care for each other and are engaged in learning through a rich curriculum, thinking deeply, critically and logically - always striving to be better than before.

STRATEGIC GOAL 2

Our Staff

Support all staff to succeed.

Initiatives

Build a cohesive, positive and happy teaching team by

- developing shared pedagogy incorporating best practice.
- support all staff, including leaders and support staff, to develop personalised learning plans to support them to contribute to the achievement of our strategy, student learning and their ongoing professional growth.

and

- developing a shared understanding of how to work collaboratively for the benefit of our learners.

Success looks like...

Ngaio school is a workplace of choice - we attract and retain a highly skilled, adaptive and committed team.

STRATEGIC GOAL 3

Our Community

Weave strong partnerships with our community.

Initiatives

Facilitate richer family/whanau engagement in children's learning.

Strengthen communication between home and school. Actively promote and host events that create links between the school and the community, for example Fun-days, assemblies, arts events, parent information evenings, sports days.

Connect with parents and community members to build and sustain The Clinic.

Success looks like...

Our community are actively engaged, empowered and valued, playing their part in their children's schooling.

STRATEGIC GOAL 4

Our Environment

Inspire children to learn about and become active in caring for the natural environment.

Initiatives

Develop the school's outdoor spaces to ensure the school is an attractive environment for students to enjoy and learn in.

Promote and support students to engage in environmentally friendly practices.

Provide opportunities for students to learn about and understand Māori perspectives of the environment and kaitiakitanga.

Work towards becoming an Enviro-School.

Success looks like...

Students have a strong environmental conscience and are proud of and engaged in caring for their school environment.



OUR ROCKET VALUES



The Ngaio School logo includes our Ngaio School plait, a whiri, showing the strength and beauty of our school community.

The three strands are the pupils, staff and parents, bound together to form a strong entity.

In the shapes and flow of the whiri we see the even wider community of Ngaio itself with the hills and valleys in which Ngaio and the school is nestled.



NGAIO SCHOOL'S ROCKET VALUES

We support our students to be

Resilient, Open minded, Curious, Kind, Empathetic and Trustworthy.

Teachers, parents and the wider school community aspire to these shared values in order to support the development of these values in our students.

The ROCKET values emerged following community consultation in 2019. During this process a large emphasis was placed on the survey results and comments - including taking the following factors into consideration:

- Blending together the thoughts and ideas of the whole school community
- Focusing on the future yet honouring the history of Ngaio School
- Child-friendly focus – values need to be easily understandable, relevant, achievable
- Choosing a set of values that can be successfully embedded into school curriculum and culture





SCHOOL ORGANISATION

Ngaio School is made up of four syndicates. Kowhai welcomes our youngest children into their Year 0 and Year 1. Pohutukawa is for Year 2, Kakapo for Years 3 and 4 and Tui for Years 5 and 6. Within Tui the Year 5 children are known as Rata and Year 6 as Harakeke. Our school waiata tells the story of the children's journey through the school.

Piki ki te TŪI

Karanga mai rā ngā wawata ake

Whakarongo ake au, ki te tangi a te manu, rere e

Ka puawai te kōwhai, te pōhutukawa, ake

Te kākāpō, piki ki te tūi, tūi e (tūi, tūi)

Ka rere runga ngā, pukepuke o te moana e

Ko te pae tāwhiti, whaia kia tata

Ko te pae tata whakamaua

Ū ki te puna o te manawa Hi aue aue

Haruru kau mai ana, ngā manu a te kura nei tūi, tūi

Karanga mai rā ngā wawata ake

Ka-ra-nga-mai ngā wa-wa-ta e

Karanga mai rā ngā wawata o roto Ngaio Kura hī!

Literal Translation:

Ascend to the tui *Calling out our growing aspirations.*

I am listening, the call of the bird flying high.

The kōwhai blossoms and the pōhutukawa too.

The kākāpō, ascends to the tūi, calling, calling.

We can fly over the stormy seas.

Reach for those things that are distant aspirations.

