



School Name:
Snells Beach School
Te Manu o Te Ngahere

School IDNumber: 6759

Period: 2014 – 2019
2017 Charter

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1. INTRODUCTION

Snells Beach School opened on 5 February 2009 with 123 students.

It is located in Snells Beach, a seaside town on the Mahurangi East peninsula, 10 minutes from Warkworth Township. The children who were foundation students in 2009 traditionally would have left the Mahurangi East peninsula to attend other schools in Warkworth or Matakana or the state-integrated church school in Snells Beach.

Snells Beach School was long awaited to meet the needs of the community in this area and was opened on 5 February 2009 with 123 students and a great deal of support and interest from the wider community. The school is founded on a belief that we are here to serve this community and cater for the needs of local children. By the end of 2009, the roll had risen to 171 students; and has continued to grow steadily year by year, reaching 231 by the end of In 2012, plans were commenced and permission given by the Ministry of Education to add another two classrooms to the school to cope with projected roll growth. Building began in November 2013 and was completed and opened for Term 2, 2014. The school now has 12 classrooms, with capacity for approximately 300 students.

Links with the Local Iwi

The iwi of this area is Ngati Wai and the local hapu is Ngati Manuhiri. An iwi representative was co-opted to the Establishment Board in 2007 and through this link, Ngati Manuhiri elders made themselves available to bless the site in December 2007 before construction began. In 2008 closer contact was made with the iwi through the Moko Trust, set up by Ngati Manuhiri to administer their interests in this area, and as a result of this closer affiliation the Board and school management have been able to establish a sound partnership and base for developing the school. A representative of Ngati Manuhiri was involved in all decisions of the Establishment Board. Following the dawn blessing of the buildings and the opening in February 2009 the iwi offered the school a kaumatua to assist in an advisory capacity and this honour was acknowledged formally in writing by the newly elected Board of Trustees.

Our kaumatua has assisted with all official school functions and the iwi has blessed our school with a Maori name – Te Manu o Te Ngahere - which is now represented on signage in the school grounds and in the imagery of the school. Our marae is the Omaha marae (Te Kiri Pa) situated at Leigh, which we visit regularly to continue to acquaint ourselves with the tikanga Maori o Ngati Wai/Ngati Manuhiri. The relationship has been further strengthened with involvement in school events such as our school hangi by Ngati Manuhiri marae elders and the use of the Ngati Manuhiri mobile education pod to teach our students about Ngati Manuhiri history, arts and crafts and in 2015 by the donation of a mere and patu to recognize student leadership in Kapa Haka and Taha Maori. The school's kapa haka group was established in 2012 for the first time, with 40 plus students, and continues to be strong.

In 2011 the school principal opted to be involved in a Ngati Wai Education Research Project and the school was therefore included in the initial scoping exercise reported on in the iwi education plan. In 2012 links were further strengthened through ongoing discussion related to this education project, and in 2013, the Ngati Wai education team approached Snells Beach School about being involved in their pilot research project (Te Kauhua), to which the Board agreed. This project involved 4 staff in depth and the whole staff in professional development to upskill in te reo and tikanga Maori. The draft case study report was available at the end of 2013 and includes insights into our school culture from a Maori perspective. Throughout 2014 the Ngati Wai education team worked extensively with staff and with students, based on this report to develop our knowledge of tikanga and te reo and increase the confidence of teachers. With the help of this partnership

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a school whakatauki was written and embraced and two school waiata composed. A dedicated staff project team now works on a plan of action to continue to progress our respect of and knowledge of these aspects and address outcomes for our Maori students.

Through the ongoing partnership established with Ngati Manuhiri and Ngati Wai and the subsequent plan now in place, Snells Beach School will continue to consult on ways to incorporate tikanga and te reo Maori into the school and will continue to ensure that students at this school know about and have a strong affiliation with the local iwi and marae.

School Motto

Learning for Life

Vision Statement

*Snells Beach School will prepare children for successful futures and
life-long learning
through dynamic teaching and quality learning opportunities
in a safe and nurturing environment.*

Whakatauki

*Ko te manu e kai ana te miro
Nona te ngahere
Ko te manu e kai te matauranga
Nona te ao*

*The bird who feasts upon the miro berry owns the forest
The bird who feasts upon knowledge owns the world*

Statement of Intent

Snells Beach School will be

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a safe and harmonious, child-centered environment
that the community enjoys and is proud of.

