



Te Kura o Mōkihi Charter 2021



Our School Community

Location and Context

Te Kura o Mōkihi - Spreydon School is a decile 3 primary school catering to Years 0 to 6, with a current roll of 225. We are one of the oldest primary schools in Christchurch.



Our name was gifted to our school by a former Board Member and we are in the process of embracing our Maori name to give us greater connection and identity within our community.

Our school site is that of the former Manning Intermediate; at 50 Hoon Hay Road. It is towards the border of our current zone and backs onto the grounds of Hillmorton High School. The physical site is approximately double the size of our old site, with a better location and better opportunities for cooperation with Hillmorton. In addition, the teaching spaces are a complete new build, with obvious advantages in terms of delivering a modern, collaborative learning environment for our students and staff; the only building retained from the previous school is the relatively new and very large hall / gymnasium which was officially renamed Pakoko and opened in October 2020.

We are fortunate in having a capable Board of Trustees. Much of the effort of the Board in the last few years has been devoted to the issues and challenges surrounding the planned relocation of the school. The Board have continued to follow up property issues related to the move and continue supporting the Teaching and Learning at Spreydon School and growing the school within the community.

The change of site (and extended process) have presented significant cultural challenges to our students, community and staff. Despite our attachment to the historical location and site, we have embraced these challenges. We are, as far as practicable, working towards collaborative learning practices, and have ensured we have learnt from the experiences of other schools both inside and outside Christchurch. We are very confident that our staff, students and community have embraced our shift and are now settling into our new home.

The school has an enrolment scheme in place, and at the Ministry's direction we are actively managing this. The current role is around 225 and growing. The as-built size is still being explored as we use these spaces. Our roll in terms of both ethnicity and socio-economic background is diverse.

The 'Spirit of Spreydon Heart Values' define our vision and valued outcomes. These include the core areas of Relationships, Responsibility, Learning and Success. Our graduate profile expectations are for students to be Proud Achievers, 21st Century Thinkers, Respectful Citizens, Self-Managers, Effective Communicators and Team Players. We are beginning to review these and how they are further developed in our new surroundings. In 2020 we discussed the need to reflect the Hauora within our values and vision.

In accordance with Section 64 of the Education Act, the Spreydon School Board of Trustees undertakes all reasonable steps to achieve the purpose, aims and objectives in this Charter which have been approved by the Board following consultation with the community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all the statutory obligations. The Board has accepted this charter as its undertaking to the Ministry of Education.

This charter establishes the mission, aims, objectives, strategic direction and the targets in the annually updated section.

Currently the Charter is reflective of the transition phase at our new site and the implications that this has on our Teaching and Learning practices, students, staff, community and the physical environment. Spreydon School will determine its priorities and goals by focusing on the new [National Educational Learning Priorities](#) and our local priorities along with our revisioning.

Staff have greater ownership of the Charter Strategic implementation and have undertaken to unpack within Focus Groups. Reporting of the progress of the action plans will be via a presentation to the Board throughout the year. Staff have Appraisal goals, Teacher as Inquiry and Focus Groups that links to the Strategic Goals set by the Spreydon School Board of Trustees.

Spreydon School has set its priorities with due regard to the National Priorities while reviewing the NELPS, revision, localised curriculum in 2021.

National Priorities:

- Providing a safe physical and emotional environment for students - [Learning at the Center](#)
- Providing opportunity for success in the 8 Learning Areas and Key Competencies areas of the New Zealand Curriculum- [Learning at the Center](#)
- Improving Numeracy and Literacy, especially in Years 1 – 4, science and technology and physical activity. - [Quality Teaching and Leadership/ Barrier Free Access](#)
- Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students - [Quality Teaching and Leadership](#)
- Improve the achievement of Maori and Pasifika students -[Barrier Free Access](#)
- Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students.