Hold those things that are dear close to your heart.

The roar of the calling birds of the school call.

Calling out our growing aspirations

Figurative Translation:

The first part of the song speaks of a student's ascent through the school from blossoming in kōwhai, continuing to flower in pōhutukawa, climbing upwards through the trees in kākāpō, to flying in tūi syndicate; overcoming any obstacle (the choppy sea). The whakataukī '*Ko te pae tāwhiti, whaia kia tata, ko te pae tata whakamaua*' (*Pursue distant goals until they are within your reach. Once in reach, hold and treasure them*) is the same one sited in our school haka. As they soar the tūi sing, calling out their growing aspirations, dreams and desires.





Ngaio School Haka

Te Pae Tāwhiti

Leader: *Hoea te waka
i te wai pukepuke,
ki te tai tuauru*
O Whanganui-a-Tara

Leader: *E aro whakarunga
Pikia, pikia, kakea, kakea
Ki te take o te paenga*
Wharangi pae maunga e

Leader: *Kaiwharawhara,
Te awa, te ara*

Leader: *Ko Tarikaka,
Te maunga, te kāinga*

Leader: *Ko Ngaio Kura,
Te kura kairangi, te kura e*

Leader: *Te whakatauaki
Ko te pae tāwhiti,
whaia kia tata;
ko te pae tata,
whakamaui!
kia tīna!
Hui e taiki e, hi!*

The Distant Shore

*Paddle the waka
Through rough waters
To the western shore*
Of Wellington Harbour

*Travel upwards
Climb, climb, ascend, ascend
To the foothills of the ridgeline*
Wharangi is the mountain range

*Kaiwharawhara
Is the river and the pathway*

*Tarikaka
Is the mountain and the settlement*

*Ngaio School
Our precious school, our school*

*Our school proverb
Reach for those distant aspirations
(Strike out for the distant shore)
The important things near to you,
Grasp them firmly
Hold firm*



Kāhui Ako Achievement Challenges:

- i Strong, secure cultural identities and sense of belonging
- ii Hau ora and wellbeing
- iii Confident, capable empowered learners
- iv Equitable outcomes for all

OUR LEARNERS - Create inspiring and meaningful pathways for learning

Supporting Statement: We provide a wide range of experiences and opportunities for all our students to unlock their potential and foster a culture of lifelong learning.

Success: Students are engaged and learning through a rich curriculum, thinking deeply, critically and logically and always strive to be better than before.

Initiatives	2021 Expected Outcomes:	Actions:
<p>1. Provide rich learning experiences and pathways to engage students and ensure their wellbeing and learning needs are catered for.</p> <p>Kāhui Ako Achievement Challenge Links:</p> <ul style="list-style-type: none"> ii Hau ora and wellbeing iii Confident, capable empowered learners iv Equitable outcomes for all 	<p>We have a flexible Curriculum Framework in place that meets the needs of our learners, ensuring wide coverage across curriculum areas and non-repetitive through the years.</p>	<p>Action 1. Finalise and embed the Ngaio curriculum framework and embed the use of 'I am a ...' e.g. 'I am a scientist' into collaborative planning practices.</p> <p>Action 2. Include music/drama/dance – 2 or 3 events in this space in 2021.</p>
	<p>Students are learning in ways that meet their needs. E.g. with learning buddies, collaboratively, independently, flexible grouping and ability grouping.</p>	<p>Action 1. Ensure effective literacy practices including assessment for learning, moderation, professional learning conversations and high expectation teaching are embedded into our school curriculum expectations.</p> <p>Action 2. Investigate and introduce current best practice for junior reading to support new children as they transition to school.</p> <p>Action 3. Continue to work with facilitators to develop further understanding around effective high expectation teaching.</p> <p>Action 4. Implement programmes to accelerate progress in Mathematics - particularly for those students not yet achieving at the expected level.</p> <p>Action 5. Implement (and communicate) the Gifted and Talented programme.</p>
<p>2. Create a positive learning culture by embedding our school values, including through peer mediation, a school house system and positive behaviour management systems.</p>	<p>1: The school values are known by everyone; students, staff and families, and are embedded in everything we do.</p>	<p>Action 1. Implement the House system</p> <p>Action 2. Implement the Bounce Back programme</p>

