

# ABERFELDY SCHOOL

The logo for Aberfeldy School is a stylized landscape illustration. It features a blue river winding through the center, flanked by green hills. Above the hills is a bright yellow sun with rays, and the entire scene is set against a light blue background with soft, wavy lines suggesting a sky or water surface.

## Charter and Strategic Plan

**2022 – 2024**

Principal: Josh Paton Parapara Highway, R D 3 Wanganui Ph 06 34 25 757

# Aberfeldy School Charter 2022-2024

## Vision Statement

“Empowering learning together “

“Te whakakaha i te ako ngātahi “

**OUR MISSION:** Aberfeldy School actively promotes empowering lifelong learners within a safe nurturing environment.

Children gain a quality education that:

- *Caters for their individual needs and abilities*
- *Prepares them for life’s challenges*
- *Encourages them to positively contribute to society*

## Charter Submission

Aberfeldy School will lodge its Charter with the MOE by March 1st annually. This Charter will include the school’s student achievement targets. An annual review will be written and presented to the Board of Trustees, which will then be available to the public.

## Board of Trustees

The Aberfeldy Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter, to take full account of the National Educational Guidelines (N.E.G’s), to incorporate the principles of the national Education and Learning Priorities (NELP) and to meet statutory obligations.

## School Description

Aberfeldy School was opened in 1903 and was located on several different sites with two different names- Taungatutu or Aberfeldy, depending on the location. The school is located approximately 35 kilometres north of Whanganui on the Parapara highway. We offer a unique environment for our students. Our tamariki are in a peaceful, rural small school environment where individual needs are identified and catered for. There are many regular opportunities for all children in year zero through eight to interact together. Communication between home and school is excellent and we have a very supportive Board. Aberfeldy School delivers education for Year 1-8 students for both local, rural families and urban families who choose to send their children to a smaller rural school. Aberfeldy School is a proactive and innovative school that continually seeks to deliver quality education to meet the needs of its students. Being a Bronze Award Enviroschool, we offer a range of learning experiences learning about the land and animals. We have vegetable gardens, an orchard, chickens, guinea pigs and a goat named Alfie.

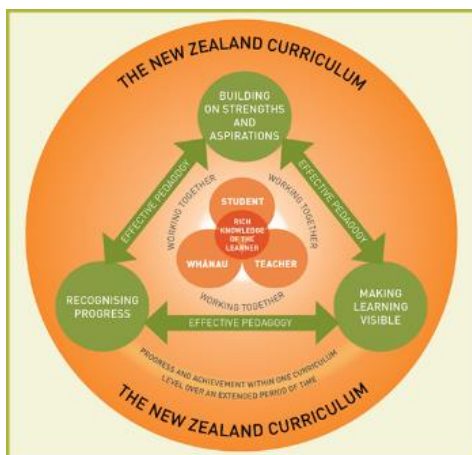
**OUR REAL VALUES: Aberfeldy School REAL values are at the heart of everything we do.**



**RESPECT  
EMPOWER  
ACCOUNTABLE  
LEARNING**

We believe the successful way to gain respect is to show respect to ourselves, others and our environment.  
We empower ourselves to think critically with the tools and knowledge we have gained.  
We are accountable by taking personal responsibility for the outcomes of our actions and decisions.  
We are on a lifelong learning journey with experiences that engage us to care for others and the environment.

## INCLUSIVE EDUCATION



Here at Aberfeldy School we believe the teacher, student, and whānau are at the heart of inclusive practice. While working together (and with others) we gather the rich knowledge needed of our students. This knowledge, the New Zealand Curriculum, and effective pedagogy provide the essential foundations on which inclusive practice is built, supporting the teacher to build on all students' strengths and aspirations, to make their learning visible, and to recognise their progress. All staff share responsibility for ensuring that the school is a place of learning that is safe, inclusive and free from racism, discrimination and bullying; all staff work to reduce barriers to access, ensuring that education opportunities and outcomes are in reach of every learner