Local Priorities:

- Promote healthy food and provide regular, quality physical activity for all students in years 0 -6
- Catering for 'Gifted and Talented' children
- The School's programme of Self-review - Hauora
- Develop our capacity to collect and use school wide data effectively to improve outcomes for our learners [Quality Teaching and Learning](#)
- Create a supportive, culturally inclusive and sustainable environment that enhances the learning and well-being of our historical and current school community [Barrier Free Access](#)
- Promote educationally powerful, enterprising and innovative partnerships for financial sustainability and growth to enable all students to achieve. [Future of Learning and work](#)

In 2021 we will link aspects of the NELPS to:

Job Descriptions

School Culture/Values/Review

SENCO/Pastoral Care

Focus Groups actions



In 2021 Our School Priorities are:

Many of the actions were not able to be actioned in 2020 due to Covid 19. The actions will be set out and reviewed as part of our Focus Groups.

Igniting - Beginning stage - Professional Development, Trialing, Exploring	Engaging - Developing the concept/curriculum link, specific professional development,	Embedding - Links within the Spreydon School Curriculum, how it is to be taught and assessed.
Pause, Breathe, Smile - Mindful Actions (Hauora) Implementation of the Digital Curriculum (Ako)	Celebrations of Cultures (Hauora) Building a sense of belonging and barrier free education	Celebrating Learning Successes (Ako)
Equitable Integration of Matauranga Maori into learning content. NZ History being integrated into a learning community's local curriculum from both a Māori and non-Māori perspective.	Promoting of Storytelling (Ako) and linking to achievement success in writing for all students.	Mathematical understandings/Values in our Learning spaces (Ako)
Revisions and Re-Launching Heart Values - Learning, Success, Relationships, Responsibility (Hauora)	Our Environment (Wāhi) (Taonga)	Resourcing of Programmes for our Environment (Taonga)
Localised Curriculum with focus on Hauora, Conceptual Understanding and Honouring of Te Tiriti o Waitangi	Cultural Narrative (Wāhi) Te Reo Māori has status and mana by being valued and actively revitalised.	

Recognising New Zealand's Cultural Diversity:

At Spreydon School we will:

- Recognise and value the unique position of Maori in New Zealand and honouring Te Tiriti o Waitangi
- Provide all students the opportunity to acquire some knowledge of Maori language and culture.
- Acknowledge and respect the values, traditions and histories of Maori - Core Education
- Deliver a multi levelled programme for Te Reo Māori and Tikanga across the school and provide support.
- Provide a Kapa Haka programme during school time and across teams to further support Tikanga, use of Te Reo and waiata
 - Expect participation in local Cultural events where possible and within school.

Spreydon School will incorporate Tikanga Maori into the curriculum by:

- Acknowledging the Cultural Narrative of the School and the importance of the pepeha of the School and iwi protocols and history.
- Pronouncing names and places correctly including Te Kura o Mōhiki and learning spaces Raupō, Muka, Harakeke, Pītau, Puhara and Pakoko.
- Promoting involvement in a diverse range of cultural activities and School practices such as our Mihi Whakatau, daily karakia and blessing of food (Kai Karakia)
- Practice respect for each culture e.g. greetings, acknowledging different cultures and views, eye contact, use of furniture and spaces and starting staff meetings, the school day with a karakia.
- Teacher planning and spaces reflects New Zealand's dual cultural heritage and bicultural lens.
 - Waiata incorporated into daily gatherings, Assemblies and including the singing of the Spreydon School song and National Anthem in Maori.
- Tikanga Maori incorporated into class programmes as appropriate and within the Spirit of Spreydon and cultural connections within our community.
- Bilingual signage and dual representation in our Spirit of Spreydon and school name.

In order to provide instruction in Te Reo Maori for full time students whose parents request it our school will endeavour to:

- Encourage staff to participate in Tikanga Maori. i.e. Te Reo, Professional Development opportunities etc.
- Provide whanau support for Te Reo and Kapa Haka programmes.
- Actively support and promote any development opportunities available to all staff.
- Steps taken to discover views and concerns of the school's Maori community:
 - Parents are invited to attend Hui / whanau meetings / meet the teacher evenings.
 - Good news, phone calls etc.
 - Open lunchtimes and other informal occasions
 - Consultation through Panui / newsletters
 - Representation on BOT / PTA (where possible) - meet the staff, establish communication lines.
 - Community groups - Regular liaison with a wide cross-section of community groups and representatives.