Kāhui Ako Achievement Challenge Links: ii Hau ora and wellbeing	2: Behaviour management programmes are based on positive learning for behaviour (PB4L).	Confirm and communicate the Behaviour Management System for Ngaio
3. Create school-wide procedures for the effective use of digital technology to support learning. Kāhui Ako Achievement Challenge Links: iii Confident, capable empowered learners	1: The digital technology curriculum will be fully implemented across the school by confident and knowledgeable teachers.	Monitor Digital curriculum implementation and induct new staff.
	2: The schoolwide procedures for internet and device use are clear and understood by all and available on the school website..	Communicate newly updated ICT and digital learning procedures
4. Foster the identity, language, culture and uniqueness of all students to ensure they have a sense of belonging and reach their full potential. Kāhui Ako Achievement Challenge Links: i Strong, secure cultural identities and sense of belonging ii Hau ora and wellbeing iii Confident, capable empowered learners iv Equitable outcomes for all	Teachers are equipped with knowledge and strategies to deliver a rich, engaging culturally-competent curriculum in an adaptive and personalised way.	Action 1. Promote initiatives around cultural inclusiveness through the curriculum and school-wide events. Action 2. Appoint a cultural leader for Te Reo/Te Ao Maori to support and guide teachers. Explore options for support/shared knowledge through Kahui Ako Action 3. Analyse Student Wellbeing Survey with a particular focus on belonging and cultural equity.

OUR STAFF - Support all staff to succeed

Supporting Statement: Working in an environment where we support, respect and empower each other will ensure we reach our potential to provide excellent teaching.

Success: Ngaio School is a workplace of choice - we attract and retain a highly skilled, adaptive and committed team.

Initiatives	2021 Expected Outcomes:	Actions:
1. Build a cohesive, positive and happy teaching team by:		
<ul style="list-style-type: none"> developing shared pedagogy incorporating best practice. 	We have shared understandings about effective practice so we are responsive to all our learners needs. Teachers will have an understanding of and be using high expectation practices.	Focus PLD on mathematics to support teachers to accelerate progress in Mathematics - particularly for those students not yet achieving at the expected level.
<ul style="list-style-type: none"> supporting all staff, including leaders and support staff, to develop personalised learning plans to 	Teachers will be clear of their goals and professional development needs and be supporting work towards the	Action 1. Develop and implement a Professional Growth Cycle and work with teachers to develop their plan.

<p>support them to contribute to the achievement of our strategy, student learning, their ongoing professional growth and well-being.</p>	<p>strategic goals. Support staff will be clear of their goals and professional development needs and be supporting work towards the support of students learning. All staff will feel supported in their work and wellbeing</p>	<p>Action 2. Develop a cycle of support and development for Teacher aides Action 3. Implement an action plan from the 2020 staff well-being survey. Board to undertake the staff well-being survey in mid 2021. Action 4. Provide PD and tools to support teachers in having challenging conversations. Action 5. Administer and analyse Staff Wellbeing Survey for 2021.</p>
<p>● developing a shared understanding of how to work collaboratively for the benefit of our learners.</p>	<p>A connected culture and shared vision across the school supporting student learning and wellbeing.</p>	<p>Action 1. Support teachers in their understanding of effective collaborative practice with support from internal and external facilitators. Action 2. Strengthen links between the librarians and the teaching team, including SENCO.</p>

OUR COMMUNITY - Weave strong partnerships with our community

Supporting Statement: By building lasting and authentic connections with our community, together we can create opportunities, face challenges and celebrate success.

Success: Our community is actively engaged, empowered and valued, playing their part in their children's schooling.

