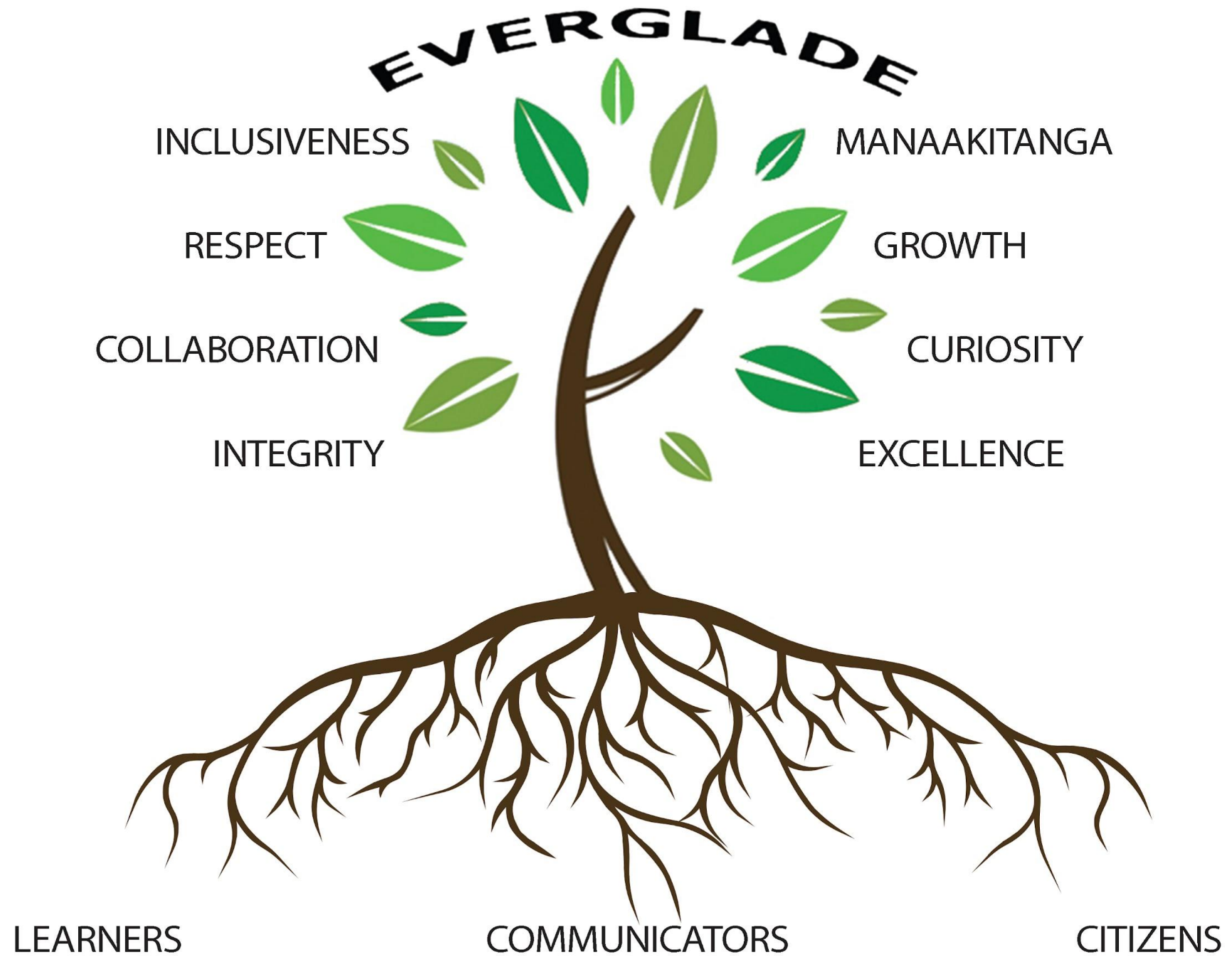


# EVERGLADE SCHOOL



## CHARTER AND STRATEGIC PLAN

**2022 - 2024**



# OUR VISION

Our pupils will become capable learners, effective communicators  
and responsible citizens











## **Our Values** (What we stand for)

Everglade School stands for:

-  Respect
-  Integrity
-  Excellence
-  Inclusiveness
-  Manaakitanga
-  Growth
-  Curiosity
-  Collaboration

## **Our Culture** (How we do things)

Everglade School is about:

