



School Charter  
Strategic and Annual Plan for  
Masterton Primary School

2020 - 2022

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

## Masterton Primary School 2019 - 21 Introductory Section - Strategic Intentions

<p><b>Mission Statement</b></p>	<p style="text-align: center;">Motivated, Positive and Successful We aim to encourage our students to be “Motivated, Positive and Successful”.</p>
<p><b>Vision</b> (including views of students at MPS)</p>	<p>MPS is developing a community of active and motivated people (staff, students and whanau) while fostering a sense of belonging (Whanaungatanga), and good citizenship for people (Manaakitanga) and place (Kaitiakitanga).</p> <p>(Developed 2018)</p>
<p><b>Values and Principles</b></p>	<p>Our community members have indicated their wish for our school to provide a <u>safe</u>, <u>stimulating</u> and <u>friendly</u> environment where all students can confidently achieve to the best of their ability, particularly in the areas of <u>literacy</u> and <u>numeracy</u>.</p> <p>All students are supported in their learning by teachers, paraprofessionals, parents and whanau who model for and encourage in students the attributes of <u>respect for others</u>, <u>honesty</u>, <u>trustworthiness</u> and <u>reliability</u>.</p> <p>Students actively participate in educational opportunities which lead them to become <u>motivated</u>, <u>independent</u>, <u>self disciplined positive learners</u> who demonstrate the skills and understandings which will ensure they become <u>successful members</u> of their community.</p>

<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p>Masterton Primary School recognizes the cultural needs of its community and will ensure that policies and practices underpinning all school activities will reflect the unique position of Maori.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>* incorporate elements of <i>Tikanga</i> and <i>Te Reo</i> across all areas of the curriculum</li> <li>* establish signs in both English and Maori</li> <li>* ensure classrooms display basic <i>Te Reo</i>; numbers, colours, days months, greetings, etc</li> <li>* budget appropriately to ensure adequate resourcing</li> <li>* provide appropriate staff development opportunities</li> <li>* consult regularly and effectively with our Maori community</li> </ul>

<b>Baseline Data or School Context</b>	
<b>Students' Learning</b>	<p>In 2019 53% were achieving at or above the expected level in Mathematics (52% in 2018) (57% in 2017) (55% in 2016) (57% in 2015) (52% in 2014) (52% in 2013)</p> <p>In 2019 62% were achieving at or above the expected level in Reading (60% in 2018) (67% in 2017) (62% in 2016) (63% in 2015) (58% in 2014) (58% in 2013)</p> <p>In 2019 50% were achieving at or above the expected level in Writing (48% in 2018) (58% in 2017) (55% in 2016) (51% in 2015) (49% in 2014) (43% in 2013)</p>
<b>Student Engagement</b>	Attendance rate for 2019 was <b>90%</b>
<b>School Organisation and Structures</b>	<p>Masterton Primary School is a decile 3 contributing school at the southern end of Masterton. The school population was formed through the merger of two schools in January 2004 and the roll fluctuates between 280-330 students. The school staff consists of the Principal, a Deputy Principal, an Assistant Principal, 3 Syndicate Leaders, 3 release teachers, Classroom teachers and specialist teachers that are supported by a group of paraprofessionals – teacher aides, administration and grounds staff. The Board of Trustees currently comprises 5 elected members, a co-opted member, a staff representative and the Principal. Students enrolled at Masterton Primary School present with a diverse range of learning, social and physical needs. Recognising its obligations to provide education programmes to meet those needs the Board of Trustees ensures appropriate use of resourcing to enable</p> <ul style="list-style-type: none"> <li>(i) Professional Development of staff</li> <li>(ii) Purchasing of appropriate resources</li> <li>(iii) Identification of students who are not achieving or are at risk of not achieving</li> <li>(iv) The provision of special programmes for students <ul style="list-style-type: none"> <li>(a) verified under the Ongoing and Reviewable Resourcing Scheme</li> <li>(b) with moderate special needs</li> <li>(c) with English as a second language</li> <li>(d) who are gifted, talented and/or have special abilities</li> </ul> </li> </ul>

**Review of Charter and Consultation**

The current Charter and Strategic sections were reviewed and revised in 2019.