Initiatives	2021 Expected Outcomes:	Actions:
<p>1. Facilitate richer family/whanau engagement in children's learning.</p>	<p>1. ROCKET Challenge is embraced by increased numbers of students.</p>	<p>Raise awareness of and promote ROCKET Challenge.</p>
	<p>2. Increased involvement of parents in the classrooms</p>	<p>Investigate more initiatives to involve parents in the classrooms.</p>
	<p>3. Improved parent understanding of the Ngaio School curriculum and collaborative practice.</p>	<p>Engage parents in education sessions throughout the year, including an evening for parents on how students are assessed.</p>
<p>2. Strengthen communication between home and school.</p>	<p>Communications between home and school are regular and effective</p> <ul style="list-style-type: none"> ● School website is functional and informative. ● Parent App in use to assist effective communication. ● Seesaw being used consistently and regularly across the school. ● Newsletter and Facebook are focal points for communication 	<p>Action 1. Implement communications procedures and ensure they are followed. Community survey to assess effectiveness of communications procedures. Action 2. Complete website development. Action 3. Explore options for establishing a community space within the school.</p>
<p>3. Actively promote and host events that create links between the school and the community, for example</p>	<p>Parents and caregivers will feel welcomed and engaged in the school.</p>	<p>Action 1. Create opportunities for staff to engage with Trustees – at least once a Term</p>

<p>Fun-days, assemblies, arts events, parent information evenings, sports days.</p>		<p>Action 2. Support and develop connections for new families Action 3. Continue to look for ways to invite parents in:</p> <ul style="list-style-type: none"> ● Open classrooms to showcase learning ● Reinstate assemblies at the Ngaio Town Hall in the summer terms for classes with no space <p>Action 4. Develop cultural partnerships with whānau and other cultural groups in the school community Action 5. Hold community events such as kapa haka, drama shows, ROCKET Carnival, hangi etc</p>
<p>4. Connect with parents and community members to build and sustain The Clinic.</p>	<p>The Clinic is continuing with student sessions as and when there are parent volunteers available.</p>	<p>Continue to support The Clinic with effective communication and engagement.</p>

OUR ENVIRONMENT - Inspire children to learn about and become active in caring for the natural environment.

Supporting Statement: Being in a harmonious environment is good for the soul. Creating a welcoming and beautiful space to work in is a springboard for learning. Students recognise how vital it is to appreciate their natural world and learn how best to care for it.

Success: Students have a strong environmental conscience; they are proud of and engaged in caring for their school & the wider environment.

Initiatives	2021 Expected Outcomes:	Actions:
<p>1. Develop the school's outdoor spaces to ensure the school is an attractive environment for students to enjoy and learn in.</p>	<p>Revised Masterplan in place to support development of the outside school environment.</p>	<p>Working group to update the school Masterplan and develop an implementation plan to support achievement of the plan over time.</p>
<p>2. Promote and support students to engage in environmentally friendly practices.</p>	<p>All classes are actively involved in sustainable environmental practices.</p>	<p>Agree on and carry out school-wide environmental practices, e.g. composting, wrapper-free, recycling.</p>
<p>3. Provide opportunities for students to learn about and understand Māori perspectives of the environment and kaitiakitanga.</p>	<p>Understand that along with the privileges the environment provides comes the responsibility to care for the environment and maintain it for future generations.</p>	<p>Explore kaitiakitanga – the practice of guardianship and environmental management, grounded in a Māori world view.</p>
<p>4. Explore the option of becoming an Enviro-School</p>	<p>Clear decision regarding becoming an Enviro-school.</p>	<p>Investigate Enviro-schools to better understand the expectations and commitment required.</p>



Cultural Diversity

At Ngaio School our community is proudly diverse and we highly value cultural competency. As a school we endeavour to foster positive cultural understandings and reflect the realities, histories and traditions of all our people across our policies, practices and curriculum. In particular we recognise the unique position of Māori within our school's cultural equation. Teaching staff are encouraged and supported with professional development to extend their current abilities in te reo and tikanga Māori.