## MAORI ACHIEVEMENT STATEMENT

At Aberfeldy School we acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua. Aberfeldy School will provide opportunities that support its students' in te reo and tikanga Māori by meaningfully incorporating te reo Maori and tikanga Maori into everyday life of the school. At Aberfeldy School we have high

expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve 'educational success as Māori', "students who are expected to succeed are more likely to succeed." Ka Hikitia Accelerating Success 2013-2017 requires the development of approaches to support all stakeholders to hold high expectations for all Maori students." Ka Hikitia, Page 38. Achievement of Maori students is regularly reported to the Board and we will continue to have a focus on raising Maori achievement. We aim to have a higher percentage of our Māori learners achieving success either above expectations. To raise the prominence of Māori in our school and to grow the capacity, understanding and application of Tikanga and Te Reo in our school, we will develop staff to strengthen, leadership and learner support capability across the education workforce, with the aim to grow our school Kapa Haka group, to be a proud representation of our Māori learners.

The Board of Trustees will respond to any request for instruction in Te Reo Māori by: Advising the parent of the current level of Te Reo and Tikanga Māori available at Aberfeldy School. Offering to explore possibilities for extending the current provision, including: Dual enrolment with Te Kura (The Correspondence School). Consulting a School Adviser. Consulting with another school which is able to provide a higher level of Te Reo Māori and Tikanga Māori. Advising parents where the nearest school is that provides a higher level of instruction in Te Reo Māori and Tikanga Māori

## STUDENT ACHIEVEMENT STATEMENT

Targets for student achievement will be identified through an analysis of student achievement data and consultation with staff in the key areas of literacy and numeracy. Targeted programmes will be provided for those students who require extension and remedial programmes, where resources are available. Assessment information will guide the teaching programmes as a major focus of the school is to lift students' achievement. This will be tracked and monitored through the, special needs register that will be the responsibility of the school's SENCO (Special Education Needs Coordinator).

# STRATEGIC PLAN

2022 -2024

## OUR GOALS

### Successful Progress

To accelerate progress in learning through the school curriculum for all children so they can access and know their passions, talents and interests to develop successfully and remain happy and engaged in learning beyond Year 8.