**National Education Priorities****Success for All:**

Quality Teaching and Learning will be achieved at Masterton Primary School by providing teaching and learning programmes that incorporate the N.Z. Curriculum Framework, particularly emphasizing literacy and numeracy. This area falls under the leadership of the Principal and the Teaching Staff.

**A Safe Learning Environment:**

Masterton Primary School will provide a safe physical and emotional environment and comply with general legislation by complying with all policies and procedures set out in the Health and Safety Policy Document.

**Improving Teaching and Learning:**

Masterton Primary School will improve student achievement in literacy and numeracy by setting annual targets in these areas and making these areas a prime focus for professional development.

**Better Use of Student Achievement Information:**

Masterton Primary School will continue to monitor student achievement throughout the school by cumulative records and individual assessment files. This information after analysis will form the basis for future directions in teaching and learning programmes.

**Improving Outcomes For Students At Risk**

At Masterton Primary School we cater for individual needs by providing a range of student work from remedial to extension or enrichment.

Children are assessed against Achievement Objectives and Learning Outcomes and Special Abilities and Special Needs are identified and monitored for each unit of work completed.

This monitoring is done by the teachers through recognised assessment methods and reports made to the Principal in reading, writing and by teacher assessments in other areas.

Once children are identified in either category, strategies are put in place. Children with special abilities will be provided with extension activities both within the classroom situation and outside of the classroom environment (wherever possible). This will be monitored by the Principal.

**Improving Maori Outcomes**

After consultation, targets have been set in the literacy and numeracy areas to endeavour to achieve better outcomes for Maori students.

**Reporting**

Formal reporting is achieved through two parent / teacher / student conferences throughout the year on anniversary and interim achievement (dependent on when their birthday falls), where goals are set in the key competencies, literacy and numeracy areas. A written record is kept of these goals and a copy is sent home to parents. Formal written reports are sent to parents at the interim and completion of the student's academic year. Informal reporting is achieved through sending home samples of work, homework diaries, informal interviews and discussions.

## Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2019 - 2021
1	<p>To provide a quality learning programme that is based on enhancing knowledge, skills, attitudes and values outlined in the New Zealand Curriculum and which is aimed at enabling students to attain their full potential.</p>	<ul style="list-style-type: none"> <li>• Provide a professional development programme for staff in literacy and numeracy</li> <li>• Ensure that appropriate staff utilise any Masterton Cluster Lead Teacher professional development opportunities</li> <li>• Ensure programmes meet the needs of Maori students so they are achieving alongside their peers</li> <li>• Improve opportunities for development of students with special needs and abilities.</li> <li>• To provide and cater for those students who are identified as being “at-risk”</li> <li>• Create a safe, nurturing environment where students and staff show respect and caring for each other and students can develop positive attitudes and values.</li> <li>• To actively promote “Health Promoting” and “Active Schools” programmes</li> <li>• To develop the value of ecological sustainability, including care of the environment.</li> <li>• To integrate the key competencies into all learning areas.</li> </ul>
2	<p>To develop and implement policies and procedures which promote high levels of staff performance, use educational resources effectively and recognize the needs of students.</p>	<ul style="list-style-type: none"> <li>• Provide appropriate responsive professional development for all staff with an emphasis on whole school development.</li> <li>• To maintain a cohesive Management Team.</li> <li>• To provide for leadership density through the school.</li> <li>• To be good employers and attract and retain quality staff.</li> </ul>