Te Reo Māori me ona Tikanga

The school culture recognises and values the unique position of Māori in New Zealand/Aotearoa society. We create Deliberate Acts of Teaching around the understanding of the Treaty/te Tiriti o Waitangi. All students have the opportunity to acquire some knowledge of te reo Māori me ōna tikanga (Māori language and culture) in their classrooms and through weekly kapa haka sessions.

Whanaungatanga - A priority is for Māori students to feel comfortable and positive about being Māori within the school environment. We build respectful relationships with Māori learners, all other learners and their whānau, hapū and iwi. We build family and community connections and recognise the importance of identity, both as individuals and as members of the Ngaio School community.

Manaakitanga - We make people feel welcome both formally and informally through developed practices and the appreciation and expectation of good manners. We demonstrate integrity, sincerity and respect for Māori beliefs, language and culture.

Tāngata Whenuatanga - We endeavour to provide relevant cultural contexts for learning language and culture, and supporting Māori learners to achieve and learn as Māori so their identity, language and whānau is affirmed. We endeavour to facilitate participation of whānau and people with the knowledge of local context, tikanga, history, and language to support classroom teaching and learning programmes. Teachers engage with students as learners and facilitators by generating opportunities for students to use 'who they are' and bring 'what they know' into their learning through culturally responsive contexts. The learning environment and teaching practice reflect and affirm identity, language and culture and seek expertise, resources and knowledge from the wider community, for example whānau, iwi.

Ako - We support Māori learners and all other learners to be responsible for their own learning and to learn from each other (reciprocity, looking after each other).

Taonga - We recognise and appreciate our treasured things – students, staff, whānau, community, land, property and environment. We support and encourage learners to value and respect the natural and cultural treasure of New Zealand/Aotearoa.



Provision of Te Reo Māori

In recognising the unique position of the Māori culture, Ngaio School takes all reasonable steps to provide instruction in tikanga and te reo Māori for students whose parents/whānau request it. If a whānau requests a higher level of tikanga Māori and/or te reo Māori than appears to be at present evident in our school's Māori programme, staff and family should further explain the existing programmes, further extend the existing programmes if and as appropriate and discuss and explore the following options:

- Combine with a nearby school for parts of the day/programme
- Dual enrolment with Correspondence School
- Provision of in and outside of school support and resources to further enhance inclusion of te reo Māori and tikanga Māori within the child's classroom
- Support to explore other schools that offer programmes closer to their expectations

Teaching and learning

Students learn best when they feel accepted, enjoy positive relationships with fellow students and teachers, and when they are able to be active, visible members of their learning community.

A learning community consists of classroom teachers, students, teacher aides, parent helpers and other teaching professionals. All play an important role in building a supportive school and learning environment. Commitment, trust and empathy exist through all interactions within the learning community. These interactions are professional and supportive. The classroom and all other areas of the school are part of the learning environment.

In the supportive learning environment at Ngaio School you will see:

- Professional communities where teachers gather, discuss, share and evaluate evidence about teacher and student learning, eg syndicate meetings, curriculum teams, professional learning groups and staff meetings.
- Strong relationships where students and teachers feel safe to take risks with their learning and evaluate their learning effectively.
- Classroom spaces that are well organised for learning and have a strong feel of student ownership where children have examples of their learning displayed.
- Learning criteria and indicators that support students to succeed in their learning and feel supported in the learning process.
- Effective instructional grouping based on the needs of students providing opportunities to share in a variety of formats eg group and class discussions, displays of work.

Providing sufficient opportunities to learn

Teachers provide students with sufficient opportunities to learn by developing a variety of learning experiences that actively involve them. These include:

- whole class teaching and learning
- collaborative teaching and learning
- guided group teaching and learning
- co-operative group work
- peer and independent learning

Teachers make the purpose of learning explicit and scaffold that learning so students make progress. Students learn at an appropriate pace for them. Teachers use assessment to determine how to sequence and pace students' learning experience.

What does learning look like?