The Board of Trustees of Snells Beach School wants to create a school that:

- Focuses on the students and their learning
- Respects the diversity of our children
- Focuses on the future and on preparing children for life
- Has clarity of purpose and function, where the values base is understood
- Ensures that the Vision Statement and Statement of Intent provide a reference for decision making at all levels
- Has a strong relationship with and presence in the Snells Beach community
- Reflects the make-up of the community as a whole
- Delivers education in a professional and principled way

Collaborative Vision Statement

(20 April 2012, last reviewed October/November 2015)

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Snells Beach School develops successful citizens of the future who are self-sufficient and well-adjusted young people. Through their learning experiences, students become well rounded, self-confident and personable citizens. They live their lives with humour, showing respect for themselves and for others. They cope with life's challenges, and develop effective leadership skills. Our students are confident, creative and self-motivated learners who desire to expand their knowledge continually throughout their lives.

We believe in educating the whole child so that they are fully prepared for life. Successful teaching and learning occurs for students in enriched, creative, dynamic and innovative programmes and environments that celebrate, support and value each individual student, whatever their needs may be. We encourage an ethos of risk-taking within a safe and nurturing environment. We acknowledge it's OK to make mistakes. We reflect and learn from these. With numeracy and literacy at the heart of our learning foundations, the supportive team at Snells Beach School is committed to achieving excellence. Education Outside the Classroom and ICT tools are used to complement the learning in a flexible and portable way, not just in the classroom or the school. Students have a strong understanding of the relevance of their learning through being engaged in authentic, real life learning activities across a variety of different curriculum areas.

Our teachers are well qualified, highly motivated and caring, providing a range of challenging learning opportunities. All staff demonstrate a high level of rapport with the children and work to inspire them in their learning. Teachers work in a collegial way, supportive and encouraging of their team members and other staff. The staff are role models for students, displaying empathy and expertise in communication skills accompanied by a balanced work/home life ethic. We provide a safe and fair school which respects and celebrates each individual and their culture. A welcoming environment ensures we all enjoy school each day.

Positive links with the local community and use of its rich natural and human resources extend the opportunities for learning. Our partners in the education of the children – parents and wider whanau – are recognized and valued for their talents and contributions. Snells Beach School cultivates inclusion that encourages support, participation and communication between community, family and school. We value parent input and invite parents and caregivers to share in the development and progress of their child/ren at school.

Snells Beach School is a safe, harmonious, student-centered environment that the staff, students and community enjoy, and are proud to belong to. Our success is evident in positive, honest and authentic learning partnerships.

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2. STRATEGIC SECTION

Strategic Goals

Section 1: Educational Philosophy & Direction

- Goal 1A Snells Beach School will excel at providing a well-rounded education for every child.
- Goal 1B The school will ensure that the values programme will be an important part of learning for life.
- Goal 1C Snells Beach School will provide a range of opportunities for children as expected by the NZ Curriculum and Inquiry Practice.
- Goal 1D The school will ensure that children will have the opportunity to develop their personal creativity and strengths to be successful.
- Goal 1E Teachers will draw learning opportunities and experiences from the local area and use expertise from our community, to then apply to wider contexts.

Section 2: Student Achievement

- Goal 2A Snells Beach School will build a strong base of student achievement data.
- Goal 2B Board and school management decisions will be based on the consideration of student achievement data.

Section 3: Student & Teacher Learning

- Goal 3A The Board will support staff to focus on meeting individual needs to promote individual growth, achievement and excellence.

Section 4: Educational Practice

- Goal 4A The Board and Principal of the school will support the staff to be a sustainable centre for excellence, where the strategic goals are well met.
- Goal 4B The Board will resource professional development, the appointments process, and growth of leadership capacity to develop the school.

Section 5: School Growth

- Goal 5A The Board of Trustees and the Principal will manage the continued growth of the school to ensure that the strategic direction of the school can be maintained.