In 2016 and 2017 The Principal and key staff established a working group with Di Collier and Tuahiwi Marae to further develop the Cultural Narrative created for the School as part of the rebuild process. In 2017, 7 staff attended Tuahiwi Marae. All remaining staff are scheduled to attend Tuahiwi Marae. 3 Staff in 2017 attended a two day culturally responsive course with Gemma Stewart as part of the South West Cluster JSIF funded initiative.

The School held a Sod turning ceremony with members from Tuahiwi Marae. Future farewells and openings were discussed and actioned during 2018 and planned for 2019. In 2018 Gemma Stewart presented a full day workshop to all staff as part of the Teacher Only Day on what it is to be culturally responsive and our obligations in relation to the Te Tiritio Waitangi. We have included in our curriculum key expectations regarding Tikana and protocols to be taught in learning spaces. *The Associate Principal is working with the* Kaitoko. Mātauranga for Ngai Tahu and Kapa Haka Tutor to establish a Whanau hui and raise our consultation and communication with our Maori whanau.

Spreydon School has continued to consult with our local whanau to help steer our school direction. This direction has led to working towards recognition of our Maori whanau within our physical environment. The School has been gifted a kowhaiwhai pattern representative of our Spirit of Spreydon Values and linked with our Narrative. A waka for our entrance has helped grow our feeling of Turangawaewae along with signage to link with our pepeha or our local awa, Maunga and pa.

The Whanau Hui continue to be a source of feedback and consultation of future direction and the embedding of our Bicultural heritage.

New Zealand's Cultural Diversity

The Spreydon School Curriculum will encourage students to understand and respect different cultures that make up our New Zealand Society. It will ensure that the experiences, cultural traditions, histories and language of all New Zealanders are recognised and valued. It will acknowledge the place of the Pacific Island societies in New Zealand society and New Zealand's relationship with the peoples of Asia, Africa, Europe and the South Pacific

Ka Hikitia – Accelerating Success:

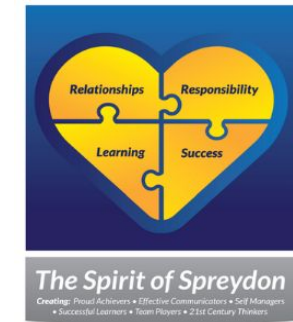
The Māori Education Strategy 2013-2017 is the Ministry of Education's approach to accelerating success for Maori. It is the key aspect of having a quality education system where all students are succeeding and achieving.

Pasifika Education Plan

Pasifika Education Plan 2013–2017 which sets out the Government's strategic direction for improving Pasifika education outcomes over the next five years. It is one of the Government's key strategies that will contribute to economic growth and social well-being.






The Pasifika Education Plan will also contribute to achieving the Government's education priorities by focusing on achieving the Better Public Services (BPS) targets for education.

Other Cultures Plan ESOL teacher and support staff, ESOL programmes, In Class teacher support to help students be part of the learning spaces, Pasifika Education Plan and Pasifika Success Talanoa with local schools.



Spreydon School Strategic Plan 2021-2023

Vision	To Be the Best we can by valuing the Spirit of Spreydon -Currently under review					
Mission:	Teaching the future - Currently under review					
Principles	The NZ Curriculum principles underpin our decision-making and our school activities. Our interpretation of the principles is as follows.					
	High Expectations Striving for success and being proud of our achievements.	Treaty of Waitangi The connection with our local iwi and embracing our biculturalism	Cultural Diversity We acknowledge and celebrate the connections of cultures within our school and community	Inclusion That all students can be involved and we are considerate and supportive of their needs		
	Learning to Learn We strive to be the best we can and we understand	Community Engagement We have positive connections and that our learning is relevant to our student needs.	Coherence Our learning has purpose and is linked to our vision and our values.	Future Focus We take pride in who we are, where we are and what we are doing.		
Graduate Profile (Under review)	Team Player I join in and work with others	Proud Achiever I am proud of what I say, what I do and how I say it.	Self –Manager I can manage myself, my things and my learning	Effective Communicator Share my ideas and share the ideas of others	Respectful Citizen I care about people, places and things.	21st Century Thinker I ask questions, solve problems and find the best answers.