Teaching as inquiry – the teaching-learning relationship starts with the question “What do my students need to learn?”. Teachers then identify and apply the strategies that are most likely to support their students to learn. Using the ‘Deliberate Acts of Teaching’, teachers personalise individual learning for target students across the curriculum.

Encouraging reflective thought and action – students are explicitly taught tools and strategies to reflect on their learning. Students can identify the relevance and purpose of the learning and transfer their learning successfully to other scenarios. Students make connections to prior learning and experiences - when students can develop links between their own world, which is foremost in their minds as important, they are more likely to be engaged in learning and take more from it.

Instructional Strategies

The importance of deliberate, strategic teaching cannot be overemphasised. However, much learning is incidental and improved student outcomes result from both planned, deliberate teaching experiences and incidental learning experiences (ELP, 2006, p.80).

Deliberate Acts of Teaching used at Ngaio School include:

Modeling - demonstrating through action, showing by example.

Prompting - encouraging the learner to use what they already know and can do. Teachers might frame their prompt as a question such as ‘what do we write at the end of sentences?’

Questioning – teachers use questions and ‘wait time’ deliberately to help students think about their own learning, draw out and extend students’ knowledge, and encourage students to recall, explain, and think critically and reflectively.

Giving Feedback – feedback has been identified as the most powerful single factor in achievement (Hattie, 1999). Teachers use descriptive feedback to guide and evaluate learning.

Telling – teachers supply the ‘link’ that a student needs (eg an unknown word) to maintain momentum and allow the student to move on with their learning focus.

Explaining – teachers use explaining as a more detailed and extended tool than telling.

Directing – effective teachers clearly state the learning intention and purpose (usually stated as WALT – We Are Learning To...).

Expectations

Having high expectations and showing genuine caring for all students is fundamental for both learning and development and well-being. At Ngaio School this is accompanied by the use of quality teaching practices and an ability to work in partnership with the parent community.

High expectations for students are communicated across the school by staff, and learning is facilitated via purposeful assessment to support all students to reach their potential.

The Key Competencies

Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future. *The New Zealand Curriculum* identifies the five Key Competencies of

- Thinking
- Relating to Others
- Managing Self
- Participating and Contributing
- Language, Symbols and Texts

These are incorporated throughout classroom programmes and are widely acknowledged throughout the school.

Behaviour management

Teachers reinforce high expectations for behaviour and are developing an understanding of positive learning for behaviour principles. Each class develops their own ‘class agreement’ or treaty with the support of their teacher, explicitly stating the collective values and expectations of the class. Students are encouraged to have ownership over their learning environment.

Partnerships

Partnerships are collaborative relationships that ‘contribute to and support students’ learning. Each learner lives in a network of significant people, including their teachers, peers, family and specialist teachers. Effective teachers recognise the need for partnerships within these networks and promote them actively. (Ministry of Health, 2006 page 13.)

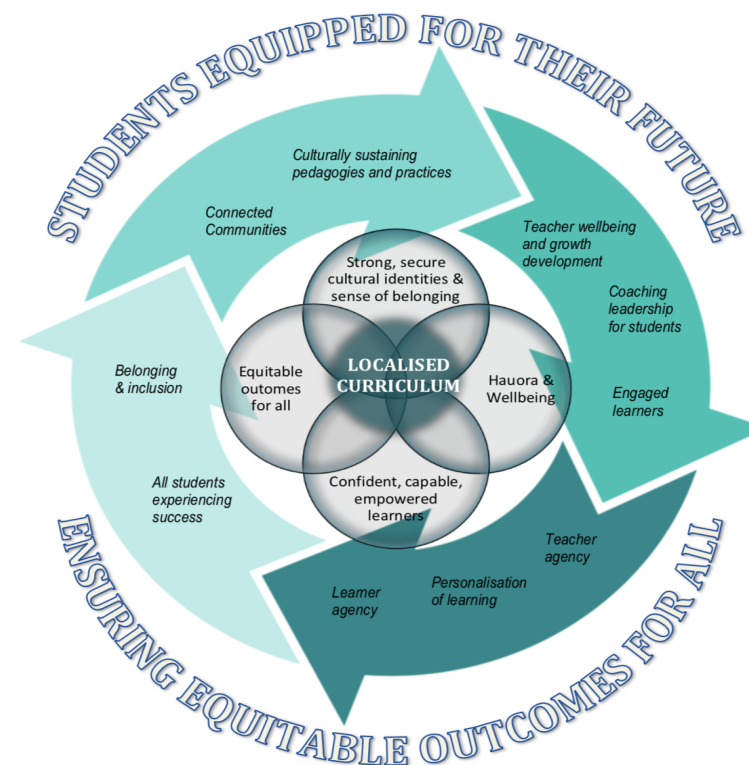
Staff work in partnership with the parent community to establish and communicate high expectations and develop a positive school culture. This partnership is facilitated through a variety of avenues, for example: consultation with the community around particular development projects, and the Parent Teacher Association’s involvement in the school’s activities.