### Maximising Potential and Wellbeing

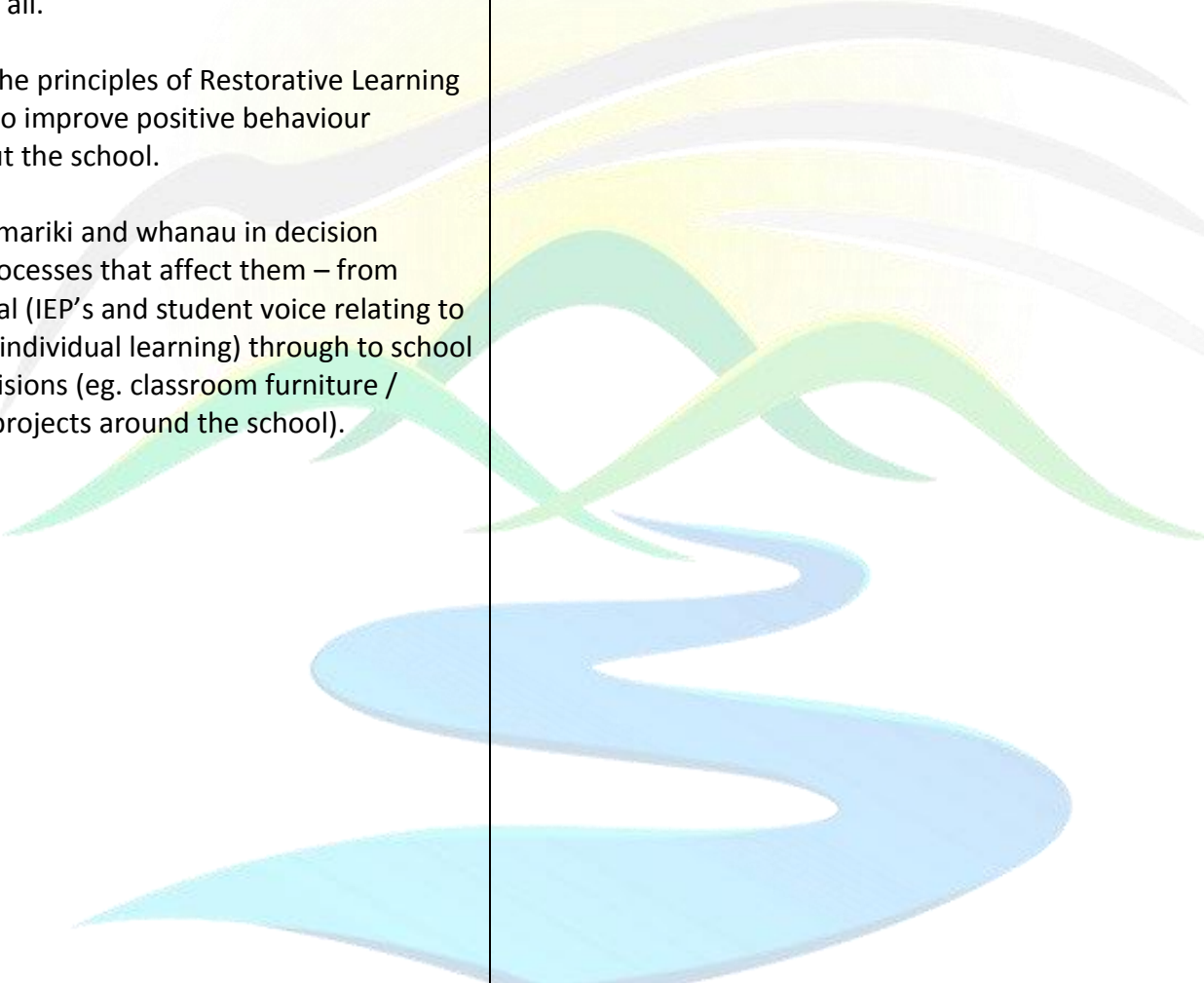
To ensure the wellbeing of our learners while maximising their potential.

### Effective Partnerships

To have an actively engaged community where all members work collaboratively creating a learning environment that maximises the potential of our children.

	Current Year 2022	2023	2024
<p><b>Strategic Goal 1</b></p> <p>Successful Progress</p>	<p>Improve student achievement in the priority areas as identified through analysis of assessment data</p> <p>Undertake Professional Development to ensure quality teaching and leadership to support learner capability throughout the school with the aim of accelerating Māori student achievement and achievement of all through this.</p> <p>Students will participate in the <i>Enviro</i> school programme as part of education for sustainability throughout the year. Engaging in looking after the animals, the gardens and the environment.</p> <p>E –learning to be integrated into the learning at Aberfeldy while increasing the student and whanau understating of how to be safe, responsible, digital citizens.</p> <p>Re-establish implementation of the teaching as inquiry processes to inform the quality of changes to the school’s curriculum priorities.</p>	<p>Improve student achievement in the priority areas with the aim for all students to be making one year’s progress in all curriculum areas through ensuring that all students receive sound foundation skills especially in language, literacy and numeracy.</p> <p>Continue with professional development to support identified learning needs.</p> <p>Students will participate in the <i>Enviro</i> school programme as part of education for sustainability throughout the year.</p> <p>Students will have a good understanding of the orchard/ identifying trees/ survival/ making money from our resources</p> <p>Relationship Based Learning with the aim of accelerating Maori student achievement and achievement of all.</p> <p>E –learning to be fully integrated into the learning at Aberfeldy</p> <p>Continue to review, adapt and improve our local curriculum so that it makes sure every child experiences rich opportunities to learn and progress.</p> <p>Continue and expand on the use of teaching as inquiry process to engage students and reflect on teaching practices.</p>	<p>All students will continue to achieve at least one year’s progress with support by partnering with whanau and community to ensure that the education delivered responds to their individual needs.</p> <p>Continue with professional development to support identified learning needs.</p> <p>Aim for all learning spaces and places reflect a modern curriculum and pedagogy.</p>