Values 	Learning To learn and let others learn 	Relationships To make the best connections with people and places 	Responsibility To be at the right place, at the right time, doing the right thing. 	Success To be the best we can. 
Board Strategic Areas	Learning Ako	Pastoral Care Hauora	Place Wāhi	Resourcing Taonga
	Hauora - 2021			
Board Strategic Goals	All students can access the NZC to experience success to the best of their ability. NELPS - Have High Aspirations for every learner Ensure every learner gains sound foundation skills, including language, literacy and numeracy	By fostering rich relationships students feel their emotional, social and physical wellbeing are supported and are safe in their environment. NELPS Ensure places of learning are safe, inclusive and free from Racism	Students feel connected to their learning and physical environment NELPS Reduce barriers to education for all Meaningfully incorporate te reo Māori and Tikanga Maori into the everyday life of the place of learning	Through resourcing and continuing to develop systems for our students, we will support their learning pathway and enable them to be the best they can be. The Spirit of Spreydon is alive in our community NELPS Reduce barriers to education for all

<p>Consultation/ Professional Development</p>	<p>Assessment team Analysis of Variance and Setting of targets and action plans for 2021 Staff Meetings to discuss and record actions. SAM (Student Achievement Meetings) Use of Student Achievement Data from November as Term 1 data entry level. Presentation of all Focus Groups.</p> <p>Moving forward Teacher Inquiries should be reflective of Tataiako Competencies and Personal Growth Model.</p> <p>Story Ways Training - Lead Teacher Training 2020.</p> <p>CFPLD - Localised Curriculum - Kate Brown.</p>	<p>Children and Parents consulted and feedback about our School and environment.</p> <p>(Wellbeing @Schools – Children)</p> <p>Staff Meeting Feedback</p> <p>Parent Survey December 2018</p> <p>Whanau Hui</p> <p>Revision of our Heart Values and Graduate Profile.</p> <p>SWiS/ Mana Ake</p> <p>Pause/Breathe/Smile Training</p> <p>Sexuality Professional Development via Family Planning (Nov TOD 2019, Jan 2020)</p>	<p>Parent Survey and Talents Data Base – What School Priorities do they see for our place.</p> <p>Whanau Hui – Our connection to our Bi Cultural Heritage.</p> <p>Celebration of Cultures/Values within our School Community.</p> <p>Review of the Spreydon Hearts and their relevance to our pedagogy and new environment.</p> <ul style="list-style-type: none"> ● Link with our Bi Cultural History ● Embed the use of them and celebrate students using them. 	<p>Data Base of Parents Skills and offers of contributions.</p> <p>Board Direction to seek external funding to support learning, spaces and community connection to our Schools site.</p> <p>SIP Funding 2020-2022</p> <p>Student Engagement/Voice to develop our site.</p> <p>Review of our SMS and Communication systems.</p>
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Strategic Plan 2020 -2022

2021 Strategic Goals	Goal 1	Goal 2	Goal 3	Goal 4
All students can access the NZC to experience success to the best of their ability. NELPS - 2,4,6	Increase in the number of students achieving at or above the NZC level through a localised curriculum that is learner centred with authentic learning experiences.	Continue to develop efficient SMS system for recording, managing and report achievement and tracking student progress across the school,	Support the Implementation of the Digital Curriculum and provide equity for all.	Promote NZ History being integrated into a learning community's local curriculum from both a Māori and a non-Māori perspective.
By fostering rich relationships students feel their emotional, social and physical wellbeing are supported and are safe in their environment. NELPS -1	Promoting a positive, collaborative approach to Student Wellbeing with all stakeholders	Consistency of Inter - Agency referrals to support all learners and reduce barriers to learning.	Students and Community feel connected to the vision and values of the school and it is embedded in our community. Revision of our Heart Values and Graduate Profile to make it relevant for our learners and connects with our whanau aspirations.	To see equitable integration of Mātauranga Māori (Māori knowledge) into learning content.
Students feel connected to their learning and physical environment NELPS - 3,5	Continue to develop our sense of belonging to our new spaces and our Cultural Identity.	Connect with our Community – Creatively, Culturally and Caringly	Celebrate the successes and diversity with in and out of our learning Environment with our whanau and wider community	To feel in the learning Environment that Te Reo Maori has a status and Mana by being valued and actively revitalised
Through resourcing and continuing to develop systems for our students, we will support their learning pathway and enable them to be the best they can be. NELPS - 1	Continuing to develop ways for our students to access and ownership of their learning in a positive way.	Provide programmes and equipment for our environment that support our learners.	our vision and values to grow our school identity.	Grow collaborative practices and learning.