Information is communicated to parents, students and staff through the newsletter, on the internet, on paper or through the school website, as well as notice boards throughout the school.

Ngaio School provides an invitational culture where staff are in their classrooms prior to the start of school to meet and greet students as they arrive and where parents are welcome to talk with staff at the end of the school day. Parents and whānau are encouraged to contact their child's teacher if there is anything they wish to discuss around their child's learning and overall experience at Ngaio School.

The ROCKET homework programme also encourages partnership between whanau and school.

Ngaio School belongs to the Northern Zone Schools Kāhui Ako (Community Of Learning). As a cluster of schools we continually ask ourselves the question: what is it that we can do better together than we can on our own? By collaborating as a group we will be stronger for our students, our communities, our teachers, for the wider education community and the wider North Wellington community in general. We believe that working together as a Kāhui Ako will open up worlds of opportunities - in particular it enables expertise and learning to be shared as we travel similar educational paths in our individual schools. We will also lend each other courage as we continue our journey together. The core purpose of the Northern Zone Schools Kāhui Ako is equipping students for the future and ensuring equitable outcomes for all.





Achievement Focus Groups 2021

Students who require extra support in their learning are identified and programmes are designed to support them to make accelerated progress towards achieving their individual goals, progressing them towards the appropriate level of achievement.

Identification

As of February 2021 the following numbers of students achieving below curriculum expectation have been identified as focus learners, based on 2020 and initial 2021 assessment data, teacher knowledge and overall judgement. Some children new to school in 2021 have been included and other students may be included at any stage where their achievement and progress is of concern. Many of the students in these groups are only just below expectation, however we believe they will benefit from more focused support and closer monitoring. Because some students are identified in more than one group, the total number of children represented in these focus learner numbers is 68.

Writing			Reading			Mathematics		
		% of total yr grp			% of total yr grp			% of total yr grp
Year 2	13	21%	Year 2	16	26%	Year 2	9	15%
Year 3	8	13%	Year 3	7	11%	Year 3	9	14%
Year 4	6	8%	Year 4	3	4%	Year 4	5	7%
Year 5	10	14%	Year 5	3	4%	Year 5	7	10%
Year 6	12	16%	Year 6	2	3%	Year 6	8	10%
Total	49	13%	Total	31	8%	Total	38	9%
<i>Includes 7 Māori students</i>			<i>Includes 5 Māori students</i>			<i>Includes 6 Māori students</i>		

Teachers will

- Provide targeted in-class programmes to meet the needs of the focus students in their classrooms. Syndicate leaders will closely monitor the progress of focus students throughout the year.
- Utilise additional support and resources as appropriate.
- Engage with students, supporting them in setting goals for their learning.
- Use student achievement data to target resources for optimal effect.
- Notify and engage parents/caregivers so support can also be encouraged for extra practice at home.

