








School Charter

Lake Rotoma School

2020 - 2022

Principals' endorsement:	Jackie Meha
Board of Trustees' endorsement:	Jonnette Mead
Submission date to Ministry of Education:	

Lake Rotoma School 2020 - 2022
Introductory Section - Strategic Intentions

Vision	<p>“Na to rourou, na taku rourou, ka ora ai tatou” With your knowledge and our knowledge we will flourish</p>
Values	<p style="text-align: center;"><i>Integrity</i> <i>Kindness</i> <i>Honesty</i> <i>Respect</i></p> <div style="text-align: center;">  </div>
Principles	<p style="text-align: center;"><u><i>Nga Ngaru o te moana - “Like the waves of the lake”</i></u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Te Taha Whanau </div> <div style="text-align: center;">  Te Taha Hinengaro </div> <div style="text-align: center;">  Te Taha Wairua </div> <div style="text-align: center;">  Te Taha Tinana </div> </div> <p>Lake Rotoma is a school that sees education of children as a-</p> <ul style="list-style-type: none"> • holistic process that is much more than mastery of the academic skills of literacy and numeracy. • the health of children and staff is supported and developed as part of learning. • The school therefore follows the principles of Professor Mason Drurie’s health philosophy Te Whare Tapa Wha. <p>Te Taha Wairua (Spirituality)</p>

	<p>Without spiritual awareness a child can lack in wellbeing and be prone to more health issues. Wairua also encompasses relationships with the environment, with other children and adults and with heritage.</p> <p>Te Taha Hinengaro (Mental) Thoughts, feelings and behaviour are vital to health in Te Ao Māori. Communication through emotions and unspoken signals is more meaningful than the exchange of words. For an individual to think firstly of themselves is considered unhealthy.</p> <p>Te Taha Tinana (Physical) The body and things associated with it are Tapu. Common practices are identified as healthy and unhealthy. Personal space and respect for the personal space of others contributes to an atmosphere of respect and acknowledgement.</p> <p>Te Taha Whanau (Family) The primary system for physical, emotional and cultural support is the extended family / whanau. Whanau contributes to a person's wellbeing and identity: everyone has a place and a role to fulfil in their own whanau. Personal strength and maturity derive from common bonds and shared environments.</p>
<p>Māori Dimensions and Cultural Diversity</p>	<p>The significant proportion of students at Lake Rotoma School are Māori. Therefore, all students are provided with experience in and understanding of cultural traditions, language, local and national history. The Board of Trustees ensures that all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori at each level throughout the school. Lake Rotoma School is located in an area with valuable taonga that originates and celebrates the kaitiaki and tangata whenua of the district. This is strengthened in the shared whakapapa with the other schools in the immediate vicinity. The Lake Rotoma School curriculum includes components of Tikanga Māori as appropriate to the topic and class level including the history and culture of the people and places in the local area.</p>

School Context

Student Achievement

Student achievement data in 2020 indicated that overall 8/10 students are achieving within their curriculum level in mathematics. Overall 7/10 students are achieving within their curriculum level in reading. Overall 7/10 students are achieving within their curriculum level in writing.

Student Engagement

In 2020 attendance of students were good.

Whanau Engagement

In 2017, 2018, 2019 & 2020 whanau engagement has been great. Whanau attend school events throughout the year. Informal gatherings gain more engagement. We engage with whanau via social media networks, newsletters, website, phone calls, home visits, face to face, parent-teacher conferences.

School Community

Our school community includes the following groups of people as they make huge contributions to our school and highlight our strong links with the local iwi and hapu of which our school curriculum stems from: Te Tahuna Trust, Tautara Matawhaura Trust, Rotoma No.1 Trust, Fire Brigade, Ngati Pikiao Runanga, Local Marae, local hapu, local iwi, experts in different areas of knowledge within Rotoma, local kaumatua, and school whanau.

Health & Safety

In accordance with the new requirements of Health and Safety a number of changes were made in 2017. New Board policy was adopted.

School Organisation and Structures

Personnel: M.O.E allocated staffing for 2021 is 1.3. Teaching Staff for 2021 remains at 1.3.