	Current Year 2022	2023	2024
<p><b>Strategic Goal 2</b></p> <p>Maximising Potential and Wellbeing</p>	<p>Student well-being and learning achievements will be reviewed through gathering student voice by end of Term 1 and will be reflected on at the beginning of Term 3.</p> <p>Ensure goals from 2021 have been successful and new goals created with input from teachers, whanau and outside agencies. Ensure all evidence collected from 2021 is used to implement an effective learning plan for 2022.</p> <p>Priority learner needs have a prominent focus in planning and classroom delivery as evidenced by planning and teacher inquiry. We will inquire into gaining a greater knowledge of Structured Literacy and other recommended PLD appropriate for our learners identified needs.</p> <p>Provide opportunities for tamariki to be well informed to enable them to make good choices about their own well-being through initiatives like Keeping Ourselves Safe, Sexual Education programmes, Life Education programmes, engaging with SWIS and other agencies that can provide services for our tamariki and their whanau.</p>	<p>Continue to monitor Student well-being and gather student voice about their learning.</p> <p>Ensure goals from 2022 have been successful and new goals created with input from teachers, whanau and outside agencies.</p> <p>Ensure all evidence collected from 2022 is used to implement an effective learning plan for 2023.</p> <p>All learning spaces will reflect a modern curriculum and pedagogy.</p> <p>Continue to liaise with the Maori/Pasifika community on goals and learning outcome for Maori and Pasifika students. Join with local / neighbouring schools for Kapa Haka. Te Reo to be introduced every day in all settings until it becomes familiar to all.</p> <p>Embrace the principles of Restorative Learning Practices to improve positive behaviour throughout the school.</p> <p>Include tamariki and whanau in decision making processes that affect them – from educational (IEP's and student voice relating to their own individual learning) through to school based decisions (eg. classroom furniture / devices / projects around the school).</p>	<p>Continue to monitor Student well-being and gather student voice about their learning.</p> <p>Ensure goals from 2023 have been successful and new goals created with input from teachers, whanau and outside agencies.</p> <p>Ensure all evidence collected from 2023 is used to implement an effective learning plan for 2024.</p> <p>Continue to liaise with the Maori/Pasifika community on goals and learning outcome for Maori and Pasifika students.</p> <p>Continue with the principles of Restorative Learning Practices to improve positive behaviour throughout the school.</p>

	<p>Liaise with the Maori/Pasifika community on goals and learning outcome for Maori and Pasifika students. Join with local / neighbouring schools for Kapa Haka. Te Reo to be introduced every day in all settings until it becomes familiar to all.</p> <p>Embrace the principles of Restorative Learning Practices to improve positive behaviour throughout the school.</p> <p>Include tamariki and whanau in decision making processes that affect them – from educational (IEP’s and student voice relating to their own individual learning) through to school based decisions (eg. classroom furniture / devices / projects around the school).</p>		<p>Continue to include tamariki and whanau in decision making processes that affect them – from educational (IEP’s and student voice relating to their own individual learning) through to school based decisions (eg. classroom furniture / devices / projects around the school).</p>
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	Current Year 2022	2023	2024
<b>Strategic Goal 3</b>  <b>Effective Partnerships</b>	<p>Continue to regularly analyse assessment, reporting and communication methods with whanau and the Board.</p> <p>Increase the Boards knowledge of our assessment practices and curriculum expectations, which is important as this is a BOT Election year so there may be new members on the Board.</p> <p>Board members to take part in professional learning opportunities to further build their understanding of effective governance practice.</p> <p>Continue to build learning partnerships where both home and school are working towards a shared learning goal, using skills and knowledge from within the wider school community to support learning</p> <p>Grow connections with neighbouring schools and other agencies (eg. ERO, MOE, Cluster groups).</p> <p>Engage the local community in school activities, including past and present whanau with links to the school, through things like Pet Days, Family Days and celebrations. Keeping all of our community informed of the success at the school through social media (web site / Face book) and newsletters.</p>	<p>Continue to build learning partnerships where both home and school work towards instilling high aspirations for every learner which supported by partnering with whanau and communities to deliver education that responds to the individual needs and sustains their identities, languages and cultures.</p> <p>Continue to promote the school vision and values through visibility in the school and wider community.</p> <p>Celebrate the different cultures in our community.</p>	<p>Continue to build learning partnerships where both home and school work towards a shared learning goal.</p> <p>Identify future Board members to ensure continuity on the Board and encourage these people to play an active part in the day to day realisation of the Boards goals.</p>