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Snells Beach School 5 Year Development Plan Priorities (Vision Streams) 2013 – 2018

2013	2014	2015	2016	2017	2018	2019
1. Living & Aligning Our Core Values						
<i>Establish Community Resource Database</i>	2. Grow Know Your Learner					
<i>Behaviour Management Alignment (to current system & expectations)</i>	<i>Update Community Resource Database</i>	3. Personal Philosophy & Pedagogy				
		4. Aligned Mental Models of Behaviour Management				
		<i>Update Community Resource Database</i>				
			5. A Shared Language of Learning in Child-speak			
			<i>Update Community Resource</i>			

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			Database			
				6. Beyond Snells Beach School		
				7. Implementing Sharing & Communicating Local Resources		
				8. Development plan 2018 and beyond.		
					9. Aligned Classroom Environments	

	Priority Work Stream	Strategic Goal Links	Year of Implementation	Leadership Responsibility
1.	<i>Living & Aligning Our Core Values</i>	Goal 1A Snells Beach School will continue to excel at providing a well-rounded education for every child. Goal 1B The school will continue ensure that the values programme will be an important part of learning for life. Goal 4A The Board and Principal of the school will support the staff to be a sustainable centre for excellence, where the strategic goals are well met.	June 2013 – continue	Senior Leadership Team: Team: K Ramel, C Neels, K Gore, T Morley.
1a.	<i>Establish Community Database</i>	Goal 1E Teachers will draw learning opportunities and experiences from the local area and use expertise from our community, to then apply to wider contexts.	June 2013 – continue	K Ramel C Mackay

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1b.	<i>Behaviour Management Alignment (to current system & expectations)</i>	Goal 4A The Board and Principal of the school will support the staff to be a sustainable centre for excellence, where the strategic goals are well met.	June 2013 – December 2014	C Neels
2.	<i>Grow Know Your Learner</i>	Goal 1A Snells Beach School will excel at providing a well-rounded education for every child. Goal 1D The school will ensure that children will have the opportunity to develop their personal creativity and strengths to be successful.	January 2014 - continue	Pasifika Project Team (working as a Learning & Change Network) K Gore T Morley G Spittal R Young C Mackay Maori Project Team P Watkin E Williamson K Ramel C Chapman Gifted & Talented Project Team C Neels K Bishop P McDonald S Jolliffe
3.	<i>Personal Philosophy & Pedagogy</i>	Goal 1A Snells Beach School will excel at providing a well-rounded education for every child. Goal 1C Snells Beach School will provide a range of opportunities for children as expected by the NZ Curriculum and Inquiry Practice. Goal 4A The Board and Principal of the school will support the staff to be a sustainable centre for excellence, where the	January 2016 – December 2016	C Neels K Ramel

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		<p>strategic goals are well met.</p> <p>Goal 4B The Board will resource professional development, the appointments process, and growth of leadership capacity to develop the school.</p>		
4.	<i>Aligned Mental Models of Behaviour Management</i>	<p>Goal 3A The Board will support staff to focus on meeting individual needs to promote individual growth, achievement and excellence.</p>	January 2017 –	<p>S Jolliffe K Gore K Bishop T Morley</p>
5.	<i>A Shared Language of Learning in Child-speak</i>	<p>Goal 2A Snells Beach School will build a strong base of student achievement data.</p> <p>Goal 3A The Board will support staff to focus on meeting individual needs to promote individual growth, achievement and excellence.</p>	January 2016 – continue	<p>S Jolliffe P McDonald K Gore</p>
6.	<i>Beyond Snells Beach School</i>	<p>Goal 1A Snells Beach School will excel at providing a well-rounded education for every child.</p> <p>Goal 2A Snells Beach School will build a strong base of student achievement data.</p>	January 2017 –	<p>K Gore C Mackay T Morley S Jolliffe E Williamson</p>
7.	<i>Implementing Sharing & Communicating Local Resources</i>	<p>Goal 1C Snells Beach School will provide a range of opportunities for children as expected by the NZ Curriculum and Inquiry Practice.</p> <p>Goal 1E Teachers will draw learning opportunities and experiences from the local area and use expertise from our community, to then apply to wider contexts.</p>	January 2018 –	<p>K Gore K Bishop E Williamson C Neels</p>

