



CHARTER 2021-2023

BAINESSE SCHOOL

ID NUMBER: 2341

MISSION STATEMENT

**“To develop confident, connected, actively involved
life-long learners”**

Ratified by Board of Trustees March 2021

Please Note:

This Charter has been reviewed and revised this year to align with current policy, practice and to represent what is important in our community. This involved a major review of the schools strengths, strategic goals, curriculum plan and alignment with the current New Zealand Curriculum to meet the needs of 21st century learners.

We have continued to review throughout 2020 and we have made improvements to our strategic direction so that the students at Bainesse School can learn within an atmosphere of rural values and have a curriculum design that will bring out the strengths and passions in every child so they can make maximum progress holistically.

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INTRODUCTION

Bainesse School has continued to climb in roll number to the point where it is a U2 rural primary school.

We are situated in the Manawatu District between Palmerston North and Himatangi Beach on Rangiotu Road.

Provisional Staffing Entitlement as of January 2021 is 3.60 based on a Staffing Roll of 58.

Bainesse School is a Decile 5 school and Bainesse School's current Principal is in his seventh year at this school.

Bainesse in recent years has attracted diverse learners who feel understood and safe within the school.

The students and families here are very happy with the performance of our school as highlighted by the data received through our annual consultation survey.

The last six years have seen the school roll steadily grow from 37 students in 2015 to the current number of 60. Our Maori/Pacific roll currently sits at 30%.

BACKGROUND

SCHOOL CULTURE

Bainesse School is a small country school with rural traditions. The school is warm and welcoming and the children have strong peer relationships and strong bonds with their teachers. The staff at Bainesse School for 2021 includes one teacher who works .7 in conjunction with the Principal in the senior class. Our other two teachers are fully registered. Both of these teachers have now been at Bainesse Primary for three years. The principal remains, while the two support staff from 2020 will continue on as well. We have a caretaker who possesses an array of skills, while our teacher aide performs the dual role of teacher aide/office administrator. Our teaching and support staff have strengths and passions which will continue to support the strategic direction of our school. The school's culture is founded on our RURAL + values: **Respect, Understanding, Resilience, Actions, Loyalty and Positivity**. These qualities are very evident and are often commented on by our visitors. This culture is actively promoted by the parents and caregivers, Board of Trustees, Principal, teachers and support staff. Our values are in every room and on our fence to ensure they are well recognised and embedded.

SCHOOL COMMUNITY

The Bainesse school community is supportive of our school and its programmes and activities which is evident by a large percentage of parents, caregivers and wider community at school events and gatherings. Parents are able to attend our fortnightly school assemblies, sports days, special events and assist with class programmes and excursions. Our 'Friends of School' and 'Play Group' are active groups within our school and community who support the school financially and socially. Many new students come from the 'Play Group' which occupies our school house. Our community also has a local Marae; Te Rangimarie. The school is part of the Te Kawai cluster of 9 schools and annual sporting, cultural and professional development events are held each term. Facilities like the Rangiotu Memorial Hall are utilised for cultural events, Arts Festivals and prize-givings.

Our school has had links with the local Iwi: Rangitane. This association will be strengthened, reviewed and developed throughout 2021.

PERSONNEL

With regards to our teaching staff, two of our teachers are beginning their fourth year at Bainesse School this year while the principal release teacher is in her third year. Our support staff is a mix of one experienced member of staff while one is also in his third year this year. Our teachers planning will include implementing exciting holistic programmes in their chosen areas of interest and expertise.

Our school will run a flexible “Stages not Ages” type hierarchy within our classrooms, whereby students will be placed in the three classrooms with their academic levels and social maturity in mind. We have two full-time teachers, both in permanent roles. Our release teacher is also in a permanent role. We begin the year with one part-time fixed term teacher aide who works with children who have very high learning needs. She is also our part time office administrator. Our other support staff member, the caretaker, will hold a fixed term part time position within the school. We have a fixed term cleaner as well which will bring us to 7 staff members in total.

The Board of Trustees is currently made up of three elected members from the community with a co-opted secretary/staff representative and the Principal. Our Board are becoming more familiar with their roles and take these roles very seriously.

PROFESSIONAL DEVELOPMENT

Being a small rural school professional development often has its limitation in terms of numbers and funding. As part of the Te Kawau Cluster each term professional development and quality conversations occur. A number of our cluster schools are also quite a long way through the ‘Community of Schools’ process. We as a school considered joining a CoL but instead continue to choose professional development that is pertinent to our needs.