-  Communicating effectively
-  Ensuring a positive environment
-  Providing opportunities
-  Fostering leadership
-  Working collaboratively
-  Using effective practices
-  Sharing and celebrating success
-  Nurturing authentic relationships

# OUR STUDENTS

Students at Everglade School will be characterised by the following



## Capable Learners at Everglade School:

- Take active ownership of their learning
- Think critically and creatively
- Work collaboratively and independently
- Persevere in their learning
- Show curiosity and love of learning
- Aim to reach their full potential

## Effective Communicators at Everglade School:

- Are open-minded
- Have empathy
- Ask good questions
- Have digital fluency
- Use a range of language skills
- Show respect

## Responsible Citizens at Everglade School:

- Act as kaitiaki (caretakers) of our environment
- Demonstrate care and respect - manaakitanga
- Are culturally responsible
- Act thoughtfully
- Are trustworthy
- Connect to the wider community

## **2021 ANNUAL ACHIEVEMENT PLAN**

### **ACHIEVEMENT TARGETS**

#### **Global Achievement Target:**

That 80-85% of students will achieve at or above school expectations in 2021, across Reading, Writing and Mathematics.

#### **Specific Achievement Targets:**

That achievement in Reading and Writing across the Year 2 cohort will rise to be on par with other cohorts

That the Year 1 cohort will examine ways to establish sound initial achievement levels in Reading and Writing

That the fall off from the Year 3 to Year 4 cohorts in Maths will be examined, with strategies determined to achieve greater seamlessness.

That targeted Male, Maori and Pacific pupils across the school will make accelerated progress in Reading, Writing or Maths, especially in Years 2 and 5, and for Maori also in Year 6.

## ANALYSIS OF VARIANCE 2021

<b>Baseline Data (End of 2020)</b>	<p>Achievement in Year 1 classes remained lower than desired, with Reading and Writing both at 55%. In both cases achievement was lower for boys.</p> <p style="text-align: center;">The Year 2 cohort achieved real gains, with rates of 81% and 84%</p> <p>Maths achievement within the Year 4 cohort dropped from the cohort's achievement in the previous year, with the suspicion that this was connected to the switch to PR1ME Maths as the main resource.</p> <p style="text-align: center;">Achievement among Maori and Pacific students was mixed. There was particular concern for Maori achievement in Years 1, 4 and 5 (all areas) as well as Y3 Maths.</p> <p style="text-align: center;">Pacific achievement was a cause for concern in Years 1, 2 and 4 (all areas) as well as Y3 and Y5 Maths</p>
<b>Strategic Aim 2021</b>	<p>That 80-85% of students will achieve at or above school expectations in 2021, across Reading, Writing and Mathematics.</p>
<b>Annual Aim 2021</b>	<p style="text-align: center;">That achievement in Reading and Writing across the Year 2 cohort will rise to be on par with other cohorts</p> <p style="text-align: center;">That the Year 1 cohort will examine ways to establish sound initial achievement levels in Reading and Writing</p> <p style="text-align: center;">That the fall off from the Year 3 to Year 4 cohorts in Math will be examined, with strategies determined to achieve greater seamlessness.</p> <p style="text-align: center;">That targeted Male, Maori and Pacific pupils across the school will make accelerated progress in Reading, Writing or Math, especially in Years 2 and 5, and for Maori also in Year 6.</p>
<b>Target 2021</b>	<p style="text-align: center;">The target level of achievement is 80-85% or better</p>