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8.	<i>Development Plan 2018 & Beyond</i>	Goal 4A The Board and Principal of the school will support the staff to be a sustainable centre for excellence, where the strategic goals are well met. Goal 5A The Board of Trustees and the Principal will manage the continued growth of the school to ensure that the strategic direction of the school can be maintained.	Term 1 2017 -	BOT
9.	<i>Aligned Classroom Environments</i>	Goal 4A The Board and Principal of the school will support the staff to be a sustainable centre for excellence, where the strategic goals are well met. Goal 5A The Board of Trustees and the Principal will manage the continued growth of the school to ensure that the strategic direction of the school can be maintained.	January 2018 –	K Ramel T Morley C Neels

3. ANNUAL SECTION 2017

Snells Beach School

ANNUAL PLAN 2017

Vision Streams					
<i>Grow Know Your Learner</i>	Specific Actions 2017	Outcome	Responsibility & Document Reference	Resourcing	Review
Goal 1A	Pasifika Project Team		K Gore (Coordinator)	\$1000 annual budget	Nov 2017

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<p>Snells Beach School will excel at providing a well-rounded education for every child.</p> <p>Goal 1D</p> <p>The school will ensure that children will have the opportunity to develop their personal creativity and strengths to be successful.</p>	<ol style="list-style-type: none"> Continue to work on the change priorities as identified in the Snells Beach School Pasifika Plan <p>Maori Project Team</p> <ol style="list-style-type: none"> Continue to action the Snells Beach School Maori Plan; specifically tiro ā-Māori ki tōna ake ao (Maori World View) To establish a local programme based on Mutukaroa, specifically building home/school partnerships, by working with whanau, to lift achievement of our Maori students. <p>Passion Project Team</p> <ol style="list-style-type: none"> Develop a shared language and understanding of what Gifted and Talented means & looks like. How do we assess/identify these students, and why? Develop opportunities in the school to steer children towards their passions 		<p>T Morley G Spittal R Young C Mackay</p> <p>P Watkin E Williamson (Coordinators) K Ramel C Chapman</p> <p>Co-ordinator tbc K Bishop P McDonald S Jolliffe T Lovegrove</p>	<p>\$1000 annual budget (+ release Mutukaroa)</p> <p>\$1000 annual budget</p>	
<i>A Shared Language of Learning in Child-Speak</i>	Specific Actions 2017	Outcome	Responsibility & Document Reference	Resourcing	Review
<p>Goal 2A</p> <p>Snells Beach School will build a strong base of Student achievement data</p>	<ol style="list-style-type: none"> Continue to develop our shared language of learning in child-speak established last year 		<p>Senior Leadership Team: K Ramel T Morley K Gore</p>		Nov 2017

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Goal 3A The BOT will support staff to Focus on meeting individual needs to promote individual growth, achievement & excellence	2. To refine our reporting to parents processes to ensure that this shared language is fully integrated 3. To empower students to effectively use the language when considering their own progress and achievement		AP – when appointed		
<i>Beyond Snells Beach School</i>	Specific Actions 2017	Outcome	Responsibility & Document Reference	Resourcing	Review
Goal 1E Teachers will draw learning opportunities and experiences from the local area and use expertise from our community, to then apply to wider contexts.	1. To build the concept of partnership between school and family/whanau 2. To make specific links between learning in class, and contexts in our local area (real-life applications)		Senior Leadership Team: K Ramel T Morley K Gore AP – when appointed		Nov 2017
<i>Development Plan 2018 & Beyond</i>	Specific Actions 2017	Outcome	Responsibility & Document Reference	Resourcing	Review
Goal 4A The Board and Principal of the school will support the staff to be a sustainable centre for excellence, where the strategic goals are well met. Goal 5A The Board of Trustees and the Principal will manage the	1.		K Ramel J White BOT		Termly 2017

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continued growth of the school to ensure that the strategic direction of the school can be maintained.					
Other Priorities					
Personnel	<ol style="list-style-type: none"> 1. Successfully appoint a new Associate Principal in Term 1 2017 2. Re-structure Leadership Team & Responsibilities 		Board of Trustees		End of Term 1 2017
Finance	<ol style="list-style-type: none"> 1. Create a plan to increase the funding available for the school 2. Begin to work on the finance plan 		Board of Trustees Principal & Senior Leadership PTA		Nov 2017

3.1 IMPROVEMENT TARGETS 2017

Cohort Targets for Reading:

- Accelerate the progress of the 39% of 'After 2 Years at School' students below the standard (2016) to 'at' the standard "After 3 years" in 2017
- Accelerate the progress of the 38% of 'After 3 Years at School' students below the standard (2016) to 'at' the standard at the "End of Year 4" in 2017.