The Board of Trustees continues to make professional development a priority by making funds available to us through the budget. The focus area during 2020 was Junior reading, with excellent student achievement results occurring at the end of the year, along with in depth analysis of target students occurring on an on-going basis throughout the year. We also continued bringing the way we report to parents into the modern age by implementing the See-Saw app. This continues to be well received by our parental community. Our teachers commit to regular Administration/System meetings and fortnightly Professional Learning Group sessions where we discuss students, self-review needs, changes to education and professional learning among other areas.

Professional development for 2021 will continue to focus on phonemic awareness programmes, along with digital technology sessions through the Digital Circus and outside providers.

FACILITIES

Our school currently has three classrooms in operation which year level-wise are mainly split into Year 0-2, 3-5 and 5-8. Our junior room currently has 13 students, our middle room has 23, while our senior room also has 24.

Our school hall has had stage 1 completed of its proposed 3 stage upgrade. The senior playground is frequently utilised by our children while a junior amenity is available as well. We have a slide that our school is well known for, spacious grounds including a large field, as well as a large number of ‘rural projects’, revolving around our garden, hillside and tunnel house.

2020 was a huge year with regards to the redevelopment of both our Junior and Middle classrooms as well as our playground facilities. The School House is currently used by our playgroup which has varying numbers of young children attending (usually between 4-6).

BAINESSE SCHOOL SLOGAN

2021

BAINESSE SCHOOL MOTTO

Rural Excellence, Rural Pride, Rural +

**Taiwhenua hiranga.
Taiwhenua taonga whakahī,
Taiwhenua āhuatanga**

BAINESSE SCHOOL MISSION STATEMENT

To develop confident, connected, actively
involved life-long learners

BAINESSE SCHOOL VALUES

RURAL + = Respect, Understanding,
Resilience, Actions, Loyalty and Positivity

BAINESSE SCHOOL KEY COMPETENCIES

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



RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Bainesse School, as appropriate to its community, will develop policies and practices that reflect New Zealand's cultural diversity and unique position of the Maori. In recognising the unique position of Maori, Bainesse School will take reasonable steps to provide teaching Tikanga Maori and Te Reo Maori for students.

To achieve this Bainesse School will provide:

- Inclusive practices with Maori special needs students
- Integrative and specific teaching and learning programmes
- Acknowledging the differing learning styles of Maori students
- The provision of Kapa Haka for all students
- Singing the National Anthem in both languages
- Ensuring that Teachers' planning incorporates aspects of Maori
- Taking guidance from Ka Hikitia: Managing for Success
- Professional Development – Ka Hikitia: Managing for Success
- A budget for the purchase of Maori resources
- Consultation with the Maori community
- Modelling of Te Reo in the newsletter, assemblies, and classroom commands. Utilise Maori performing groups in community
- Yearly visit to local Marae and stay over every second year
- Collation of achievement data to identify needs
- Respect of the Treaty of Waitangi policy
- The constant referral to the Hautu tool at Board level

Maori achievement is identified through assessment procedures and reported on mid-year and annually to the Board of Trustees and the school community.

INCLUSIVE PRACTICES AND CATERING FOR ALL

Bainesse School, as appropriate to its community, will develop policies and inclusive practices that cater for all students whatever their needs. As a school we recognise that all students are unique and some require adaptive programmes to access the curriculum and become successful learners.

To achieve this Bainesse School will provide:

- A current special needs register
- Alternative and adaptive programmes for students identified with special needs
- Integrative and specific teaching and learning programmes
- Ensuring that Teachers' planning incorporates and identifies students with special needs
- Acknowledging the strengths and passions of students identified with special needs
- Liaising with outside and government agencies for support and guidance
- IEP's developed for students needing to access the curriculum in differing ways
- Positive partnerships with parents and caregivers of students identified with special needs
- A responsive attitude to programmes to ensure all students have access to opportunities
- Our student data will be kept updated for all students to help teachers cater for all needs

BAINESSE SCHOOL STRATEGIC PLAN

2021-2023

Introduction:

At Bainesse School the Strategic Aims give a clear strategic direction for the school and community and link directly to our NEGs and NAG one, two three, four and five. The Aims have been refined and the strategic direction revised from the 2020 Charter document.

Decisions were made from:

1. Actions which relate to recommendations contained in 2019 ERO reporting and current practices from the Education Review Office and Ministry of Education directives.
2. Actions which relate directly to the direction of the school for the next three years to improve learning outcomes for all students.
3. Actions which relate to Community Consultation Summaries.
4. Actions which relate to revised directions and the Aims/Objectives for students to gain success as holistic learners.
5. Actions which reflect the local environment and authentic teaching and learning programmes establishing the “Bainesse Way” and Rural+ values.

