

Cementing the foundations for successful living and learning through striving for our personal best in everything we do

VALUES

Respect
Whaka-ute

Caring
Manaaki

Honesty
Pono-nga

Confidence
Maia

Excellence
Tino Pai-rawa

Courtesy
Whakaaro-awhai

PRINCIPLES

The Principles of the New Zealand curriculum are the foundations of decision making at Dannevirke South School

High Expectations

We monitor student progress as achievement. Students are encouraged to develop excellence through personal goal setting and monitoring. The curriculum reflects this and ensures there is opportunity for achievement. Our process of self-review ensures teachers are monitoring achievement.

Treaty of Waitangi

Dannevirke South School acknowledges this as a foundation of Aotearoa New Zealand. Learning in Te Reo and Tikanga Maori by incorporating this into learning programmes.

Cultural Diversity

Through the teaching of inquiry based big ideas the cultural diverse nature of our country is acknowledged. Through the implementation of our curriculum all students have the opportunity to develop respect for others.

Inclusion

All students are provided with the best possible opportunities to learn. Our curriculum acknowledges and reflects diversity and provides opportunities for differences to be catered for.

Learning to Learn

At Dannevirke South School all students are encouraged to reflect on their own learning. This is done through goal setting and the self-assessment process. Teachers develop their pedagogy through teaching as inquiry.

Community Engagement

Our curriculum is designed with the need of our local community in mind. It is meaningful and connects to the prior knowledge and experiences of students.

Coherence

At Dannevirke South School we offer all students a broad curriculum. Links are made between all learning areas and key competencies developed.

Future Focus

Our curriculum encourages students to look to the future. Through our big ideas students are able to explore concepts that are meaningful to them setting them up for a successful future.

SCHOOL ENVIRONMENT

The school's vision statement and guiding principles describes the type of learning environment we want South to be. Our school community works at all times to provide an environment that is safe, caring, challenging, encouraging and supportive of every individual and their needs, skills and abilities. We encourage every individual to strive for their personal best in everything they do at South School. We expect high standards and celebrate success across all spheres of learning and endeavour. Our school's values are at the heart of this environment. Students are encouraged and supported to 'live' the values in everything they do.

ASPIRATIONS FOR THE 21 CENTURY

For students to be successful and productive in the 21C they will need to:

- Be effective communicators
- Be successful in Numeracy & Literacy
- Have technological capabilities
- Be exposed to a wide range of highly motivating learning opportunities across a range of New Zealand curriculum areas
- Be self-motivated and take responsibility for their own learning
- Think logically and critically and be creative and innovative
- Appreciate the contribution that cultural diversity makes to our school community & society
- Understand, model and live the agreed school wide values

CULTURAL DIVERSITY

The Board of Trustees and the South School learning community recognises the cultural diversity of New Zealand through the integration of te reo Maori (Language) and tikanga Maori (culture) into all curriculum areas. The Board is currently unable to provide te reo Maori in a bilingual or an immersion setting but will consider all requests for instruction in te reo Maori on a case by case basis and in light of current resourcing and capabilities at the time. Regular inclusion of greetings, social phrases, names for classroom objects and instructions by teaching staff in daily lessons will ensure students familiarity and acceptance of te reo Maori and tikanga Maori as part of our bi-cultural heritage.

REVIEW

A full review of the Charter was completed with the community in 2013. The Board of Trustees reviews the Charter annually and undertakes consultation concerning specific areas where necessary. A full review that includes community, students and staff is next due in 2017.

OUR LOCAL GOALS

1. To improve student achievement in:
 - A) Reading
 - B) Oral Language
 - C) Written Language
2. To improve student achievement in Numeracy
3. To improve student achievement in those groups of students who participate in special needs or abilities programmes
4. To enhance student achievement through the use of information and communication technologies in their learning
5. To Improve the achievement of Maori students in Literacy & Numeracy

Strategic Section

2017

2018

2019

Strategy to improve student achievement in all areas

Collaborative Teacher Inquiries

1. To improve student achievement in:
 A) Reading
 B) Oral Language
 C) Written Language

Set Annual Targets

Reading Review
 Oral Language Review

Writing Review

Community Learning Goal 1 and 2
 - Reading
 - Writing

Community of Learning and School Focus

Teacher Collaborative Inquiry

Including Professional Development opportunities spreading effective CoL practise

2017

2018

2019

2. To improve student achievement in Numeracy

Community Learning Goal 3 - Mathematics

M.S.T.