2021 Annual Plan

Spreydon School Staff have agreed to formulate Action Plans to address the Strategic Direction of the Spreydon Board of Trustees and undertake a self-review of a key Curriculum area. Progress towards these will be presented to the Spreydon School Board of Trustees during 2021.

Goal 1 All students can access the NZC to experience success to the best of their ability. NELPS - Have High Aspirations for every learner Ensure every learner gains sound foundation skills, including language, literacy and numeracy				
Goal	Responsibility	Actions	Timeframe	Variance
Increase in the number of students achieving at or above the NZC level. through a localised curriculum that is learner centred with authentic learning experiences.	All Teachers – Through Team SAM Meetings Group – Action Plan for 2021	Lift Student Achievement Targets Lift Student Achievement in Mathematics –Rāupo Lift Student Achievement in Reading – Pītau and Pūhara Lift Student Achievement in Writing – Harakeke Story-Telling Assessment Team Moderation, SAMS, Data Analysis	Whole Year	Reporting to the Board of Trustees of progress of Action Plans to meet Strategic Goals Twice per year
	Assessment Team to Monitor Progress and plan learning Support Programmes	Digital Tools introduced to increase engagement, enjoyment and support success. Digital Technology Implementation Focus Group Action Plan Students will experience success	Whole Year	
	Digital Technology Focus Group		Whole Year	
	Story Telling Focus Groups	Set Focus Group Action Plans Staff Meeting PD set by Focus Group Reporting to the Board of Trustees of progress of Action Plans to meet Strategic Goals.		

	Localised Curriculum	<p>Student Voice to gain feedback of Initiatives Analysis of Data to show Initiative impact.</p> <p>CFPLD Provider Kate Brown.</p>	Whole Year	
Continue to develop efficient SMS system for recording, managing and report achievement and tracking student progress across the school,	<p>Assessment Team to Monitor Progress and plan learning Support Programmes</p> <p>Review Data recorded, make sure it is consistent across the School.</p> <p>Learning Support programmes support learners achieve success.</p>	<p>Review data and tracking of data via SAMS and SLT view across the School.</p> <p>Setting expectations of progress and Support programmes.</p> <p>Student Achievement Action Plan</p> <p>Ensures Digital Technology systems, resources and equipment meet the needs of our learners</p>	Whole Year. Twice Yearly report to the Board of Trustees.	
Support the Implementation of the Digital Curriculum and provide equity for all.	Digital Team Leaders All Staff	<p>Digital Team Action Plan developed for 2021</p> <p>2 Units to be allocated for Staff to lead.</p> <p>SeeSaw purchased for School use.</p>	Whole Year Term 1	

		<p>Plan for funding resources for Digital resourcing.</p> <p>Plan for integration into all curriculum areas.</p> <p>Hold Staff Meetings and support Staff and Students.</p>	<p>Reporting to the Board of Trustees of progress of Action Plans to meet Strategic Goals Once per year</p>	
<p>Promote NZ History being integrated into a learning community's local curriculum from both a Māori and a non-Māori perspective.</p>	<p>All Staff CFPLD Provider - Kate Brown Senior Leadership Core Education</p>	<p>TOD SLT Focus on Core Education - Honouring Te Tiriti o Waitangi</p> <p>Set goals as part of Appraisal</p> <p>Review of a Conceptual Curriculum and it's integration of NZ History</p> <p>Specific planning of authentic learning of NZ History.</p>	<p>Whole Year</p> <p>Staff Meeting focus</p> <p>Appraisal meetings to discuss How this has been shown.</p>	

Goal 2 By fostering rich relationships students feel their emotional, social and physical wellbeing are supported and are safe in their environment.

