

Alfredton School Charter and Annual Strategic Plan 2022



Inspiring learning for a lifetime - Little acorns to mighty oaks

Our Vision: To grow students to be confident, broad minded, innovative learners who are community orientated and culturally aware.

Our Values: To be MIGHTY Oaks – Motivated

Imaginative

Giving Respect

Happy

To be adaptable

You're confident

General Description

Alfredton School is a rural U1, full primary. The school is 47 km north of Masterton and 19 km east of Eketahuna and is in an attractive rural setting (golf course alongside and the domain nearby). The pupil catchment area is approximately within a 23 km radius, with all of our children travelling to school on a Ministry Direct Resourced bus service operated by the school. The Alfredton District is mainly a beef and sheep farming area where a strong community spirit exists and both parents and the wider community are actively involved, interested and supportive of school life. The school fundraising team, ASCA, are the driving force behind the school's fundraising and provide support for all major events. Our staff and Board of Trustees strive to provide a secure environment for children to learn and develop, for staff to grow professionally. They are committed to "Excellence in Education" and ensuring that the wellbeing of all children and staff is paramount in their policies and procedures.

Māori Dimensions and Cultural Diversity

Alfredton School ended 2021 with a roll of 45 students, with 25% of these students identifying as Māori. Our students come from a range of iwi. We recognise and respect the cultural diversity of all families at our school. The school promotes the importance of New Zealand's cultural diversity and the unique position of Māori culture. This is demonstrated through:

- ❖ Consultation with our Māori community on charter development and student achievement.
- ❖ Policies and procedures that reflect New Zealand's and Alfredton School's community and cultural diversity.
- ❖ Providing all students with experiences and understanding in cultural traditions, language and local history.
- ❖ Visits by students and staff to local marae
- ❖ Enriching the NZ Curriculum with Māori Language and Māori cultural perspectives.
- ❖ Ensuring planning and teaching incorporates Te Ao Māori through Te Reo and Tikanga Māori.

The Board will consider any requests from parents for instruction to be delivered in Te Reo Māori and all reasonable steps will be taken to explore possibilities for extending the current provision e.g. dual enrolment with Te Kura, consulting with Māori Education Services, advising whanau of the nearest school that provides a higher level of instruction in Te Reo and Tikanga Māori (if available).

Focus Area 1: The Future of Teaching and Learning including Cultural Responsiveness and Localised Curriculum Design (NELP Objectives: 1, 2, 3, 4)

Objective / Action	How it will be achieved	Responsibility	Progress
<p>To develop outdoor learning</p>	<p>Learning through Discovery / Play</p> <p>Junior Room</p> <ul style="list-style-type: none"> ● Designated outdoor area at the back of the classroom ● Develop water play, painting, small world, large construction, chalkboards etc <p>Loose Parts</p> <ul style="list-style-type: none"> ● Designated outdoor area for use at break times or booked class time using tyres, tarp, planks of wood, buckets etc <p>Visits to Douglas Park School, Solway School, Forest School (Masterton) and Southend School (Carterton)</p> <p>Possible PLD: Paula Jamieson Play, Make, Create, Longworth Education</p>	<p>Principal / Junior Room Teacher</p> <p>All Staff</p> <p>All Staff</p>	
<p>To develop assessment and student agency</p>	<p>Introduce PACT as a system of whole school assessment</p> <ul style="list-style-type: none"> ● Understand the Learning Progressions and how they impact on next steps for learning <p>PLD: Kahui Ako</p>	<p>Principal / All Staff</p>	
<p>To develop Kaitiakitanga – Caring for our Environment</p>	<p>Native Garden and Wetland Project</p> <ul style="list-style-type: none"> ● Restore the drain and seep back into the native habitat and grow its biodiversity 		

	Investigate how local history can support the new curriculum		
Writing To raise the achievement of all students and close the gap for our Māori learners and children who have been identified as priority learners	PLD: Murray Gadd - improving writing achievement Embed and further develop Big Writing throughout the school and The Write Stuff in the Senior Room Use of co-constructed success criteria to enable students to self-assess learning Implement a spelling program Use of intervention programs with identified priority learners. These will be reviewed termly.	Principal / Literacy Lead Teacher / All Staff Teacher Aide / All Staff	
Reading To further develop links with whanau and increase reading mileage for the children	Whole School Reading Diaries with all students expected to use them. Further develop the Home Reading Program. Invite whanau / community members to share their reading with students / read aloud to younger students	Principal / Literacy Lead Teacher	
Maths To embed maths progressions and develop self-assessment grids to promote student agency and understanding of learning progressions	Use of co-constructed success criteria to enable students to self-assess learning Further develop teaching of 'strand' alongside number in the Senior Room To begin to introduce STEM using Epro8 and Arduino with Senior students	All Staff	

Focus Area 3: To Re-imagine our Vision and School Values (NELP Objective 1)

Objective / Action	How it will be achieved	Responsibility	Progress
To revisit our Vision and Values as we redesign our curriculum to meet the needs of all learners	Consult with staff, students and community Working Party comprising of all stakeholders to create a re-imagined vision and school values	Principal / Board / All Staff	