<b>Actions</b> <b>What did we do?</b>	<b>Outcomes</b> <b>What happened?</b>	<b>Reasons for variance</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
<p>Year 1 teachers worked with RTLB on a structured literacy programme, and introduced an Oral Language programme (Heggerty)</p> <p>A greater focus was placed on intensive classroom interactions for Y1 &amp; 2 pupils, with explicit teaching</p> <p>A Maori and Pacific focus was applied to the intensive approach</p> <p>In Years 5&amp;6 teachers shared differing approaches and ideas with a Maori/Pacific focus and interest</p> <p>A lot of energy was expended in building teacher capacity to teach and assess with the PR1ME Maths resource</p> <p>A continued tracking focus on Maori and Pacific achievement was utilised.</p>	<p>Teacher capability increased, as did student engagement. At mid year there was no significant improvement in achievement.</p> <p>At mid year, Year 2 achievement had risen to 61%, while Year 1 was at 45%</p> <p>Minimal acceleration occurred for Years 1 &amp; 2, especially Year 1.</p> <p>Year 6 achievement was significantly advanced, which was in contrast to Year 5</p> <p>Year 4 achievement rose from 60% to 76%, largely addressing the concerns at the start of the year.</p> <p>There was a significant discrepancy between Year 5 and 6 achievement across all students, which was mirrored in Maori and Pacific outcomes. With the exception of Year 3 and 6, Maori achievement was at least 10% lower than all students.</p>	<p>The 'training' stage of the programme, and the August lockdown, denied staff the chance to push for improved outcomes at year's end.</p> <p>Inability to work closely after August meant that gains in the first half could not be accelerated. In Year 1, it becomes clear that there is a need to focus on foundation skills. Concern exists over the level of foundation skills that exists.</p> <p>It is possible that Y5&amp;6 teachers are assessing Year 5 students against Year 6 criteria and expectation, rather than using a different lens.</p> <p>Quality teaching was put in place. Teacher placement incorporated expertise with PR1ME.</p> <p>The same question re differentiation when assessing is raised again, as with Writing. Achievement in Y1, 2, 4 &amp; 5 demonstrates the need for tighter tracking and responding to Maori/Pacific findings. This may link to Oral Language, as language of Maths could be a barrier.</p>	<p>Year 1 staff involvement in the BSLA PLD programme will embed a strong approach to foundation skills. Enhanced assessment and tracking strategies will enable a better response to needs. Oral language skills will continue to be explicitly taught. The intensive approach will continue in Years 2 &amp; 3. A more structured approach as provided by the BSLA initiative will be applied in Year 1.</p> <p>A more structured approach as provided by the BSLA initiative will be applied in Year 1, with emphasis on Maori and Pacific learners. More investigation and training will take place to differentiate expectations</p> <p>Continue this focus as a new Year 4 cohort transitions.</p> <p>Work with Year 5 &amp; 6 teachers to differentiate appropriately between the two levels of expectation.</p> <p>Build teacher capability and practice in using assessment data to plan and implement programmes and assess outcomes appropriately.</p>

## PLANNING FOR NEXT YEAR (2022)

Building teacher capability in tracking achievement and responding will be a key target. Year 1 teachers will participate in the BSLA programme to adapt the teaching programme and improve 'first year' outcomes. They will also look to develop some 'spillover' learning opportunities.

Year 5&6 teachers will focus on differentiating expectations and assessment criteria for the two cohort levels to ensure fair assessment practice. More responsive tracking processes will be developed to better meet Maori and Pacific needs in planning and implementation.

Teachers from Year 3-6 will continue to build capability and familiarity with the essential aspects of the PR1ME Maths resource and its use.

## ACHIEVEMENT TARGETS 2022

### Global Achievement Target 2022

That 80-85% of students will achieve at or above school expectations in 2022, across Reading, Writing and Mathematics.

### Specific Achievement Targets 2022

- That the use of new strategies for Year 1 teaching will raise achievement in Reading/Writing to 65%
- That continued intensive teaching in Years 2&3 will lift achievement levels to 65% (Year 2) and 70% (Year 3)
- That improved transition and sustained practice will see a consistency in Maths achievement in Years 3-6, at around 80%
- That Maori & Pacific achievement will lift across Reading, Writing and Mathematics, especially in:

Reading/Writing - Year 2,3, 5 and 6 (Maori) and Year 2,3, 4 and 6 (Pacific)

Maths - Year 2,3, 5 and 6 (Maori) and Year 4 and 6 (Pacific)

with the aim being for Maori and Pacific learners to be at least within 5% of achievement rates for 'all students.'



## ACTION PLAN 2022

**In order for the above to be achieved, the following actions will take place in 2022**

Action Required	Who	When	Expected Outcome
Year 0/1 teachers will complete Better Start Literacy microcredential and implement approach in classes	Year 0/1 teachers	Throughout the year	Achievement outcomes will rise
Increase whanau engagement in students learning - parent sessions - outlining literacy approach and how whanau can support at home learning	Year 0/1 teachers/whanau	Throughout the year	Improved whanau support at home, to help raise student achievement levels in literacy
Year 2-3 teachers in Team Manuka will implement a structured Oral Language programme daily (Heggerty Programme)	Year 2-3 teachers	Throughout the year	Foundational skills will be consolidated, student achievement in Reading and Writing will increase
The Numeracy Lead Teacher will facilitate PLD for Year 3-6 teachers to ensure seamless transitions and appropriate understanding of achievement expectations for all cohorts.	Y 3-6 teachers	First half of year	Teachers will be aware of transition points, especially Y3 to Y4, and will assess student achievement against cohort-appropriate expectations. Achievement rates will be more consistent
The Student Achievement & Reporting Team (STAR Team) will monitor student achievement tracking across all teams with a particular lens on Maori and Pacific students. Support and follow up will be given as needed	Across school	Throughout the year	Target students will be identified and progress tracked. Strategies will be applied to support accelerated learning. Maori and Pacific achievement will rise to reach stated targets
Some Pohutukawa teachers will inquire into improving our writing practises, especially for our children attaining below expectation. Will actively seek and engage in PD and report back to fellow team members.	Y 5/6 teachers	Throughout the year	Writing programmes will improve and should see some Maori/Pasifika accelerated learning.