[NELPS Ensure places of learning are safe, inclusive and free from Racism](#)

Goal	Responsibility	Actions	Timeframe	Variance
<p>Promoting a positive, collaborative approach to Student Wellbeing with all stakeholders</p>	<p>All Staff</p> <p>Wellbeing Focus Group – PE and Health</p> <p>Sport Canterbury PLD provider</p> <p>Principal/Deputy – Relaunch focus of Values</p> <p>Student voice – Health and PE Focus Group</p> <p>SENCO</p>	<p>Wellbeing – Mindfulness training and trialling in Hubs</p> <p>Wellbeing promoted as part of our curriculum.</p> <p>Review of Behaviour Management to support positive relationships and move away from Punitive consequences.</p> <p>Ensure parents and our community have open communication and can have the ability to work together to meet the wellbeing needs of our students.</p> <p>Continue to ensure consistent practices across the school for improving wellbeing.</p> <p>Health and PE Curriculum review to improve engagement of students in active play. Specific Teaching of skills and movement. Building up active play areas in the school environment</p> <p>Re-vision, Relaunch Values Student Survey/Action Plan</p>	<p>Whole Year</p> <p>Behaviour Management Term 1 review Term 2-4 trial and share with community</p> <p>PE Team focus for 2021 TOD January 2021 Staff Meeting Termly</p> <p>Reporting to the Board of Trustees of progress of Action Plans to meet Strategic Goals Once per Year.</p>	

		Sexuality Education –Developing links to Te Whare Tapa Wha. Students recognised for showing School Values		
Consistency of Inter - Agency referrals to support all learners and reduce barriers to learning.	All Staff Mana Ake SESCO RTLB SWIS	Clear communication with referrals Promotion of engagement and use of Leading Lights. Behaviour Management to focus on Relationship building with whanau and tracking behaviours and triggers. Referrals through to appropriate agencies using the systems in place. Behaviour Management monitored across the School. Patterns of Behaviour addressed through Pastoral Care.	Whole Year	
Students and Community feel connected to the vision and values of the school and it is embedded in our community. Revision of our Heart Values and Graduate Profile to make it relevant for our learners and connects with our whanau aspirations.	All Staff, Students and Community Board Springboard Trust	Student, Staff and Community feedback on their aspirations. Ensure all children and families feel welcome SCOT and PESTLE for community to feedback Create, through a collaborative process a vision that reflects our community, identity and aspirations.	Whole Year	

		<p>Review communication processes and the range of platforms Build School image and place within the community</p> <p>Continue to refine Whanau Hui to support our Maori students and develop our Bi cultural lens and aspirations for our Māori Students.</p> <p>Increase cultural inclusiveness and ensure pupils see their own culture within the School.</p> <p>Whanau Hui – Cultural Identity Focus Group co-constructed Action Plan</p> <p>Ensure the Spreydon Heart values are acknowledged through class experiences and in all aspects of the School programme</p>		
To see equitable integration of Mātauranga Māori (Māori knowledge) into learning content.	<p>All Staff Deputy Principal</p> <p>Culturally responsive PLD partner</p>	<p>Appraisal goals focus on Tataiako competencies.</p> <p>Deputy Principal trialling new MoE roll out of programme to support Te Reo and Tikanga for teachers.</p> <p>Integration of the Cultural Narrative within the learning environment. Unpacking Conceptual Understanding through Hauora lens</p>	Whole Year	

Goal 3 Students feel connected to their learning and physical environment NELPS Reduce barriers to education for all Meaningfully incorporate te reo Māori and Tikanga Maori into the everyday life of the place of learning				
Goal	Responsibility	Actions	Timeframe	Variance
Continue to develop our sense of belonging to our new spaces and our Cultural Identity.	Associate Principal – Cultural Identity – Whanau Hui All Staff Board and Community Digital Technology Focus Group	Whanau Hui Action Plan to support our learners Connect with our Community – Creatively, Culturally and Caringly Actively seek relevant community based actions that have authentic impact Ownership of the Cultural Narrative within our School and learning spaces	Whole Year Termly Whanau Hui SIP Funding Plan 2021	
Connect with our Community – Creatively, Culturally and Caringly	All Staff Cultural Identity focus group. Board Community engagement.	Develop our Environment to reflect our Cultural Narrative Cultural Identity – Whole School Bi cultural focus Whanau Hui – Action Plans SIP Funding – Student/Staff/Whanau Staff/Students/Community engagement. (Physical and Learning environment priorities have been established with the School Community). Developing our Pacifica representation within the	Whole Year	