Cohort Target for Mathematics:

- Accelerate the progress of the 71% of the "After 2 years at school" cohort 2016 who were "at" the standard, to more students "above"

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the standard “after 3 years at school”, in 2017.

Targets for Maori Students:

- a) Accelerate the progress of the 33% of Maori students who are below, or well below Reading at all levels of the school.
- b) Accelerate the progress of the 39% of Maori students who are below, or well below Mathematics at all levels of the school.
- c) Accelerate the progress of the 36% of Maori students who are below, or well below Writing at all levels of the school.

Target for Boys:

- a. Accelerate progress for the 33% of boys who are below or well below in reading at all levels.

Achievement Targets were based on the following data:

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2016 National Standards Reporting (Due 1 March 2017)

Note the ethnicity figures below:
- are reported at Level 1 (Stats NZ Classifications)
- exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name				Excluded >= 1 March		Excluded: No OTJ	
6759	Snells Beach Primary School	NAG2A(c) Reporting				16		1	
Mathematics	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No
All Students	11	5.8	37	19.5	82	43.2	60	31.6	190
Maori	6	16.7%	8	22.2%	14	38.9%	8	22.2%	36
Pasifika	0	0.0%	5	21.7%	12	52.2%	6	26.1%	23
Asian	0	0.0%	0	0.0%	4	66.7%	2	33.3%	6
NZ European/Pakeha/Other European	5	4.1%	24	19.8%	48	39.7%	44	36.4%	121
Male	7	6.9%	24	23.8%	40	39.6%	30	29.7%	101
Female	4	4.5%	13	14.6%	42	47.2%	30	33.7%	89
After 1 year at school	2	6.1%	4	12.1%	25	75.8%	2	6.1%	33
After 2 years at school	0	0.0%	7	25.0%	20	71.4%	1	3.6%	28
After 3 years at school	3	18.8%	3	18.8%	8	50.0%	2	12.5%	16
End of year 4	4	8.3%	12	25.0%	9	18.8%	23	47.9%	48
End of year 5	1	3.3%	8	26.7%	7	23.3%	14	46.7%	30
End of year 6	1	2.9%	3	8.6%	13	37.1%	18	51.4%	35
End of year 7	0	-	0	-	0	-	0	-	0
End of year 8	0	-	0	-	0	-	0	-	0

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- exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name				Excluded >= 1 March		Excluded: No OTJ	
6759	Snells Beach Primary School	NAG2A(c) Reporting				16		1	
Reading	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No
All Students	14	7.4	35	18.4	50	26.3	91	47.9	190
Maori	7	19.4%	5	13.9%	7	19.4%	17	47.2%	36
Pasifika	0	0.0%	5	21.7%	7	30.4%	11	47.8%	23
Asian	1	16.7%	1	16.7%	0	0.0%	4	66.7%	6
NZ European/Pakeha/Other European	6	5.0%	23	19.0%	34	28.1%	58	47.9%	121
Male	11	10.9%	22	21.8%	27	26.7%	41	40.6%	101
Female	3	3.4%	13	14.6%	23	25.8%	50	56.2%	89
After 1 year at school	3	9.1%	12	36.4%	16	48.5%	2	6.1%	33
After 2 years at school	3	10.7%	8	28.6%	8	28.6%	9	32.1%	28
After 3 years at school	5	31.3%	1	6.3%	1	6.3%	9	56.3%	16
End of year 4	2	4.2%	7	14.6%	11	22.9%	28	58.3%	48
End of year 5	0	0.0%	5	16.7%	7	23.3%	18	60.0%	30
End of year 6	1	2.9%	2	5.7%	7	20.0%	25	71.4%	35
End of year 7	0	-	0	-	0	-	0	-	0
End of year 8	0	-	0	-	0	-	0	-	0