- One officer administrator employed for 6 hours per week was appointed.
- We have one cleaner with 6 hours per week.
- One teacher Aide is employed for 27.5 hours per week.

Property

The Board is awaiting on the refurbishment of its teaching spaces. We have engaged the services of Frequency Ltd as the project managers. The refurbishment will be finished by the end of term 1 2021.

Review of Charter and Consultation

With the election of a new board in 2019 a new charter was developed from 2020..

LAKE ROTOMA SCHOOL STRATEGIC PLAN 2020 – 2022

The school's Strategic Plan identifies the priorities of the Board of Trustees across a three-year period. The objectives are the outcome of a partnership between the Board, the school community, the Principal and staff and also have to meet national priorities set by the government through the Ministry of Education. Accompanying the Strategic Plan is an Annual Plan that identifies the ways in which each strategic objective will be met for the year, the resources required, the leadership roles and the implementation timeframe.

OBJECTIVE 1	STUDENT ACHIEVEMENT
2020	All students are engaged in learning and are achieving educational success.
2021	All students are engaged in learning and are achieving educational success.
2022	All students are engaged in learning and are achieving educational success.

OBJECTIVE 2	STUDENT ACHIEVEMENT REPORTING
2020	To provide appropriate and valid processes of assessing student progress in literacy, numeracy and other key learning objectives and to establish a reporting timeframe and format that meets the needs of parents and whanau.
2021	To review and evaluate the assessment and reporting processes against existing national benchmarks and other formats established by the Ministry of Education as well as the Lake Rotoma School Curriculum.
2022	To provide appropriate and valid processes of assessing student progress in literacy, numeracy and other key learning objectives and to establish a reporting timeframe and format that meets the needs of parents and whanau.

OBJECTIVE 3	CURRICULUM
2020	To explore and identify learning objectives that enable the creation of a Lake Rotoma School curriculum and which contribute to the profile of a Lake Rotoma School graduate.
2021	To implement the Lake Rotoma Curriculum and evaluate its progress at specified times of the year..
2022	To implement the Lake Rotoma Curriculum and evaluate its progress at specified times of the year.

OBJECTIVE 4	STUDENT HEALTH
2020	To promote student wellbeing through an increased focus on Te Whare Tapa Wha. (<i>hinengaro, wairua, tinana, whanau</i>)
2021	To promote student wellbeing through an increased focus on Te Whare Tapa Wha. (<i>hinengaro, wairua, tinana, whanau</i>)
2022	To promote student wellbeing through an increased focus on Te Whare Tapa Wha. (<i>hinengaro, wairua, tinana, whanau</i>)

OBJECTIVE 5	SCHOOL ROLL
2020	To grow the school roll.
2021	To grow the school roll.
2022	To grow the school roll.

3 Year Overview 2020 – 2022

National Education Learning Priorities	Strategic Objectives	2020	2021	2022
<p>Objective One: Learners at the centre – learners with their whānau are at the centre of education</p> <ol style="list-style-type: none"> 1. Make sure that every learner/ākonga feels safe, appreciated and included for who they are, including their identity, language and culture, and learning needs. 2. Include family and whānau as partners central to the learning and achievement of every learner/ākonga 	<p>1. STUDENT ACHIEVEMENT</p> <ol style="list-style-type: none"> i. All students are engaged in learning and are achieving educational success (special needs, GATE, Learners with learning disorders) ii. Embrace networking with whanau. 	<ul style="list-style-type: none"> • Further embrace our mauri tau values. • Embrace mental being and mauri tau relievers for optimum learning • Whanau evenings • Parent Interviews • Ensure all children are reaching their full potential across the curriculum. • Curriculum areas are targeted to improve school-wide achievement • Target students demonstrate increased performance in the annual targeted curriculum area • All students demonstrate increased performance in the annual targeted curriculum area • Students, staff and whānau learn in an inclusive, safe and supportive environment. • The well-being of students, staff and whānau is monitored and actively improved <ul style="list-style-type: none"> - Students are consulted about their well-being at school - Whānau are consulted about the well-being of students at school - Staff are consulted about their well-being at school - Students know, understand and action our school vision and values 		

Objective Two: Barrier free access – great education opportunities and outcomes are within reach for every learner

3. Have high expectations for every learner/ākonga and eliminate practices that limit access across the curriculum.
4. Support successful transitions into, within, and from places of learning.
5. Ensure financial and other barriers for learners/ākonga and their whānau do not prevent equitable access to teaching, learning and participation in the life of the early learning service or school.