**BAINESSE SCHOOL
STRATEGIC PLAN 2021-2023**

RURAL SCIENCE

NEG: 1, 2, 3, 5

STRATEGIC AIM ONE

“To have all students contribute to planning, implementation and change through the Community Action Groups”

2021 NEXT STEPS	WHAT? (NEEDED)	WHO? (ACTION)
ONE HOUSE LEADERS GUIDE THEIR GROUPS INDEPENDENTLY	MOTIVATION/DIRECTION INITIALLY BEFORE ENCOURAGING INDEPENDENCE	HOUSE LEADERS TEACHERS IN CHARGE OF HOUSES
TWO STUDENT SELF-REVIEW OF PROCESSES TO MAKE THEM MORE EFFICIENT	STUDENTS SHOWN HOW TO CARRY OUT SELF-REVIEW PROCESSES	HOUSE LEADERS TEACHERS IN CHARGE OF HOUSES
THREE STAFF REVIEW & REFLECTION REGARDING CAG'S.	STAFF MEETINGS WITH CAG REFLECTION INCORPORATED	PRINCIPAL TEACHERS

ICT DEVELOPMENT

NEG: 1, 2, 3, 5

STRATEGIC AIM TWO

“Continued development and sustainability of students ICT skills to enhance learning and achievement.”

2021 NEXT STEPS	WHAT? (NEEDED)	WHO? (ACTION)
ONE MAINTAIN HARDWARE/SOFTWARE	FUNDING APPLICATIONS	PRINCIPAL & TEACHERS
TWO DIGITAL CIRCUS PD FOR TEACHERS WHERE APPLICABLE (SEE-SAW)	PD FUNDING	BOT BUDGET ICT PROFESSIONAL DEVELOPMENT – ONLINE AND THROUGH DIGITAL CIRCUS (TEACHERS)
THREE STUDENTS CONFIDENT ON APS USING EQUIPMENT TO CAPTURE EVIDENCE	TIME USING APS AND FOLLOW ASSEMBLY PRESENTATIONS	TIMETABLE (TEACHERS)

21ST CENTURY LEARNING

NEG: 1, 2, 4, 5, 6, 7, 8, 9, 10

STRATEGIC AIM THREE

“Maintain continued reporting through the See-Saw Ap as a tool to keep parents regularly updated with progress in all of the core and associated curriculum areas.”

2021 NEXT STEPS	WHAT? (NEEDED)	WHO? (ACTION)
ONE TRACKING REPORTING	TEMPLATE OF AREAS BEING REPORTED AND FREQUENCY	TEACHERS & PRINCIPAL
TWO PROGRAMME & INTEGRATE SEE-SAW REPORTING INTO TEACHING PROGRAMMES REGULARLY	HIGHLIGHT OR ADD TO PLANNING WHAT HAS BEEN REPORTED ON SEE-SAW	PRINCIPAL & TEACHERS
THREE PROFESSIONAL DEVELOPMENT REFRESHER	A FREQUENT USER OF SEE-SAW WILLING TO COME IN AND SHOW US IT'S FURTHER POTENTIAL	PRINCIPAL & TEACHERS

Achieving Targets – NAGs

1. To advance student achievement through quality planning, evaluation, reporting and professional development. (NAG #2)
2. To advance student achievement through quality personnel appointment and development (NAG #3)
3. To advance student achievement through quality financial property and health and safety management (NAG #4/5)

STRATEGIC AIM 1		
KEY COMPETENCY FOCUS Participating and Contributing Relating to Others	CURRICULUM AND KEY COMPETENCY FOCUS Science/Technology Using language, symbols and texts Thinking	COHORT FOCUS One: All Students Two: Year 5-8 students
<p>BACKGROUND DATA 2020 Last year community action groups continued to function relatively efficiently. Our students are deriving a lot of benefit from these tasks, particularly with regards to learning about contributing to their local context and the associated Rural Science learning that comes with the garden and composting jobs. House Leaders also displayed great leadership skills throughout the year and took great pride in the responsibility of leading their respective students.</p>	<p style="text-align: center;">TARGET ONE/TWO</p> <p style="text-align: center;"><i>“To have all students contribute to planning, implementation and change through the Community Action Groups”</i></p> <hr/> <p style="text-align: center;">LINK TO LOCAL PRIORITY:</p> <p style="text-align: center;">ONE</p> <p>To offer unique RURAL + programmes and provide opportunities to develop the learning capabilities of all students</p> <p style="text-align: center;">FOUR</p> <p>To provide educational, social, cultural, sporting, EOTC opportunities and competitions within the Te Kawau group, the wider Manawatu and Nationally</p>	<p style="text-align: center;">ACHIEVED OUTCOME (ACTUAL RESULT)</p> <p>The issue with finishing tasks at different times continues to be problematic as students are left with ‘idle time’. More thought will need to be put into the development of ‘extra tasks’ so students are busy for the full fifteen minutes.</p> <p>Apart from this issue, everything ran smoothly and the gardens, composting, recycling, etc were all completed to a good standard.</p>
<p>ACTIONS</p> <ul style="list-style-type: none"> - STUDENTS MEET EVERY SECOND THURSDAY TO PLAN AND IMPLEMENT CHANGES DURING COMMUNITY ACTION GROUP TIME - TEACHERS MONITOR GROUPS AND GUIDE/MONITOR CLOSELY - LEADERSHIP GROUP GIVEN DIRECTION AND INPUT SOUGHT FROM THEM - FUNDING SOUGHT FOR COMMUNITY ACTION GROUP CHANGES - LOCAL EXPERTS/SCIENTISTS VISIT - SCIENCE TRIPS THROUGH RURAL SCIENCE/INQUIRY TOPICS - STUDENTS LEARNING SCIENTIFIC METHODS IN SMALL GROUPS 		<p>ANALYSE / REFLECTION (SO WHAT NEXT?)</p>