		environment – establishing a fono meeting in 2020.		
Celebrate the successes and diversity with in and out of our learning Environment with our whanau and wider community	All Staff Cultural Identity Focus Group Board	Through learning experiences, students' creative and innovative ideas and thoughts are valued. Actively seek relevant community based actions that have authentic impact Attendance by parents and families at learning celebrations and cultural events. Increase cultural inclusiveness and ensure pupils see their own culture within the School environment. Communication of learning within the Hubs with our School and wider community.	Whole Year	
To feel in the learning Environment that Te Reo Maori has a status and Mana by being valued and actively revitalised	All Staff	Grow collaborative practices and learning that are culturally responsive. Learning experiences promote engagement and success that are culturally responsive. Engagement from Community to		

<p>Goal 4 Through resourcing and continuing to develop systems for our students, we will support their learning pathway and enable them to be the best they can be. The Spirit of Spreydon is alive in our community</p> <p style="text-align: center;">NELPS</p> <p style="text-align: center;">Reduce barriers to education for all</p>				
Continuing to develop ways for our students to access and ownership of their learning in a positive way.	All Staff SENCO Assessment Team CFPLD Kate Brown	<p>Developing programmes and learning resources to support learning.</p> <p>Ensure all children and families feel welcome</p> <p>Celebrate learning Success</p> <p>Develop Digital Curriculum and Localised Curriculum</p> <p>Behaviour Management review</p>	<p>Termly Review</p> <p>January 2021 and reviewed Termly during 2021.</p>	
Provide programmes and equipment for our environment that support our learners.	All Staff Board	<p>Provide equity for all through all learning Teams having access to devices and tools.</p> <p>Allocation of Budget to resource our learning environment</p> <p>SIP Funding to support enhancement of our physical spaces.</p>	<p>Ongoing</p> <p>2020-2022</p>	

Our vision and values to grow our school identity.	All Staff Board Community Springboard Trust Capacity Partner	Revision of our vision and aspirations for our Whanau. SCOT and PESTLE Engage with all stakeholders to seek their feedback and aspirations.	Ongoing 2021	
Grow collaborative practices and learning.	All Staff CFPLD - Kate Brown	Work to develop localised Curriculum that would support the best use of our learning spaces. Engagement with our Community to share how we use our spaces. Make all spaces welcoming to all.		

2021 Achievement Targets

Mathematics

2021 Target: For 30 Female students who made less than one year of progress in Mathematics in 2020 to make at least one year of progress in 2021

When	What	Who	Indicators of progress
Now	All Females students who have been identified on Assessment sheets. Teachers need to review these and be aware of what are the needs of the class. Female at risk students to be highlighted in planning and monitored during S.A.M meetings.		Lead teachers set up S.A.M meetings keep eye on at risk students and address complacency in terms of student agency. Teachers regularly monitor and feedback student progress. At risk students provided with extra support (via teacher aides, resources) as appropriate.
Each term	Review assessment questions and tasks. Do they have a gender bias?	All teachers	On going
End of Term 1	Gather data through student survey about attitudes, self esteem, self belief and level of interest	Ruth/Amy	Data gathered by Ruth and Amy. Shared with Team Leaders - use this to form our teaching and learning for these students.
Ongoing	Investigate why at Year 4 (age 8) girls achievement levels are dropping? Could it be confidence? Tasks? Shift in teaching styles? Competitiveness with boys?	Ruth/Amy with team leaders	Teacher inquiry process. Look at data from above survey Interview teachers/observe programmes Work with a student think tank?