2. REPORTING

- i. To provide appropriate and valid processes of assessing student progress.

- Implement strategies that address all children's needs and learning disorders.
- Have a robust EOTC programme for all.
- Use both formative and summative forms of assessment to guide teaching and learning based on the needs of each child. Use an assessment schedule for monitoring purposes.
- Our community is engaged with to form strong learning partnerships.
- There are increased opportunities for whānau to engage with the learning of their tamariki across all areas of the curriculum
 - Whānau are able to engage with teachers easily and regularly through digital technology
 - Whānau have increased access to assessment information about their children
- There are increased opportunities for whānau to provide feedback on the learning of all students and groups of students at school across the curriculum eg. kanohi ki te kanohi hui and digital surveys.

Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau

6. Grow their workforce to strengthen teaching and leadership and to contribute to a stronger profession across the system.
7. Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.

3. CURRICULUM

- i. Implement Lake Rotoma School Curriculum
- ii. To provide a learning environment that allows students to achieve their academic best.
- iii. Assist Māori students to achieve success as Māori

- Exploring coding and robotic programmes.
- Explore learning Through Play pedagogy within our curriculum.
- Implement an online Te Reo Maori Programme.
- Digital technology is used as a tool to improve learning outcomes
- Valuing staff means:
 - The achievements of staff are celebrated frequently
 - There are clear expectations for staff through the Strategic Plan
 - There is open communication with staff; seeking their opinions, listening to their concerns and working with them to develop strategies for improvement
- Caring for staff well-being means:
 - Staff are able to communicate their well-being without judgment
 - There is adequate and timely support for all staff
 - The Board of Trustees are committed to enhancing staff well-being
- We have provided our staff with opportunities to improve their skills and knowledge
- Staff know how to:
 - Use school systems to accurately measure student performance and evaluate teaching programmes
 - Teach numeracy and literacy effectively for all students
 - Conduct teaching as inquiry to improve achievement

<p>Objective Four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>8. Ensure they offer learning that equips learners/ākonga with an understanding of New Zealand's cultural identities and our history.</p>	<p>4. CULTURAL RESPONSIVENESS</p> <p>i. Celebrate and acknowledge tangata whenua.</p> <p>ii. Grow kaitiakitanga of our whenua</p>	<ul style="list-style-type: none"> • Implement our school local curriculum. • Explore the concepts of self-identity, hau kainga, hapu, marae and iwi significance to an individual. • Ensure our learning programmes address the events of the past that link to the present time as we move forward into the future. • We value and learn about the unique language and cultures of our Pasifika students • Pasifika students feel valued for their rich heritage and culture and experience success because of this. • Other students know about and demonstrate respect for the language and cultures of our Pasifika students • The Pasifika community is consulted with how they wish Pasifika cultures to be emphasized
<p>Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable</p> <p>9. Develop relationships with their local iwi and hapū and communities to align aspirations and strategic direction setting.</p>	<p>5. INCLUSIVENESS</p> <p>i. Have and maintain strong relationships with iwi and hapu.</p> <p>ii. Grow the school roll</p>	<ul style="list-style-type: none"> • Knowledge of significant landmarks and place names. • Involvement in local environmental issues. • Improve school signage <ul style="list-style-type: none"> - Billboards, wobble boards, advertisements • Prepare 2020 budget with new provisions. • Build school profile in community • Have iwi representation on our board. • The Board uses best practice governance to make a difference to student progress, achievement and well-being