STRATEGIC AIM 2		
VALUE FOCUS	CURRICULUM AREA AND KEY COMPETENCY FOCUS	COHORT TARGET
Respect Actions	Technology All Curriculum areas Managing Self	Three: All students
BACKGROUND DATA 2020 Due to the implementation of the new Digital curriculum our staff spent time going through the Ministry modules that were on line to get 'up to speed' with the new document and how it could be put into practice. Our stock of digital resources also required an update with some chrome books and I-Pads deteriorating to the point where they were no longer useful and the need to increase the ratio of digital technology per student.	TARGET THREE <i>"Continued development and sustainability of students ICT skills to enhance learning and achievement."</i>	ACHIEVED OUTCOME (ACTUAL RESULT) We purchased multiple chrome books and I-Pads through the use of fundraising and Board funds to ensure we have a ratio of 1 per every two students. As a staff we carried out professional development throughout the year in conjunction with the Digital Circus company. This professional development was Ministry funded as we were successful in gaining 40 hours through a PLG application.
	LINK TO LOCAL PRIORITY: TWO Form positive partnerships and build strong relationship skills through a connected curriculum.	
ACTIONS <ul style="list-style-type: none"> - MAINTAIN IPADS TWICE A YEAR - KEEP CHROMEBOOKS MAINTAINED - PURCHASE APPROPRIATE APS THROUGH GOOGLE APS FOR EDUCATION - UPSKILL STUDENTS WITH CURRENT APS AND PROGRAMMES - PD FOR TEACHERS THROUGH DIGITAL CIRCUS - STUDENTS USE ICT TO CAPTURE EVIDENCE OF THEIR LEARNING THROUGH SEE-SAW - TEACHERS GIVEN PROFESSIONAL DEVELOPMENT ON THE NEWLY INTRODUCED DIGITAL CURRICULUM - STUDENTS USE IPADS TO INCREASE LITERACY AND NUMERACY OPPORTUNITIES THROUGH LSF AND RTLB SERVICES - SMALL GROUP DIGITAL SKILLS 		ANALYSE / REFLECTION (SO WHAT NEXT?)

STRATEGIC AIM 3		
KEY COMPETENCY FOCUS	CURRICULUM AREA FOCUS	COHORT FOCUS
<p>Managing Self Thinking</p>	<p>The Arts PE and Health</p>	<p>Four: All students below and well below National Standards in reading, writing and maths. Five: Maori Students, Special Needs Students, Pacifica Students, Low achieving Students</p>
<p>BACKGROUND DATA 2020 See-saw was in its second year of use at our school last year and was particularly useful during the period where we were in lock-down. Parents are continuing to engage with their children and teachers through this Ap.</p>	<p>TARGET FOUR/FIVE <i>“ Maintain continued reporting through the See-Saw Ap as a tool to keep parents regularly updated with progress in all of the core and associated curriculum areas.”</i></p>	<p>ACHIEVED OUTCOME (ACTUAL RESULT) Due to the disruptive year we had last year, PD regarding See-Saw was unable to be sourced. We will look to rectify this during 2021. Tracking of this reporting still requires some development to ensure coverage of all of the key core curriculum areas.</p>
	<p>LINK TO LOCAL PRIORITY: THREE For all students to show progress in Literacy and Numeracy achievement within teaching and learning programmes. ONE To offer unique RURAL SCIENCE programmes and provide opportunities to develop the learning capabilities of all students.</p>	
<p>ACTIONS</p> <ul style="list-style-type: none"> - PLG MEETINGS - PLANNED PROFESSIONAL DEVELOPMENT TO INCREASE KNOWLEDGE - CONTINUE TO STRENGTHEN IDENTIFICATION OF STUDENTS IN NEED AND FORM PARTNERSIPS BETWEEN HOME AND SCHOOL - TRACKING SHEETS TO BE DEVELOPED TO MONITOR AREAS BEING REPORTED AND THEIR FREQUENCY 		<p>ANALYSE / REFLECTION (SO WHAT NEXT?)</p>