# ANNUAL PLAN 2022

Strategic Goal 1: 2022 Successful Progress			
Strategic Outcome	Focus for actions in 2022	Strategies/ Actions	Time Frame
To accelerate progress in learning through the school curriculum for all children so they can access and know their passions, talents and interests to develop successfully and remain engaged in learning beyond Year 8	<p>Improve student achievement in the priority areas through deliberate teaching –</p> <ul style="list-style-type: none"> <li>All students to be making one year’s progress in literacy (reading and writing) and numeracy.</li> <li>All students by 6 years old will have 100% letter recognition, formation and sounds knowledge.</li> <li>50% of male students will be achieving At or Above in Reading</li> <li>50% of male students will be achieving At or Above in Writing</li> <li>50% of Maori students will be achieving at or Above in Reading</li> <li>50% of ALL Students will be achieving At or Above in Maths</li> </ul>	<p>Reading: Decodable texts and Structured Literacy will continue to be used throughout the school through a high quality and engaging literacy programme.</p>	<p>Lead teachers to attend Structured Literacy course at the first available opportunity. (Term 2)</p>
		<p>Staff, including support staff, will undertake PLD in Structured Literacy and other appropriate programmes and / or learning opportunities.</p>	<p>Students to make recorded progress / goals in Reading Eggs and Mathletics that are recorded and achieved by the end of each Term.</p>
		<p>Encourage parent helpers to assist with reading programmes in the classroom. Establish a “Buddy” reading system to encourage older children to read to, and be read to, by younger students.</p>	<p>Digital agreements to be developed during the course of Term Two.</p>
		<p>Use “TTT” on a daily basis to assist students with basic numeracy recall and thinking skills.</p>	<p>Life Ed programme – time frame determined by provider.</p>
		<p>Use of Reading Eggs, Mathseeds and Mathletics to engage students in their own learning journey.</p>	<p>Enviro School coordinator to deliver a Zero Waste programme by Term Three.</p>
		<p>Implement a reading programme that makes use of the school library and the Whanganui District Library resources. Library use to increase by 50% by all students.</p>	<p>Re house the animals in to safe, suitable shelters / areas before the end of Term One.</p>
	<p>Undertake Professional Development to ensure quality teaching and leadership to support learner capability throughout the school with the aim of accelerating Māori student achievement and achievement of all through this.</p>	<p>All students will take part in Environmental Programmes including Zero Waste throughout the year. The outdoor learning area will be fully utilised by students and teachers</p>	<p>Ensure the playground is a safe bully free environment for all students by week Two of Term One.</p>
	<p>Students will participate in the <i>Enviro</i> school programme as part of education for sustainability throughout the year. Engaging in looking after the animals, the gardens and the environment.</p>	<p>Increasing the use of technology through e-learning to provide other opportunities for students to explore safe, digital technology. Engage children in the development of an agreement for safe and appropriate use of technology.</p>	<p>Engage with SENCO to assist with IEP / IBP’s and any assistance that can be provided – as needed but by the end of Term One and on an on-going basis.</p>
	<p>E –learning to be integrated into the learning at Aberfeldy while increasing the student and whanau understating of how to be safe, responsible, digital citizens.</p>	<p>Investigate best teaching practice involving Teaching as Inquiry and develop our practises accordingly.</p>	<p>Teaching as enquiry is initiated by end of Term One.</p>
	<p>Re-establish implementation of the teaching as inquiry processes to inform the quality of changes to the school’s curriculum priorities.</p>		