2020 STRATEGIC OBJECTIVE #2

2021 STUDENT ACHIEVEMENT REPORTING		
<p>Objective: To provide appropriate and valid processes of assessing student progress in literacy, numeracy and other key learning objectives and to establish a reporting timeframe and format that meets the needs of parents and whanau.</p>		
<p>Outcome:</p> <p>1. Assessment of learning is valid and reliable.</p> <p>2. Parents/whanau receive reports on their child's learning and progress.</p>		
Plan/Actions	Evidence	Leadership
<ul style="list-style-type: none"> • Engage in professional development in INQUIRY teaching and learning. • Engage in professional development on moderation. • Review assessment cycles provide regular opportunities for teachers to share their interpretations and understandings of criteria <ul style="list-style-type: none"> • actively support the moderation process • develop consistent and cohesive policies and procedures for moderation, and ensure sustainability of practice • Build learning-focused relationships and connections between parents, whānau, and teachers. 	<ul style="list-style-type: none"> • Improved pedagogy knowledge and practice. • Student Voice • Whanau Voice • Te Whare Tapawha reports • Individual Deliberate Acts of Teaching are in place for all learners 	<p>Jackie</p>

2021 STRATEGIC OBJECTIVE #3

2021 CURRICULUM		
<p>Objective: To explore and identify learning objectives that enable the creation of a Lake Rotoma School curriculum and which contribute to the profile of a Lake Rotoma School graduate.</p>		
<p>Outcome:</p> <p>1. A localised curriculum is developed for Lake Rotoma School.</p>		
Plan/Actions	Evidence	Leadership
<ul style="list-style-type: none"> • Engage with local hapu/iwi for guidelines on tikanga and kawa. • Incorporate local resources into the document. • Develop objectives and learning outcomes for students from years 0 - 8. • Develop a sequential plan of delivery. 	<ul style="list-style-type: none"> • A hands on localised curriculum is in place. • Learning experiences are authentic. • Curriculum reflects our local environment and use of local resources • Has been developed alongside the Ngati Pikiao Education Plan. 	<p>Jackie</p>

2020 STRATEGIC OBJECTIVE # 4. STUDENT HEALTH

TE HINENGARO O TE TAMAITI (WAIRUA, TINANA, WHANAU)

All students will be supported within a conscious culture of wellbeing.

Objective: The mental health and well-being of students is nurtured.

Outcome: Develop and nurture students to be self-regulators of anxiety and uneasy situations.

Target: Using a simple scale from 1-3. 1 = Feeling Great 2 = Alright 3 = Not Good

1. All children to be able to manage their anxiety levels.

- i. Know what their own anxieties look like.
- ii. Know what the triggers are.
- iii. Know the solutions and uses them.

Plan/Actions	Evidence	Leadership
<ul style="list-style-type: none"> • Have a noho marae at local marae. • Know what the local landmarks are and their importance. • Engage with local hapu. • Learn the tikanga and kawa of the marae. • Engage with local organisations • Engage with local experts to support learning programmes. • Develop the following values; INTEGRITY, OBEDIENCE, KINDNESS & RESPECT • Implement solutions for learning disorders. 	<ul style="list-style-type: none"> • Encourage the children to reflect on the key competencies throughout their learning journey: • Managing self; Understanding language symbols and text & Thinking ; Relating to Others Participating & Contributing • Develop a self-assessment tool to monitor progress and success in this area. • Follow through with Mauri Tau Programme • Integrate into strategic plan. Is the basis of reward system. • Exit Profile is developed based on this. • Integrated into school curriculum document. • Health Nurse; Immunisations; Hearing Clinic; Oral Health Hygiene • Introduce basic cooking skills so children become more independent. • Children use solutions across the curriculum 	<p>Jackie</p>

2021 STRATEGIC OBJECTIVE # 5 - GOVERNANCE

To build the profile of the school in the Lake Rotoma Community

Objective: To grow the roll of the school.

Outcome: Longevity of the school.

Plan/Actions	Evidence	Leadership
<ul style="list-style-type: none"> • Promote the school in positive ways • Create community events • Have a representative of the board in the community group • Share our school facebook page with the community. • Know what the local landmarks are and their importance. • Engage with local hapu. • Utilise hapu environmental plan. • Engage with local organisations • Develop the following values; INTEGRITY, OBEDIENCE, KINDNESS & RESPECT 	<ul style="list-style-type: none"> • New faces in the school • The community are inclusive of the school at community events. • Negative remarks towards Maori are fading. 	<p>Board of Trustees</p>

2021 STRATEGIC OBJECTIVE # 5 - GOVERNANCE

Property: Refurbishment of Buildings

Objective: To see the refurbishment of the two existing buildings completed.