LOCAL PRIORITY ONE

Continue to offer unique RURAL SCIENCE programmes and provide opportunities to develop the learning capabilities of all students.

That all students will participate fully in the life of the school with their identified strengths achieving success for them as individuals.

LOCAL PRIORITIES

Local Priorities will be identified through:

Data gathering, observations and self-review in consultation with staff, community and our Board of Trustees.

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines Framework.

LOCAL PRIORITY TWO

Form positive partnerships and build strong relationship skills through a connected curriculum.

LOCAL PRIORITY THREE

For all students to show progress in Literacy and Numeracy achievement within teaching and learning programmes.

LOCAL PRIORITY FOUR

To provide educational, social, cultural, sporting, EOTC opportunities and competitions within the Te Kawai group, the wider Manawatu and Nationally.

LOCAL PRIORITY FIVE

To promote an inclusive rural community atmosphere and traditional RURAL + values to ensure Baines is the school of choice.

LOCAL PRIORITY AIM		
VALUE FOCUS	KEY COMPETENCY AREA	COHORT FOCUS
Understanding Positivity	Participating and Contributing	All students with identified needs
<p>BACKGROUND DATA 2020 Our school continues to provide far more academic, sports and cultural opportunities than is expected from most schools. We do this to ensure every student is gaining multiple opportunities to ‘shine’ in the areas they are strong in. It also makes school far more stimulating to have numerous events to look forward to among the normal school days.</p>	<p>TARGET SIX</p> <p><i>“That all students will participate fully in the life of the school with their identified strengths achieving success for them as individuals”</i></p>	<p>ACHIEVED OUTCOME (ACTUAL RESULT) Our traditional events were able to be maintained for the most part, with the Co-Vid break only cancelling our Te Kawau Cross Country and meaning we had to record our Matariki presentation. The results of our students in interschool events continue to be outstanding, winning the Top Schools event this year and the interschool swimming trophy.</p>
	<p>LINK TO LOCAL PRIORITY: FIVE</p> <p>To promote the rural school family atmosphere and traditional RURAL + values so Bainesse is the school of choice</p>	
<p>ACTIONS</p> <ul style="list-style-type: none"> - COLLECT WHANAU VOICE ABOUT THEIR LEARNERS STRENGTHS DURING PARENT INTERVIEWS - CONTINUE TO EMBED THE RURAL + VALUES - MONITOR STUDENTS MOTIVATION AND ENGAGEMENT - SELF-REVIEW OF SCHOOL EVENTS WITH STUDENT INPUT - USE IEP, AGENCIES AND NETWORKS TO GAIN FUNDING FOR SPECIAL LEARNING AND BEHAVIOUR NEEDS - DEVELOP LEADERSHIP POTENTIAL - IDENTIFY STUDENTS STRENGTHS AND OFFER OPPORTUNITIES TO EXCEL IN IDENTIFIED AREAS: KAPA HAKA, ARTS, SCIENCE, SPORT: EXPERT COACHING, FESTIVALS, RURAL SCIENCE: – GARDENS - KEEP THE TRADITIONS: AG DAY, MATARIKI, ETC 		<p>ANALYSE / REFLECTION (SO WHAT NEXT?)</p>

Curriculum Focus NAG 1

Writing/Reading/Science

Use of the House of Science being provided through the Horowhenua area

Junior & Middle class phonemic awareness programmes continued

Continued ICT development and purchase – See-Saw & I-Pads

Staff Development NAG 3

Reading/Writing/Digital Technologies:
Digital Circus PD/Peer School
Moderation/E-Asttle

ICT: See-Saw programme
Online learning modules

Individual professional development catered to staff needs

PLG and TODs

Health and Safety NAG 5

Regular safety audits and reports
(1 per term)

Review evacuation procedure and hold regular practices
(1 per term/per emergency)

Hazards Register

Continually update the Health and Safety Portfolio and policies

Ensure water testing and pool testing are carried out regularly

Personnel NAG3

Revise the Bainesse School Performance Management System to appraise staff performance in line with new regulations.