3	To allocate and control income and expenditure in ways that effectively support the teaching and learning programmes and to have buildings and site facilities that are appropriate to the programme needs of our school.	<ul style="list-style-type: none"> <li>• To plan a professional development programme targeting future focused / 21<sup>st</sup> century learning for the Senior Syndicate.</li> <li>• To continue to develop the Play-based learning initiatives in the Junior syndicate.</li> <li>• To promote e-learning / learning with digital technology throughout the school</li> <li>• To plan a responsive annual budget that is based upon the identified unchanging and changing needs of the school</li> <li>• Monitor expenditure throughout the year.</li> <li>• Increase income / funding.</li> <li>• To plan and oversee all planned property development.</li> </ul>
4	To have a school climate which promotes and safeguards the physical and emotional well-being of students.	<ul style="list-style-type: none"> <li>• Identify “at risk” students and use a raft of strategies to meet their needs.</li> <li>• Minimise the potential for accident or injury through having sound procedures to be taken in the event of emergency, crisis or potential risk.</li> <li>• Continue developing and implementing PB4L School Wide</li> </ul>
5	To encourage higher levels of community involvement in our school’s activities.	<ul style="list-style-type: none"> <li>• Maintain an annual programme of consultation and communication.</li> <li>• Provide timely and accurate information to the community.</li> <li>• Develop approaches to build positive interaction between our school and community.</li> <li>• To make what our school stands for visually obvious throughout the school</li> </ul>



## Improvement Plan - Domain: Learning

### Strategic Goals

To provide a quality learning programme that is based on increasing the key competencies to enhance knowledge, skills, attitudes and values outlined in the New Zealand Curriculum and aimed at enabling students to attain their full potential.

### Annual Goals

- To provide and cater for those students who are identified as being “at-risk” / achieving Below or Well Below the expected level.
- To further develop and implement the MPS DFL.
- To actively promote purposeful structured play-based learning in the Junior Syndicate.

### Annual Targets

#### Mathematics

To continue to accelerate the students in Years 3 – 6 who are operating at the “at risk” and “cause for concern” categories in the mathematics area.

#### Culturally Responsive Practice and Student Hauora;

Using the data obtained from the student Well-Being survey carried out at MPS at the end of 2018, teachers will actively plan to develop and increase those areas which were shown to be low scoring or in deficit. These areas include; students’ social strategies, promoting a pro-social student culture, home-school partnerships, caring teachers, caring about learning, developing a caring, collaborative and safe school, having respect for culture.

#### Student Agency

To increase the level of student agency across all levels in the school.

### End of Year data 2019 (at or above the Expected Level)

	All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Maori
<b>Mathematics</b>	<b>54%</b>	<b>45%</b>	<b>53%</b>	<b>44%</b>	<b>64%</b>	<b>56%</b>	<b>57%</b>	<b>48%</b>
<b>Reading</b>	<b>62%</b>	<b>32%</b>	<b>42%</b>	<b>58%</b>	<b>68%</b>	<b>79%</b>	<b>83%</b>	<b>54%</b>
<b>Writing</b>	<b>50%</b>	<b>42%</b>	<b>53%</b>	<b>46%</b>	<b>55%</b>	<b>50%</b>	<b>52%</b>	<b>41%</b>

<b>Key Improvement Strategies</b>			
<b>Participant Group</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
Students	<p>Develop systems for students to be involved in and taking responsibility for learning and making the most of choices.</p> <p>To participate in a variety of learning experiences and use a greater variety of resources.</p>	<p>Classroom teachers</p> <p>Syndicate Leaders</p>	<p>Greater engagement and motivation.</p> <p>Greater awareness of what they can achieve</p> <p>Higher levels of achievement</p>
Teachers	<p>Classroom teachers identify at risk students early in Term 1</p> <p>Action plans completed detailing barriers to learning, areas of non-achievement, strategies to remove/decrease the barrier, specific targets for achievement, specific programmes or actions to support the student and assessment strategies and data.</p> <p>Action Plans reviewed at the end of each term.</p> <p>Teachers to develop a “case management” approach to the learning and teaching of targeted students. With each student’s progress, strengths and needs being regularly discussed, the effectiveness of teacher responses regularly explored and consequent follow up actions designed and evaluated.</p> <p>Participate in professional development programmes in literacy, numeracy and digital learning</p>	Classroom teachers	<p>Range of programmes implemented</p> <p>Action Plans reviewed frequently</p> <p>Differentiation in teacher planning</p> <p>Time allocated to professional conversations in Syndicate and management meetings.</p> <p>Professional development participation</p>