Outcome: Meet MOE building expectations

Plan/Actions	Evidence	Leadership
<ul style="list-style-type: none"> • Building meets Building Act • Heat, light and water installed. • Budget confirmed by MOE • Project completed. 	<ul style="list-style-type: none"> • Documentation is signed. • Designs are accepted and approved. • Project Proposal is signed by both parties. • Documentation is signed. • Building warrant of fitness • Units meet code of compliance • 10ypp completed and accepted • Refurbishment completed and old buildings are removed. Landscaping complete. 	<p>Board of Trustees</p> <p>Principal</p>

Rationale for Student Achievement Targets

2020 student outcomes in **Mathematics** indicated that: **Overall 5/7 students are achieving within their curriculum level.**

- 2 students in Year 0 and will not be measured against the curriculum levels
- 1 student in Year 2 is achieving at Curriculum Level 1
- 1 student in Year 3 is not achieving at Curriculum Level 2
- 1 students in Year 4 is achieving at Curriculum Level 2
- 2 students in Year 5 are achieving at Curriculum early Level 3;
- 1 student in Year 8 is achieving at Curriculum early Level 4

2020 student outcomes in **Reading** indicated that: **Overall 6/7 students are achieving within their curriculum level.**

- 2 students in Year 0 and will not be measured against the curriculum levels
- 1 student in Year 2 is not achieving at Curriculum Level 1
- 1 student in Year 3 is achieving at Curriculum Level 2
- 1 students in Year 4 is achieving at Curriculum Level 5
- 2 students in Year 5 are achieving at Curriculum Level 5
- 1 student in Year 6 is achieving at Curriculum Level 5
- 1 student in Year 8 is achieving at Curriculum Level 5

2020 student outcomes in **Writing** indicated that: **Overall 6/7 students are achieving within their curriculum level.**

- 2 students in Year 0 and will not be measured against the curriculum levels
- 1 student in Year 2 is not achieving at Curriculum Level 1
- 1 student in Year 3 is achieving at Curriculum Level 2
- 1 student in Year 4 is achieving at Curriculum Level 2
- 2 students in Year 5 are achieving at Curriculum Level 3
- 1 student in Year 6 is achieving at Curriculum Level 3
- 1 student in Year 8 is achieving at Curriculum Level 4

Strategic Section ii.
2021 STRATEGIC OBJECTIVE #1i.

2021 STUDENT ACHIEVEMENT TARGET		
All students are engaged in learning and are achieving educational success.		
MATHEMATICS		
TARGET: All children are working confidently at their level of the NZ curriculum.		
Plan/Actions	Evidence	Leadership
<ul style="list-style-type: none"> • Teachers to use Assessment for learning and Clarity in the Classroom Pedagogy • Sharing of Maths strands between teachers. • Both informative and formative assessments are made. • Teacher Overall Teacher Judgements support their planning and implementation of class programmes. • Student-led celebrations of progress / mastery of aspects of Maths. • Computer-based student-driven programmes such as studyladder will be considered. • Solutions for children with dyscalculia, dyspraxia, dysgraphia, dysomnia and verbal apraxia are in place. 	<ul style="list-style-type: none"> • Planning • Student discussions • Teacher monitoring books 	Jackie

2021 STRATEGIC OBJECTIVE 1ii.

2021 STUDENT ACHIEVEMENT TARGET 2		
All students are engaged in learning and are achieving educational success.		
WRITING		
TARGET - All children are working confidently at their level of the NZ curriculum.		
Plan/Actions	Evidence	Leadership
<ul style="list-style-type: none"> • Teachers to develop shared learning outcomes with children. • Both informative and formative assessments are made. • Class programmes reflect the needs of the children • Student-led celebrations of progress / mastery of aspects of writing. • Children have access to online Digital storytelling. • Solutions for children with dyspraxia, dysgraphia, dysomnia and verbal apraxia are in place. 	<ul style="list-style-type: none"> • Planning • Student discussions • Individual teaching and learning programmes are in place. • Individual Deliberate Acts of Teaching are in place for all learners 	Jackie