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Note the ethnicity figures below:
- are reported at Level 1 (Stats NZ Classifications)
- exclude students in ethnic groups MELAA or Other

School Number	Name		Report Name		Excluded >= 1 March		Excluded: No OTJ		
6759	Snells Beach Primary School		NAG2A(c) Reporting		16		1		
Writing	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No
All Students	11	5.8	29	15.3	99	52.1	51	26.8	190
Maori	6	16.7%	7	19.4%	15	41.7%	8	22.2%	36
Pasifika	0	0.0%	2	8.7%	12	52.2%	9	39.1%	23
Asian	0	0.0%	1	16.7%	3	50.0%	2	33.3%	6
NZ European/Pakeha/Other European	5	4.1%	19	15.7%	66	54.5%	31	25.6%	121
Male	9	8.9%	23	22.8%	51	50.5%	18	17.8%	101
Female	2	2.2%	6	6.7%	48	53.9%	33	37.1%	89
After 1 year at school	2	6.1%	6	18.2%	24	72.7%	1	3.0%	33
After 2 years at school	1	3.6%	4	14.3%	22	78.6%	1	3.6%	28
After 3 years at school	2	12.5%	2	12.5%	6	37.5%	6	37.5%	16
End of year 4	2	4.2%	7	14.6%	23	47.9%	16	33.3%	48
End of year 5	3	10.0%	6	20.0%	8	26.7%	13	43.3%	30
End of year 6	1	2.9%	4	11.4%	16	45.7%	14	40.0%	35
End of year 7	0	-	0	-	0	-	0	-	0
End of year 8	0	-	0	-	0	-	0	-	0

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4. PROCEDURAL INFORMATION

The Establishment Board (EBOT) developed the initial Vision, Intents and Strategic Plan and then shared this with the community at a series of public meetings held prior to the opening of the school in 2007 and 2008.

The EBOT resolved to leave the Charter and Strategic Plan in draft form until the new Board of Trustees was elected and could consider and review the documentation.

A new Board of Trustees was elected in June 2009 and they undertook a process of discussion and consultation with the community through the newsletter and face to face meetings with interested parents. That process was completed in November 2009. A community survey was issued at the end of 2009.

The school was then required to undertake another round of elections for a new Board of Trustees in March/April 2010. This Board reviewed information collected over the first two years of the school's life and developed new strategic goals for the next three years (2011-2013). Following the ERO Review of the school carried out in May 2011, these goals were further reviewed through an extensive review process and further consultation with the community. The new Strategic Goals developed from this process focused intently on the community/school partnership and the Board's educational philosophy and beliefs.

In 2011 the OUR Education Network consultancy was engaged to work through a visioning process with staff, Board members and parents. A more detailed collaborative vision statement that built on the original intents and values of the Board of Trustees was developed in 2012 through this process and has been adopted by the Board and the school as our guiding statement.

In 2013 a new 5 year plan was developed from this vision with the help of the facilitators from OUR Education network, encompassing 8 Vision Streams that will carry the school through to 2018. Collaborative Project Teams are working on each Vision Stream to develop a detailed action plan for each aspect and this is then enacted under their leadership.

Following the changes to requirements for submitting Charters implemented by the Ministry in 2011, the school management and Board have resolved to alter the timeline for the development and revision of the Charter, as follows:

- Review the Annual Plan and adjust Charter Strategic Goals at the end of each year for approval at the first Board of Trustees meeting of the following year.
- Communicate this to the community in the New Year.
- Consult with the Maori community through the partnership with Ngati Manuhiri and Ngati Wai as appropriate and wherever feasible within that timeframe.
- Submit the updated Charter, Annual Plan, Targets and Analysis of Variance to the Ministry of Education by 1 March each year in line with NAGs 7 & 8.
- Submit the Annual Report for the previous year by 31 May each year.