	<p>Teacher observations of other teachers at MPS and other schools</p> <p>Focus on DFL (Design For Learning) teacher inquiry again for 2020. This involves putting awe and wonder / curiosity at the centre of planning, using the curriculum areas as contexts, with the key competencies and the MPS Vision as the drivers and outcomes. The emphasis is to be on the process and not the product.</p> <p>Increasing student agency across the school</p>		
Leaders	<p>Staff meeting for CWSA and Targeted students to be held early in Term 1</p> <p>Action Plans for targeted students monitored and progress of these students (case management) tracked throughout the year.</p> <p>Develop an appropriate P.D. programme for all staff in literacy and numeracy.</p> <p>Support teachers in developing their DFLs for all students</p> <p>Take part in any of the Masterton Cluster Future Focused / ILE and Culturally Responsive Practice initiatives</p> <p>Take part in the Play Based Learning initiative coordinated by REAP – started in February 2017 and continuing in 2020</p>	<p>Syndicate Leaders</p> <p>Management</p> <p>Lead Teachers</p> <p>All junior syndicate teachers</p>	

**Monitoring**

- Action Plans for targeted students reviewed termly and student progress monitored
- Teacher appraisals adjusted to incorporate and monitor teacher inquiry into catering for targeted students and DFL initiatives.
- Syndicate meeting notes to reflect case management approach and DFL discussions
- Student Voice – interviews
- Student well-being survey completed at the end of Term 1 2020 and compared to results from 2018

**Resourcing**

- Increase in expenditure on technology
- Increase in expenditure for classroom release time to allow for teachers to observe other teachers in the school.
- Professional development provided at MPS throughout the year on literacy, mathematics, EFS, Culturally Responsive Practise and moderation
- Professional development provided through the Masterton Cluster (Future focused / ILE, Culturally Responsive Practice & Special Needs)

**Other 2020 Key Improvement Strategies to Achieve Strategic Vision**

<b>Property</b> (summarised from property plan) (Examples)	<b>Short Report</b>	<b>Finance</b>	<b>Short Report</b>
<p>Upgrade of Rooms 3, 4, 5 and 6 to MLE standard</p> <p>Upgrade deck area</p> <p>Increase the outside teaching space in Block D (Rms 1 / 2) by extending the roof at the rear of building</p> <p>Increase the outside teaching space in Block B (Rms 11-14) by extending the roof at the rear of building</p> <p>Replace hall roof (if necessary)</p> <p>Replace heat pumps across the school.</p> <p>Developing and provide access to (gate, fence, bridge) acquired sports field at MPS.</p>		<p>Reserves used to purchase digital equipment to support the e-learning initiative</p> <p>Reserves used to extend the MLE in Rooms 3, 4 and 5</p> <p>Reserves used to extend the MLE in Rooms 12, 13 and 14</p> <p>10 heat pumps to be replaced</p>	

<b>Personnel</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report</b>
<p>Develop special needs teaching and assistance programme (0.4FTTE)</p> <p>Lead School for RTLB Cluster 27 (18.0FTTE)</p> <p>Reading Recovery (0.6FTTE)</p> <p>Roll growth – possible additional teacher needed from Term 3</p>		<p>Weekly school newsletters, class newsletters, maintained.</p> <p>School Facebook page utilized as a community notice board.</p> <p>Whanau picnic evening in Term 1</p> <p>Community wide consultation – with a focus on student hauora and the development of the strategic plan</p> <p>Whanau Days to be held termly</p>	