Set Annual Targets

Maths Review
MST

MST Support Teacher

Embedding MST learnings across the school

Community of Learning and School Focus
Professional Development

3. To improve student achievement in these groups of students who participate in special needs or abilities programmes

Community of Learning Goal 1, 2 and 3

Year Special Abilities Programme

Review Special Abilities Programme

Review Special Needs Programme

Review Special Abilities Programme

Develop School Curriculum and Achievement Plan

Effective use of CAaP

Review CAaP

Accelerated Learning
Students below standard carefully monitored and intervention implemented
Regular Reporting

Review Intervention Programme

4. To enhance student achievement through the use of information and communication technologies in their learning.

Year ICT Plan Developed (include PD)

Review Cloud Storage

Review leases

Server replacement upgrade leased

Priority for ICT usage
Reporting of ICT student use
identifying effective use

Review ICT impact on student learning

Utilise elearning matrix

Evaluations. Yearly assessment of ICT impact on learning.

2017

2018

2019

5. To improve the achievement of Maori students in Literacy and Numeracy

Community of Learning Goal 1, 2 and 3 - Cultural Responsiveness and Engagement

Establish effective consultation with Iwi/ Whanau

Consult re charter and curriculum Form Community Committee and Whanau Group

Student consultation BOT review Identify what works for our students Begin implementing

Continued Consultation

Full implementation of review recommendations PD required identified

Review

National Administration Guidelines (NAGS)

NAG 2 Review

Review Schedule and BOT Yearly Work Plan

Charter

Curriculum
Maths
Science and Technology
Arts and Music

Curriculum
Reading
Oral Language
Arts—Visual

Curriculum
Writing
Social Science
Arts

NAG 2 Personnel

Annual PD Plan

Review all Policies School Docs

Policy Review

NAG 4 Finance and Property

5 YA Projects

Asset Replacement Programme

Cyclical Maintenance Planned and Completed

Junior Playground School Frontage

Senior Playground upgrade

Asphalt areas

Dannevirke Schools Community of Learning Strategic Goals

Each school in the Community of Learning is required to identify individual students, cohorts, year levels, gender and ethnicities specific to their school that reflect the Community of Learning achievement goals. These goals will be incorporated within the Strategic and Annual Plans of each school.

The Dannevirke Schools Community of Learning have identified achievement goals in Reading (Goal 1), Writing (Goal 2) and Mathematics (Goal 3) to attain: 85% of all primary students achieving their expected National Standards by end 2018.

Learning Improvement Plan 2017

TARGETS

(Based on 2016 National Standards Data)

READING

- 50% of Year 1 students At / Above
- Move 15 Year 2 students from Below to At
- Move 5 Year 3 students from Below to At

WRITING

- 50% of Year 1 students At / Above
- Move 15 Year 2 students from Below to At
- Move 10 Year 7 students from Below to At
- Move 6 Year 8 students from Below to At

MATHEMATICS

- 50% of Year 1 students At / Above
- Move 8 Year 2 students from Below to At
- Move 4 Year 3 students from Below to At
- Move 5 Year 7 students from Below to At

Improvement Strategies 2017

1. Collaborative Inquiry
 - Supported by CoL collaborative Inquiry focus
 - Spirals of Inquiry Professional Development
 - Teachers working in collaborative teams with accountability
 - * Quality Data Analysis
 - * Regular Monitoring
 - * Reporting of targeted students x2 term
 - Use of SMART Goals
2. Targeted Students
 - Identified
 - Close monitoring and regular reporting
 - Interventions required
 - Is there Accelerated Learning? How do we know? Evidence?

3. MST Support Teacher
4. Teacher Aide targeted support—monitored and evaluated
5. Funding for Personalised Teacher Intervention Programme
 - monitoring
6. Reading Recovery Programme (0.2 school staffing)
7. RRAP Reading

ANNUAL PLAN 2017

Key Tasks

Expected Outcome

Responsibility

Time

Collaborative Inquiries

Focus to improve teaching and learning

Collaborative Teams establish inquiry
Use "Spirals of Inquiry"
PD provided
CoL Support
- In School Teacher
- Across School Teacher
- Identify sources of effective practice

Collaborative Team inquiry into practice
- Focus is student learning

Teachers use Spiral of Inquiry

Effect use of "Inquiry Time"

Additional time provided by school for collaborative practice

Teachers

Teams

Team Leaders

Principal

Ongoing

Goal 1 and 2

Literacy and Numeracy

Through Collaborative Inquiry
- Targeted students
- Data Analysis
- Regular student monitoring
- Accountability

Use of SMART Goals

Team work collaboratively to achieve annual targets

Team Leaders report termly on student progress

Accelerated progress identified

Class Teacher

Team Leader

Principal

Ongoing

Goal 3

Special Needs and Gifted and Talented

Special Abilities Programme 2017 Published

School CAaP plan developed

Programme completed and evaluated

Plan developed and PD completed with staff

Deputy Principal

Ongoing

Goal 5

Improving Outcomes for Maori Students

Consultation with whanau, iwi, students and teachers
- Charter
- Curriculum (Maths)

Identifying effective MST strategies for Maori students

CoL effective practice identified

Maths PD programme

Whanau and Iwi are a meaningful partner in developing the Charter and Curriculum (maths)

Feedback sought on consultative process

Charter reviewed and published

Principal

BOT

Staff

Maths Team

Ongoing