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Appendix 1 2017

Snells Beach School

Analysis of Variance 2016

2016 Snells Beach School Learning & Achievement Targets – Analysis of Variance

Reading	2016 Targets	Cohort Review Data		Comment
a.	To accelerate the progress of the 65.7% of students who were below the standard after 1 year at school in 2015, so that there are less than 50% below the standard after 2 years at school in 2016	2015 Data After 1 year at school N= 35 65.7% (23 students) below 5.7% (2 students) well below 22.9% (8 students) at 5.7% (2 students) above	2016 Data After 2 years at school N= 28 28.6% below (8 students) 10.7% (3 students) well below 28.6% (8 students) at 32.1% (9 students) above	Achieved Only 39.3% below. Of the students still below: <ul style="list-style-type: none"> 2 poor attendance (addressed) 1 RT Lit, TTL, RTLB (support) 1 TTL (support) & recently got glasses after school identified issue. 1 RT Lit, OT, RTLB (support) 1 HCN, RR (support) not at school full time due to high needs 3 unexplained low progress – will be target chn next year
Conclusions: <ul style="list-style-type: none"> The targeted support we were able to give in 2015 with the support of RTLB for the Year 3 and Year 2 students did bear fruit and resultant acceleration is evident. Unfortunately this support is not available consistently every year for students who need it, but it has provided some excellent skill development for teachers and teacher aides. It is the view of this school that the standard for Year 1 is unrealistic based on our school entry data. We will however continue to work on having our students reach the standard by the end of the first year at school. Actions for 2016: 1.Continue to strengthen the programme at Year 0/1 with an emphasis on Oral language (being the base of all learning)				

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2. Continue with specialised programmes in the Junior school-Lexia, Talk to Learn and teacher aide assistance where possible
3. Continue to discuss entry results and expectations with the local pre-school institutions
4. Refine the needs of the junior students with targeted teaching groups identified after early identification on entry, and with ongoing regular assessment
5. Introduce a wider range of text types using clear ability based groupings
6. Continue to use peer and buddy reading programmes

Writing	2016 Target	Cohort Review Data		Comment
a.	To move the 36.1% Year 5 students who were below the standard in writing at the end of 2015, to at the standard by the end of Year 6 in 2016	2015 Data At the end of Year 5 36.1% (13 students) below 2.8% (1 students) well below 36.1% (13 students) at 25% (9 students) above	2016 Data At the end of Year 6 11.4% (4 students) below 2.9% (1 students) well below 45.7% (16 students) at 40% (14 students) above	Achieved Accelerated progress has been achieved – 13 students below, now 4 students below. Two new students are below. (not in last year's data). 2 existing students below – both receive RTLB support (learning needs). 1 student well below – HLN, RTLB, in class support.

Conclusions:

- The target was achieved with more than a 50% improvement.
- Of those still below the standard, 2 are new to the school, and the remaining 2 receive outside agency learning support for identified special needs.

Actions for 2017:

1. Continue spending more time on practical modelling, and targeted discussion of each step of the process
 2. Continue increased focus on spelling – has made a significant impact
 3. Continue the targeted link between reading & writing when focussing on punctuation (ie: the punctuation determines how the reader reads)
- Continue the use of "backtrack.com" for writing & publishing online – has had a very big impact on engaging the boys in particular

Mathematics	2016 Target	Review Data 2016		Comment
a.	To move the 28.2% of students below the standard after 3 years at school in 2015, to at the standard by the end of	2015 Data After 3 years at school N=41	2016 Data At the end of Year 4 N = 48 25% (12 students) below	Partially Achieved Last year there were 24.4% (10 students) above. This year there are 47.9% (23 students) above. 4 of the students below this

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	Year 4 in 2016	28.2% (12 students) below 4.9% (2 students) well below 43.9% (18 students) at 24.4% (10 students) above	8.3% (4 students) well below 18.8% (9 students) at 47.9% (23 students) above	year are new to the school. (actually only 8 existing students below). All others below have outside agency interventio
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Conclusions:

- The target was partially achieved. Of the 12 students remaining below the standard, 4 are new to the school. If only existing students are analysed, only 16% remain below the standard, a significant improvement from 28%.
- The remaining students below the standard all have outside agency intervention.
- There has been a significant shift from “at” to “above” with almost 50% of this cohort (47.9%) achieving above the standard.