Reading

2021 Target: For the 30 Year 0 & 1 students who made less than one year of progress in Reading in 2020 to make at least one year of progress in 2021

When	What	Who	Indicators of progress
Now	All students who are below or at risk are identified.		Lead teachers set up S.A.M meetings keep eye on at risk students and address complacency in terms of student agency. Teachers regularly monitor and feedback student progress. At risk students provided with extra support (via teacher aides, resources) as appropriate.
Ongoing	Teachers in the year 0-2 area work with at risk students for literacy with limited interruption to their daily routine literacy programme. Teacher aides to work with more able students.	Junior teachers	Marcia to monitor timetabling Regular Running Records
Ongoing	Upskill teachers with PD in Reading, Writing and phonological awareness. Regular monitoring and troubleshooting during weekly meetings,	Junior teachers	Reviewing Running Records Noting on agenda and minutes Using resources from PD

Writing

2021 Target: For 20 Year 5 & 6 students who made less than one year of progress in written Language in 2020 to make at least one year of progress in 2021

When	What	Who	Indicators of progress
Now	All students identified as being below or at risk.		Lead teachers set up S.A.M meetings keep eye on at risk students and address complacency in terms of student agency. Teachers regularly monitor and feedback student progress. At risk students provided with extra support (via teacher aides, resources) as appropriate.
Ongoing	Teacher aide support put in place during Literacy time	Senior Teachers	Students at risk grouped by their homeroom Teacher and Teacher Aide to support students who are at risk
Ongoing	PD in delivering a Written language programme. e-asTLe moderation of writing samples (across team as well as whole school).	Whole school	X1 a term moderate as a whole school and also in teams. Term 2 and 4 - e-asTLe Writing test - whole school
Ongoing	Look at 2020 e-asttle data - what gaps are there, is there a specific need we can focus on?	Andrea B Senior Teachers	Review once data has been gathered. Establish goals and next steps.



Spreydon School Review Programme 2021

Annual Plan Time Frame



	9/2	30/3	11/5	29/6	3/8	21/9	26/10	23/11
Governance Policy and Procedures	Election of officers, fees, training responsibilities							
Operational Policy and Procedure	Length of the School Year CAMP	Compliance Report Police Vetting for Non teachers Teacher Expiry EEO Risk Management Medicine/Minor /Moderate Injuries/Illness Focus Group Ako Assessment Charter	Health Education Consultation Digital Technology and Cyber Safety Focus Group CAMP Report Finance and Property Management	Compliance Report Student Attendance Attestations SUE Report Abuse Recognition and reporting . Evacuation procedure and Emergency Kit Focus Group Story Telling	Health and Safety Physical Restraint Surrender and Retention Principal Appraisal Focus Group Digital Technologies	Compliance Report Assurance Appointment process Staff Appraisal International Students Focus Group Well-being PE Health	Staffing approved Health and Safety Assurance Reading Recovery, Literacy Support Focus Group Cultural Identity	Compliance Report Strategic Plan review, Budget approved PTC – Provisional Certificated Teachers SUE Report Length of the School Year Focus Group Curriculum review 2020

Curriculum Review and Reports	Charter Draft NELPS	School wide data and targets Submitted		Mana Ake			Reading Recovery, Literacy Support	
	School Self Review – PE, Health, Curriculum review, Appraisals.							
Strategic Area Learning Ako Focus Curriculum	Charter Draft Goals	PD Plan approval CFPLD						CFPLD review report School wide goals
Strategic Area Pastoral Care Hauora	Charter Draft Goals	Parent Information Evening KapaKapa	Whanau Hui Feedback - COVID		Whanau Hui] Feedback			Review of whanau hui consultation
Strategic Area Place Wāhi	Charter Draft Goals						Property report Maintenance	
Strategic Area Resourcing Taonga	Charter Draft Goals					Digital Technology revised strategic plan		
Compliance	Charter and Targets to MoE Report of Staffing and responsibilities and job descriptions for 2021. EEO review	Annual Accounts to Auditor 31/3 Appraisal process 2021and negotiated Principal and Senior Mang.	Audited accounts to MoE 31/5	SUE Report Abuse Recognition/ Reporting. Physical Restraints	Review budget against 2021 goals	Draft Budget prepared Review School Charter, strat plan and annual plan Appraisal of Principal	Risk Management Emergency Management Kit.	International Students Attestation
Nag 1 Review	Home Learning		Health Education Consultation				Religious Instruction	Maori Education Success
Nag 2 Review			Reporting to Parents					
Nag 3 Review				Protected Disclosure	Concerns and Complaints			

Nag 4 Review		Finance and Property Management						
Nag 5 Review				Visitors	Behaviour Management		Harassment	
Nag 6 Review								