2021 STRATEGIC OBJECTIVE 1iii.

2021 STUDENT ACHIEVEMENT TARGET		
All students are engaged in learning and are achieving educational success.		
READING		
TARGET - All children are working confidently at their level of the NZ curriculum.		
Plan/Actions	Evidence	Leadership
<ul style="list-style-type: none"> • Teachers to use Assessment for learning and Clarity in the Classroom Pedagogy • Involvement in professional development opportunities to further clarify understanding. • Sharing of effective reading strategies between teachers. • Both informative and formative assessments are made. • Student-led celebrations of progress / mastery of aspects of reading skills are encouraged. • Computer-based student-driven programmes such as reading eggs will be considered. • Solutions for children with dyspraxia, dysgraphia, dysomnia and verbal apraxia are in place. 	<ul style="list-style-type: none"> • Planning • Student discussions • Teacher monitoring books • Evidence of learning. 	Jackie

Other 2021 Key Improvement Strategies to Achieve Strategic Vision

Strategic Goals		Core Strategies for Achieving Goals
NAG 1 Curriculum	<ul style="list-style-type: none"> • Implement new digital curriculum 	<ul style="list-style-type: none"> • Incorporate learning disorders solutions and effective practice • Fruit in Schools • Breakfast in Schools • Engage in professional development in Digital Curriculum • Implement effective EOTC programme for ALL • Leadership programme for Year 7 & 8 • Puberty programme for Year 6,7,8 • Incorporate key elements of the Ngati Pikiao Education Plan.
NAG 2 Self - Review	<ul style="list-style-type: none"> • Review school documentation as per the board plan and as new legislation is presented. 	<ul style="list-style-type: none"> • Curriculum Reports presented to board • Review policies & procedures • Accept board plan for 2021 • Principal Reports submitted • Attend Principal hui. • Attend professional development on Education and the Law.
NAG 3 Personnel	<ul style="list-style-type: none"> • Ensure there is an effective appraisal system in place for support and teaching staff. 	<ul style="list-style-type: none"> • Job descriptions up to date • Principal Appraisal up to date • Staff to sign them and set goals for the year. Comply with Teachers Council expectations. • Implement effective staff professional development in learning disorders. • Police vetting as required
NAG 4 Finance	<ul style="list-style-type: none"> • Monitor budget and submit 	<ul style="list-style-type: none"> • Monitor 2021 budget • Check stocktake of uniforms and stationery. • Present monthly reports to board

	documentation for 2019/2020 audits.	<ul style="list-style-type: none"> • Ensure all credit schedules are submitted to Education Services as required. • Audit 2019/2020 accounts
NAG 4 Property	<ul style="list-style-type: none"> • Meet MoE building compliances with the new refurbishment of buildings. 	<ul style="list-style-type: none"> • New toilet block • Refurbishment of classes • Landscaping • Upgrade Kitchen/Staffroom
NAG 5 Health & Safety	<ul style="list-style-type: none"> • Review health and safety practices • Lock down • Accident and Injury procedures 	<ul style="list-style-type: none"> • Review health and safety practices • Police vet staff as required • Emergency drills. • SENCO students identified and programmes in place. • Health nurse visits organised and Hearing/vision testing. • Communication with Whanau to support targeted student's needs
NAG 6 Legislation	<ul style="list-style-type: none"> • Meet current legislation pertaining to schools. 	<ul style="list-style-type: none"> • Keep up to date with current and changing legislation • Attend professional development on Education and the Law.
NAG 7 School Charter	<ul style="list-style-type: none"> • Submit charter for 2020-2022 	<ul style="list-style-type: none"> • Accept charter 2020 – 2022
NAG 8 Analysis of Variance	<ul style="list-style-type: none"> • Submit analysis of variance for 2020 	<ul style="list-style-type: none"> • Submit analysis of variance for 2020