## Strategic Goal 2: 2022 Maximising Potential and Wellbeing

Strategic Outcome	Focus for Actions in 2022	Strategies/ Actions	Time Frame
<p><b>To ensure the wellbeing of our learners while maximising their potential</b></p>	<p>Student well-being will be reviewed through gathering student voice about their learning</p> <p>Ensure all students with identified special needs are catered for through identification, an adapted curriculum and support as evidenced in SENCO/IEP documentation. All priority students will have an IEP.</p> <p>Priority learner needs have a prominent focus in planning and classroom delivery as evidenced by planning and teacher inquiry. We will inquire into gaining a greater knowledge of structured Literacy and PacT through PLD.</p> <p>Implement a programme of Sexuality Education to be taught across all year levels on an annual basis.</p> <p>Liaise with the Maori/Pasifika community on goals and learning outcome for Maori and Pasifika students. Our aim is to have students know 20 basic commands in Te Reo.</p> <p>Maintain Positive Behaviour for Learning School Wide fundamentals. We aim to have zero stand downs in 2021.</p>	<p>A well-being survey will be developed to meet current student's needs.</p> <p>Senco meetings will be held twice a Term. Students identified as priority learners will have an IEP created, with whanau invited to offer input. Priority learners will be documented on all planning.</p> <p>Students in years 1-8 will be offered a keeping yourself safe and my body programme while years 7 and 8 will also learn about puberty.</p> <p>Staff members to undertake PLD opportunities relating to behavioural issues and how to best meet students' needs in an inclusive and a safe manner.</p> <p>External providers to conduct the courses as approved of by the MoE to develop and strengthen teaching and leadership capabilities.</p> <p>Teaching Leader to undertake PLD relevant for a First Time Principal – including mentorship, meetings and courses. Well-being of both Principal and school are discussed and documented.</p> <p>Foster a love of school, through providing high quality and engaging educational programmes, that will grow lifelong learners. This will include EOTC opportunities, development of a sports programme, developing a localised curriculum that works alongside the national curriculum.</p> <p>Every student will have the opportunity to learn Te Reo and participate in Kapa Haka possibly through a combined school programme. Te Reo will be introduced to students within the classroom settings – using basic Te Reo phrases. Local Iwi members will be invited to provide input into the development of our localised curriculum. We will regularly visit local / significant landmarks or features.</p> <p>Take part in localised opportunities for students to learn.</p>	<p>Wellbeing survey will be given twice a year in Term Two and Four.</p> <p>IEP's will be developed as required in a timely manner to assist the child as quickly as possible.</p> <p>Priority learners will be included at the time of compiling planning documents.</p> <p>Te Reo and Kapa Haka will be a priority in Term Two with visits to local sites taking place as expedient.</p> <p>The PLD courses will be attended whenever they become available and when consistent with the staffing opportunities.</p> <p>Subject to the external service provider's availability in Term Two.</p> <p>Regular meetings for First Time Principals are held at least twice per term as arranged by Evaluate Associates.</p>

## Strategic Goal 3: 2022 Effective Partnerships

Strategic outcome	Focus for Actions in 2022	Strategies/ Actions	Time Frame
<p><b>To have an actively engaged community where all members work collaboratively creating a learning environment that maximises the potential of our children.</b></p>	<p>Analyse assessment, reporting and communication methods with whanau and the board. The board will have in depth knowledge of our assessment practices</p> <p>Strengthen connections within the community. This includes open days, regular Face Book posts and newsletters.</p> <p>Recognise and celebrate the different cultures in our community. Include in the newsletter that we want to celebrate all cultural events.</p>	<p>Explain assessments to whanau and the board on a regular basis.</p> <p>Share our school Values on Face book and in our Newsletter.</p> <p>Include in the newsletter and on Face Book cultural events that we celebrate.</p> <p>Continue professional learning opportunities for trustees to further build their understanding of effective governance practice.</p>	<p>Regular emails to whanau to update on student progress.</p> <p>Reports on student progress at each Board meeting with one assessment method being unpacked at each meeting to ensure Board member’s full understanding of the assessment practices used.</p> <p>Board members to attend training courses as available and to undertake at least 2 on-line courses per year.</p> <p>Community working bees and gatherings to be held each term.</p>