Have regular staff meetings for increased communication/continuity timetabled into school day

Administration Meetings/PLG separate

Regular classroom observations

School Review NAG 2/2A

Review policies and procedures as per revised 3 year; Self Review Cycle

Review curriculum statements and programmes as stated in the Curriculum Review Plan

Review achievement and alignment with Bainesse School Standards – assessment tools and look to revise them

Complete variance report

Bainesse School Annual Plan 2021

This is the Annual Plan for Bainesse School for 2021.

It outlines the areas we have prioritised for our budget, staff training and major curriculum focus.

These actions will combine to have a positive impact on student achievement.

The School Charter, Strategic Plan, Self-review Schedule (Policies and Procedures) and Curriculum Delivery Plan all assist us in meeting our annually updated goals.

These documents are available at school for you to view.

Property NAG 4

School Hall up-grade funding process continued with only next two stages required

Community Action Groups: Compost, rubbish, PE shed, recycling with planned changes implemented

Remaining 5 year property plan funding to be utilised for school swimming pool upgrade and staffroom alterations to create more room.

Finance NAG 4

Meet audit requirements and deadlines FOS/Fundraising money/Grant applications

Continue to put funds aside for cyclical maintenance and as security for future unforeseen costs

Continue to monitor our financial systems closely and work with Education Services to ensure improvements are implemented where necessary

Community Partnership

School events reported to community and news media

Te Kawau Cross Country

Swimming sports, cross country, school production, Agricultural Day and end of year prize giving

Communication: Term calendar

Rural Family Celebrations: one per term

Marae Visit/Stay over – liaise with local Iwi

Newsletter/parent information meetings

School Production

Legislation and Administration NAG 6/7

Meet all MoE and government legal obligations

Complete Charter/Analysis of Variance/Standards Reports: March 1 Annual Report completed
Meet all deadlines

Board Development NAG 2

Board training as available for all BOT members – NZSTA

Use of self-review tools/BOT cycle

NEGS/NAGS focus for 2021

ANNUAL ACHIEVEMENT AIMS:

1. To advance student achievement through quality teaching and learning. (NAG #1).

Objectives:

- to advance learning through annual student achievement targets related to National Standards
- to cater for the individual needs of children
- to provide professional learning and implement the Bainesse School Curriculum
- to consult with the school community and share the development of the Bainesse School Curriculum

Broad Student Achievement Targets:

- **Student Achievement Target One** – *“Students will be achieving at or above the Bainesse Standards for Writing and target students will be making accelerated progress towards the National Standards.”*
- **Student Achievement Target Two** – *“Students will be achieving at or above the Bainesse Standards for Reading and target students will be making accelerated progress towards the National Standards.”*
- **Student Achievement Target Three** – *“That all students will be achieving at or above the Bainesse Standards in Numeracy and Mathematics.”*

Specific Student Achievement Targets:

- **Student Achievement Target Four** – *“For our six students in this year’s Year 2-4 group who are currently below the standard in Writing to show accelerated progress to move into the ‘at’ category.”*
- **Student Achievement Target Five** – *“For our six students in this year’s Year 2-4 group who are currently below the standard in Reading to show accelerated progress to move into the ‘at’ category.”*
- **Student Achievement Target Six** – *“For our four students in this year’s Year 4-5 group who are currently below the standard in Numeracy to show accelerated progress to move into the ‘at’ category.”*

2. To advance student achievement by providing a safe physical and emotional environment. (NAG #5/6)

Objectives:

- to provide a safe physical and emotional environment: Health and Safety checks every term/Evacuation procedures with termly checks
- to effectively manage changing legislation
- to keep facilities and spaces maintained for learning in line with our strategic direction

Development Areas:

- Swimming pool relining
- Hall upgrade
- Staffroom redevelopment

ANNUAL ACHIEVEMENT AIM 1 To advance student achievement through quality teaching and learning. (NAG #1).		
CURRICULUM FOCUS WRITING	CURRICULUM AND KEY COMPETENCY AREA English – Writing Using Language, Symbols and Text	COHORT FOCUS - 2021 6 students total Year 2 - 3 Year 3 – 1 Year 4 - 2
<p>BACKGROUND DATA QUALITATIVE Last year saw writing as our top ranked core curriculum area with a school wide level of 97% at and above required levels. The goal for 2020 would be to aspire to end the year as close to this grade again as possible, but realistically it was always going to be hard to attain due to the transitional nature of our country school and the fact that 97% is higher than what one would normally expect.</p> <p>QUANTITATIVE 2020 DATA WELL BELOW: 0 students - 0% BELOW: 11 students - 18% AT: 44 students - 71% ABOVE: 7 students - 11%</p>	<p>TARGETS ONE & FOUR <i>"Students will be achieving at or above the Baines Standards for Writing and targeted students will be making accelerated progress towards the National Standards."</i> <i>"For our six students in this year's Year 2-4 group who are currently below the standard in Writing to show accelerated progress to move into the 'at' category."</i></p> <p>LINK TO LOCAL PRIORITY: THREE For all students to show progress in literacy and numeracy achievement within teaching and learning programmes</p>	<p>ACHIEVED OUTCOME (ACTUAL RESULT) Positive results were achieved in the writing area with school wide levels of 71% (44 students) of students being 'at' the required level and another 11% (7 students) of students being 'above' the level required. This was a combined result of 82% at and above the standard required.</p> <p>With regards to the cohort focus/target group of two students, one of the two students who was below made it to the 'at' level by the end of 2020, which meant he had made accelerated progress. The other student has closed the gap and will continue to be monitored.</p>
<p>ACTIONS</p> <ul style="list-style-type: none"> - MONITOR CHANGES FROM 2020 CURRICULUM REVIEW - PLG PROFESSIONAL DISCUSSIONS - NEW WRITING RESOURCES: FUNDING - LINKS BETWEEN READING AND WRITING PRACTISED AND EVIDENCED IN TEACHER PLANNING - LIZ KANE PD INITIATIVES IMPLEMENTED INTO TEACHING AND PLANNING THROUGHOUT 2021 		<p>ANALYSE / REFLECTION (SO WHAT NEXT?) We have been through E-Asttle training previously but a refresher would be beneficial just to keep current practices up to date. PACT may also be worth investigation to see whether it is of assistance as well.</p> <p>Of the target group, only one student didn't make it to the 'at' level and this student will be tracked again through 2021 as to the progress he makes.</p>

ANNUAL ACHIEVEMENT AIM 1 To advance student achievement through quality teaching and learning. (NAG #1).		
CURRICULUM FOCUS READING	CURRICULUM AND KEY COMPETENCY AREA English – Reading Using Language, Symbols and Text	COHORT FOCUS 6 students total Year 2 – 3 Year 3 – 1 Year 4 - 2
<p>BACKGROUND DATA QUALITATIVE Having now had two full years of implementing the Liz Kane phonemic awareness programme, results are really starting to show through. We have noticed a large increase in the reading skills of our Junior students in particular and have also continued to invest a sizeable amount of funds into the resources that support this programme.</p> <p>QUANTITATIVE 2020 DATA WELL BELOW: 0 student = 0% BELOW: 11 students = 18% AT: 37 students = 60% ABOVE: 14 students = 22%</p>	<p style="text-align: center;">TARGET TWO</p> <p><i>“Students will be achieving at or above the National Standard for reading and target students will be making accelerated progress towards the National Standards.”</i></p> <p><i>“For our six students in this year’s Year 2-4 group who are currently below the standard in Reading to show accelerated progress to move into the ‘at’ category.”</i></p> <p style="text-align: center;">LINK TO LOCAL PRIORITY:</p> <p style="text-align: center;">THREE</p> <p>For all students to show progress in literacy and numeracy achievement within teaching and learning programmes</p>	<p style="text-align: center;">ACHIEVED OUTCOME (ACTUAL RESULT)</p> <p>The results achieved in the reading area were very pleasing with school wide levels of 60% (37 students) of students being ‘at’ the required level and another 22% (14 students) of students being ‘above’ the level required. This was a combined result of 82% at and above the standard required.</p> <p>There were two cohort focus/target groups of four students in Year 2-4 and 3 students in Year 7 for 2020. Three of the seven students who were below made it to the ‘at’ level by the end of 2020, which meant they had made accelerated progress. The other four will continue to be monitored during 2021.</p>
<p>ACTIONS</p> <ul style="list-style-type: none"> - MONITOR CHANGES FROM 2020 CURRICULUM REVIEW AND TEACHING AS INQUIRY FINDINGS - PLG PROFESSIONAL DISCUSSIONS - NEW READING RESOURCES: FUNDING - HOME LEARNING REINFORCED - LINKS BETWEEN READING AND WRITING PRACTISED AND EVIDENCED IN TEACHER PLANNING - PHONEMIC AWARENESS PROGRAMME AND THE CODE SPELLING PROGRAMME CONTINUE TO BE IMPLEMENTED 	<p>ANALYSE / REFLECTION (SO WHAT NEXT?)</p> <p>Our staff are now very competent and confident in their abilities with regards to the utilisation of the Liz Kane reading programme. We will continue to invest in this programme and will look to investigate how other schools are utilising it as well. We have balanced our approach at the Junior to Middle levels with comprehension activities being included as well to ensure decoding isn’t the only focus.</p> <p>The four students in the target group who didn’t make the ‘at’ level for reading will be tracked again throughout 2021.</p>	