## STRATEGIC PLAN 2022 - 2024

### ACHIEVEMENT OUTCOMES

STRATEGIC AREA	2022	2023	2024	SUPPORT
<b>CURRICULUM and LEARNING</b>	<p>Develop an Everglade Learning Approach (ELA) and associated Local Curriculum Delivery Model. Build teacher capability in implementation of various learning models, and apply in practice.</p> <p>Begin to review the Curriculum Framework statement to align with Vision, Values and Culture, and with ELA.</p> <p>Embed Digital Learning practices. Implement DTNZC across school within programmes, aligned to ELA model.</p>	<p>Continue to develop and refine Local Curriculum Delivery Model (aka Everglade Learning Approach) and application in teaching practice. Continue to build teacher capacity with pedagogy.</p> <p>Complete review of Curriculum Framework statement to align with Vision, Values and Culture, and with ELA.</p> <p>Embed Digital Learning practices. Implement DTNZC across school within programmes, and in Curriculum Framework.</p>	<p>Embed Digital Learning practices. Implement DTNZC across school within programmes, and in Curriculum Framework.</p> <p>Review identified Curriculum Statements and teaching programmes.</p>	<p>ELA Project Team Leadership Teams. Key staff External facilitation as required.</p> <p>Teaching staff Senior Leadership team ELA Small Groups</p> <p>Key staff ELA small groups External facilitators</p> <p>Curriculum Teams</p>
<b>STUDENT ACHIEVEMENT</b>	<p>Planning and teaching process informed by achievement data.</p> <p>Principal &amp; STAR Coordinator regularly engage teams on data inquiry.</p>			<p>Executive Team, Leadership Team and External Agencies</p>

<b>PROFESSIONAL</b>	<p>Kahui Ako: Apply inquiry processes within and across schools to address achievement challenges. Establish practice across whole school, through teams.</p> <p>Continue building teacher capability and application of Cultural Competencies, with focus on Maori and Pacific learners.</p> <p>Embedding of strengths-based coaching practice in leadership staff support and guidance programme.</p>	<p>Kahui Ako: Apply inquiry processes within and across schools to address achievement challenges. Establish practice across whole school, through teams.</p> <p>Continue building teacher capability and application of Cultural Competencies. Teacher capability enhanced through PLD and support.</p> <p>Embedding of strengths-based coaching practice in leadership staff support and guidance programme.</p> <p>Review the Staff Performance and coaching programme.</p>	<p>Continue building teacher capability and application of Cultural Competencies. Teacher capability enhanced through PLD and support.</p>	<p>Lead Teachers</p> <p>Other schools</p> <p>CoL Leadership</p> <p>ELA small group</p> <p>External Agencies</p> <p>Key staff</p> <p>Key staff</p>
<b>ASSESSMENT</b>	<p>Implement Assessment &amp; Reporting Strategy, including application of SMS.</p> <p>Undertake school-wide narrative approach to Maori student achievement.</p> <p>Review the school's Priority-Target Overview (PTO) mechanism to identify areas for enhancement.</p>	<p>Apply findings of school-wide narrative to raising Maori student achievement.</p> <p>Implement refined PTO mechanism to track and enable targeted support for identified students.</p>		<p>Leadership Teams</p> <p>External and Technical support</p>
<b>RESOURCES &amp; FACILITIES</b>	<p>Staffing of school as per MoE Entitlement. Use of Operations Grant for supernumerary teachers considered in annual budget.</p> <p>Employment of Support Staff developed in annual budget, with particular consideration of SEG, TFEA and ESOL funding.</p>	<p>Staffing of school as per MoE Entitlement. Use of Operations Grant for supernumerary teachers considered in annual budget.</p> <p>Employment of Support Staff developed in annual budget, with particular consideration of SEG, TFEA and ESOL funding.</p>	<p>Staffing of school as per MoE Entitlement. Use of Operations Grant for supernumerary teachers considered in annual budget.</p> <p>Employment of Support Staff developed in annual budget, with particular consideration of SEG, TFEA and ESOL funding.</p>	<p>Principal</p> <p>Board of Trustees</p>