Actions for 2017:

1. Complete further diagnosis and assessment of the 4 new students achieving below the standard and put plans in place.
2. Continue with outside agency support.
3. Continue to integrate maths into the Inquiry programme to provide authentic contexts – has been a major focus this year & we believe is responsible for the big shift from “at” to “above”.

b.	To move the 35.5% of students below the standard after 2 years at school in 2015, to at the standard after 3 years at school in 2016	2015 Data After 2 years at school N= 31 35.5% (10 students) below 3.4% (1 student) well below 37.9% (11 students) at	2016 Data After 3 years at school N=17 17.6% (3 students) below 17.6% (3 students) well below 52.9% (9 students) at 11.8% (2 students) above	Achieved Accelerated progress has been achieved – 10 students below, now 3 students below. 1 student below is receiving RTLB intervention. 2 unexplained low progress – will be target chn next year.
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		20.7% (6 students) above		
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Conclusions:

- The data reflects that there has been a significant shift in numbers in this cohort – we are better to consider actual student numbers, rather than percentages.
- The target was achieved, we have gone from 10 students below (35.5%) to 3 students below (16.6%).
- 1 student below is receiving targeted RTLB intervention, and 2 show unexplained low progress, and will need to be targeted for next year.

Actions for 2017:

1. Use specialist programmes such as Maths Whizz for those students on RTLB rolls
2. Place a special focus on number knowledge and the understanding of number evidence
3. Analyse evidence and data from assessments critically

Maori Students' Achievement	2016 Targets	Review Data 2016		Comment
a. Reading	To show progress in the achievement of Maori boys in reading at all levels in 2016	2015 data N = 21 14% (3 students) well below 52% (11 students) below 10% (2 students) at 24% (5 students) above	2016 data N = 23 30% (7 students) well below 13% (3 students) below 22% (5 students) at 35% (8 students) above	Partially Achieved Of the 7 students well below: <ul style="list-style-type: none"> • 3 are Autistic (ORRS) • 1 has HCN (High & Complex Needs) • 2 have RTLB support • 1 is unexplained low progress The 3 students below all have low attendance issues.
b. Writing	To show progress in the achievement of Maori boys in	2015 data N = 21	2016 data N = 23	Partially Achieved Of the 6 students well below:

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	writing at all levels in 2016	5% (1 student) well below 52% (11 students) below 38% (8 students) at 5% (1 student) above	26% (6 students) well below 26% (6 students) below 39% (9 students) at 9% (2 students) above	<ul style="list-style-type: none"> 3 are Autistic (ORRS) 1 has RTLB support 2 are unexplained low progress Of the 6 students below: <ul style="list-style-type: none"> 1 has HCN (High & Complex Needs) 3 students below all have low attendance issues. 2 have unexplained low progress
c. Maths	To show progress in the achievement of Maori boys in mathematics at all levels in 2016	2015 data N = 21 5% (1 student) well below 28% (6 students) below 48% (10 students) at 19% (4 students) above	2016 data N = 23 22% (5 students) well below 22% (5 students) below 43% (10 students) at 13% (3 students) above	Not Achieved Of the 5 students well below: <ul style="list-style-type: none"> 3 are Autistic (ORRS) 2 have RTLB support Of the 5 students below: <ul style="list-style-type: none"> 1 has HCN (High & Complex Needs) 1 student is new (likely ASD) 2 students have attendance issues 1 unexplained low achievement

Conclusion:

- The Reading Data shows that there has been an improvement with more students achieving at or above the standard. There are however, more students well below – this is largely due to the arrival of 3 new Autistic students with ORRS funding, plus other students with complex needs, receiving support, at that level.
- The Writing Data shows that there has been a small improvement with more students achieving at or above the standard. Again, there more students well below – this is largely due to the arrival of 3 new Autistic students with ORRS funding, plus other students with complex needs, receiving support, at that level. Attendance is also proving to be an issue in Writing achievement.
- The Maths Data shows that there has been no improvement with no more students achieving at or above the standard. As above, there are more students with special and complex needs, and attendance issues.

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Actions for 2017:

- The students with unexplained low progress need to be further assessed, and targeted in 2017.
- Have the Maori Vision team investigate and place emphasis on the support and acceleration of our Maori students
- Teachers to place emphasis and awareness on these learners and how they learn
- Investigate the Mutukaroa programme to provide targeted support through families in 2017.
- Form relationships and further promote engagement with whanau – unit allocated management role