ANNUAL AIM ACHIEVEMENT 1 To advance student achievement through quality teaching and learning. (NAG #1).		
CURRICULUM FOCUS NUMERACY	CURRICULUM AND KEY COMPETENCY AREA Mathematics and Statistics Using Language, Symbols and Text	COHORT FOCUS 4 students total Year 4 – 3 Year 5 - 1
BACKGROUND DATA QUALITATIVE Numeracy scores have once again been consistently high, usually scoring between the 80-90 percentiles. It continues to be the curriculum area with the smallest margin between our boys and our girls. QUANTITATIVE 2020 DATA WELL BELOW: 0 student = 0% BELOW: 11 students = 18% AT: 36 students = 58% ABOVE: 15 students = 24%	TARGETS THREE & FIVE <i>"That all students will be achieving at or above the National Standards in Numeracy and Mathematics."</i> <i>"For our four students in this year's Year 4-5 group who are currently below the standard in Numeracy to show accelerated progress to move into the 'at' category."</i> LINK TO LOCAL PRIORITY: THREE For all students to show progress in literacy and numeracy achievement within teaching and learning programmes	ACHIEVED OUTCOME (ACTUAL RESULT) School wide levels in Numeracy were 58% (36 students) being 'at' the required level and another 24% (15 students) being 'above' the level required. This was a combined result of 82% at and above the standard required. This score is only 3% down on last year which is a tiny margin. With regards to the cohort focus/target groups of three Year 2-3 students and three Year 6-7 students, three made it to the at level by the end of 2020 which was a 50% strike rate. The other three will continue to be monitored throughout 2021.
ACTIONS <ul style="list-style-type: none"> - TESTING/ASSESSMENT AND MONITORING USING BAINESSE IKAN/NUMP RESOURCES - STUDENTS GIVEN TASKS AT APPROPRIATE STAGES/LEVELS - HOME LEARNING - TA USED TO TARGET STUDENTS WELL BELOW - TARGET GROUPS SET UP AND REGULARLY MONITORED - MATHEX FOR GIFTED AND TALENTED - SPECIFIC APS PURCHASED TO BOOST BASIC FACT RECALL AND NUMBER KNOWLEDGE 	ANALYSE / REFLECTION (SO WHAT NEXT?) As stated, 85% is still a healthy outcome in any curriculum area, however, we will look to build further on this level again next year. Extra assistance will continue to be given to the three target students who were very close to making the 'at' level. As is always the case in a small school, allowances can be made for some shifts in percentages due to some students transitioning in throughout the year and in some cases, students who were strong in an area, transitioning out.	

SUPPORTING DOCUMENTATION

The following documentation supports us in improving student achievement;

- Bainesse School Curriculum
- BOT Self Review Cycle
- Assessment and Evaluation plan
- Policies and Procedures
- Professional Learning and Development plan

The following documentation supports us in developing good management practices and effective organisational systems:

- Performance Management System (appraisal) plan
- Annual budget
- Procedures for controlling/monitoring expenditure
- Five/Ten year property plan
- Strategic Plan

PROCEDURAL INFORMATION

- Bainesse School will lodge a copy of its annually updated charter with the Ministry of Education by March 1.
- Bainesse School will lodge a copy of its Reports on Student Achievement Targets with the Ministry of Education along with the Variance Report by March 1.
- Bainesse School consults with its community, including our Maori community, regularly as a part of its cycle of self- review. Consultation may include; newsletters, meetings, surveys, consultation evening, strategic plan.
- Targets for student achievement will be identified by staff in consultation with parents and the BOT and in relation to the Bainesse School and expected National standards.
- A copy of the school's charter will be available to parents at the school office and on the school's website – www.bainesse.school.nz

School Board Objectives

Our Board of Trustees is committed through this document to ensuring that:

Every student at the school is able to attain their highest possible standard in education achievement; and that our school:

*Is a physically and emotionally safe place for all students and staff

*Gives effect to relevant student rights

*Takes all reasonable steps to eliminate racism, stigma, bullying, and any forms of discrimination within our school

Our school is inclusive of, and caters for, students with differing needs; and our school gives effect to Te Tiriti o Waitangi including by:

*Working to ensure plans, policies and local curriculum reflect local tikanga Maori, matauranga Maori and te a o Maori

*Taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori

*Achieving equitable outcomes for Maori students