	<p>Projects completed as per 5YA. Undertake re-cladding of Hall for weather tightness.</p> <p>Resource Inventory schedule followed. Stock-takes as required. New and replacement purchases undertaken.</p> <p>Asset Purchase Plan followed for all Capital Expenditure. Plan reviewed and confirmed for start of next year.</p> <p>Annual Budget prepared. Accounts successfully audited.</p>	<p>Projects completed as per 5YA. New 5YA developed and approved. Complete and sign off re-cladding of Hall.</p> <p>Resource Inventory schedule followed. Stock-takes as required. New and replacement purchases undertaken.</p> <p>Asset Purchase Plan followed for all Capital Expenditure. Plan reviewed and confirmed for start of next year.</p> <p>Annual Budget prepared. Accounts successfully audited.</p>	<p>Resource Inventory schedule followed. Stock-takes as required. New/ replacement purchases undertaken.</p> <p>Asset Purchase Plan followed for all Capital Expenditure. Plan reviewed and confirmed for start of next year.</p> <p>Annual Budget prepared. Accounts successfully audited.</p>	<p>BoT, Project Managers, MoE and Principal</p> <p>Staff</p> <p>Principal &amp; Staff BoT</p> <p>EdTech, Principal/Staff Auditors and BoT</p>
<b>COMMUNITY</b>	<p>Incorporate concepts of Cultural Competencies and Culturally Responsive Practice into ELA and the Curriculum Framework.</p> <p>Continue liaison with local Maori and Pacific community. Establish a Community Engagement</p> <p>Coordinator to give importance to local voice.</p> <p>Establish and strengthen links with wider community.</p> <p>Conduct biennial Health Education Survey with community, as per legislative requirements.</p>		<p>Conduct biennial Health Education Survey with community, as per legislative requirements.</p>	<p>Principal &amp; Key Staff External support</p> <p>Key staff, Community</p> <p>Families</p> <p>Community</p>

<b>POLICY and SELF REVIEW</b>	Embed Culture and Values concepts across school. Review areas of operation.	Maintain focus on school culture, vision and values. Align school operations and practice.	Maintain focus on school culture, vision and values. Align school operations and practice.	Principal Staff Board
	Plan and prepare Self - Review plan for 2023-2025.	Implement Self Review Plan for 2023-2025.	Implement Self Review Plan for 2023-2025.	Board
	Review and Implement Board Handbook - Operating Procedures	Review Board Handbook - Operating Procedures.	Review Board Handbook - Operating Procedures.	Board
	Undertake scheduled review of Policies and Procedures.	Undertake scheduled review of Policies and Procedures.	Undertake scheduled review of Policies and Procedures.	Staff, Principal, and Board

## **CULTURAL DIVERSITY AND MAORI DIMENSION**

### **A) The school will reflect:**

#### **New Zealand's cultural diversity by:**

All cultures within the school will be valued and accepted through active encouragement of a multicultural school.

Staff members will continue to ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds.

#### **The unique position of the Māori culture by:**

The school will continue to develop our awareness of Tikanga Māori and Te Reo Māori, and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

### **B) What reasonable steps will the school take to incorporate Tikanga Māori into the curriculum?**

Classrooms and school celebrations will continue to reflect Māori culture through signage, waiata, greetings, and kapa haka as appropriate.

A school kapa haka group will continue to operate.

Programmes of learning will include components of Māori as appropriate to the topic and class level. This may involve external providers and/or local community resources. Direct teaching of Te Reo/Tikanga Māori, at a basic level, will be included in all class programmes.

### **C) What steps will be taken to provide instruction in Te Reo Māori for full time students whose parents ask for it?**

All such requests will continue to be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and availability of accommodation within the school. Where it is not possible to provide instruction in Te Reo Māori, the Board will recommend that the parent considers enrolment at either Te Kura Akona o Manurewa or Te Kura Kaupapa Māori o Manurewa.

The Everglade School Board of Trustees approves this Charter & Strategic Plan for 2022-2024

Signed (Chairperson): \_\_\_\_\_

Date: \_\_\_\_\_