- Use a ‘teaching as inquiry’ approach to ensure new, well-researched strategies are being implemented, rather than continuing with what was obviously not making a difference.
 - Develop an understanding of accelerating small cohorts of students through reading and discussion.
 - Refer to the Inclusive Education-Guides for Schools <http://inclusive.tki.org.nz/>
 - Regularly explore the effectiveness of their interventions then design and evaluate follow-up actions.
- Take a ‘Puzzle of Practice’ case management approach to supporting students needing to accelerate progress.
 - Discuss student achievement in syndicate meetings regularly.
 - Investigate the needs of each child and explore a variety of ways to support them in accelerating their learning, then design and implement an improvement plan.
 - Carry out additional assessments with students needing to accelerate progress to better understand their strengths and needs.
 - Document gaps/focus areas for improvement, including the specific teaching they are doing to assist.
- Be supported to understand the importance of Māori enjoying success as Māori by:
 - Integrating elements of students’ identity language and culture into teaching and learning.
 - Communicating regularly with parents and whānau.
 - Retaining high expectations of students to succeed in education as Māori.

Monitoring:

Literacy leader / Math leader/ SENCO will

- Meet with teachers each term to discuss progress and next steps.
- Monitor progress through individualised sheets with specified support for each gap and enter in ETap.
- Discuss teacher’s observation notes along with on-going assessment results.

Additional Groups

In addition to the core curriculum areas, teachers were asked to identify other students requiring additional support in their wider learning or social development. Information was gathered about these students e.g. social & behaviour observations, parental observations, well-being information...to build a clear understanding of their individual needs. Following this, we analysed the information to find similarities between the student’s needs to identify possible focus areas. After further consultation with teachers and senior leaders we identified three further areas of student focus needing additional teacher support and monitoring. These areas include: friendship, anxiety and anger.

Friendship - 13 students	Anxiety - 4 students	Anger - 6 students
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To monitor these students teachers will be keeping anecdotal evidence e.g. changes in behaviour, social grouping, interactions with others. Progress will also be measured from collecting student voice from informal and formal questions to establish progress in these areas. To support students making positive gains in these areas we have several whole school initiatives in place that will support targeted teaching and learning across friendship, anxiety and anger.

Bounce back: Circle time, unpacking the BOUNCE BACK acronym.

Lunch time clubs: Provide safe places for students to go at lunchtimes and encourage them to participate in new learning activities.

Embedding the values: Specific and targeted teaching of our ROCKET values to help students become our way of being.

Inclusive practices: Role modelling, engineering friendships, adapting programmes to cater for specific needs of these students.

Lego therapy: Using lego to 'build' social skills and friendships.

In some instances, students in these groups will require further assistance from external agencies e.g. RTLB, strengthening families, counselling, CAMHS... Our SENcO will liaise where appropriate.

Success of these groups will look like:

Friendship: these students will have made friends, interact with others positively in the classroom and playground, overcome difficulties with others with minimal/no support.

Anxiety: enter and participate in school activities with minimal/no support or prompting

Anger: angry outbursts minimised or under control.

Additional Notes/Actions:

- Two teachers are participating in the ALiM programme in 2021. Accelerated learning in Mathematics (ALiM) is an intervention for targeted students.
- The school provides resourcing for Learning Assistants (Teacher aides), a specialist teacher of literacy and the Reading Recovery Programme.
- A group of Rotary Club members works with children to increase reading mileage. Teachers engage Resource Teacher of Literacy and Resource Teachers of Learning and Behaviour support if appropriate.
- Hooked on Books and Hooked on Words will both be run providing volunteers are available.
- Teachers are engaged in professional development in writing and reading through Evaluation Associates, funded by the Ministry of Education.
- Students are referred to the 'SPRING into Maths' programme to give a boost in mathematics knowledge.
- Effective Assessment practices ensure we are using the best tools to measure achievement and teachers are using data effectively to support teaching and learning.
- Continue to investigate up to date pedagogy to ensure current programmes are best practice.
- Teachers are engaging across the school in professional discussion in a PLG model.
- Digital devices are used across the school to enhance and support learning.
- Librarians are engaged in supporting students with reading.