

ALLENTON SCHOOL



CHARTER 2020



CHARTER CONTENTS

Charter Contents	Page 2
Introduction - Description of School and Community	Pages 3 and 4
Beliefs and Values	Page 5
Charter Vision for Learning	Page 6 to 11
Curriculum Structure 2020	Page 12
Allenton School Baseline Data 2017 to 2020	Page 13
Student Achievement Targets 2020 – Reading	Page 14
Student Achievement Targets 2020 – Writing	Page 15
Student Achievement Targets 2020 – Numeracy	Page 16
Professional Learning Development Plan	Pages 17 to 21
Summary of Self Review (3 Year Plan)	Pages 22 and 23
Annual Board Work Plan 2020	Pages 24 and 25



INTRODUCTION - DESCRIPTION OF SCHOOL AND COMMUNITY

Allenton School believes that every child will be empowered to achieve to their best and become lifelong learners. Our Vision is, Together we learn and grow. *Me akotahi hei orange mō te katoa.*

Allenton School opened in 1897 and is situated in the west Ashburton suburb of Allenton. It is the largest contributing school in the Mid Canterbury area - with a starting roll of 360 growing to 420 at the end of this year. Ashburton is well situated for a range of leisure activities, being a short 30-minute drive to Mt Hutt ski field as well as having a range of mountains and lakes available for water sports/ fishing/ tramping/hunting/biking etc.

Our grounds are huge and attractive with many mature trees and beautiful grass areas. We have large well-used asphalt areas, sandpits and adventure playgrounds that provide a wonderful area for our children and community to enjoy. An afterschool Programme (Hit Play) operates in the hall and the Harrison Street field during the term and provides whole day holiday programme options.

The school has approximately 68% New Zealand Pakeha, Maori 11%, Pasifika 13%, 6 % Asian and 1% of other ethnic groups. The school has a current decile ranking of 7.

We have developed our understanding of Kia Hikitia and the Pasifika Action Plan over the last few years and are making culturally responsive practice commonplace at every level at our school. The talented support staff are organised by our SENCO and they are an integral, very supportive aspect of classroom programmes and school routines, especially supporting our increasing number of ELL pupils – an aspect that is exciting for our school and community.

The school is organised into three syndicates, Junior - NE to Year 2, Middle - Year 3 and 4 and Senior - Year 5 and 6. We are a PB4L school and are now working at the Tier 2 level. We have a very positive culture within our students, staff and wider community where we have worked hard on our Allenton School ACE key competencies of Aroha, Self- Management, Always thinking, Communicating and Effort. These are embedded though out all aspects of our teaching and learning programme.

The school provides a friendly and safe environment for the children to carry out their learning. We believe we provide students with a level of education that forms the foundation to build on in the years ahead. Class programmes continued to ensure students had a good grasp of the essential skills in literacy and numeracy, with the major focus being around student voice and developing the capabilities of our student learners.

Through the opportunities children receive both in and outside the classroom we aim to ensure children gain the self-confidence to progress and achieve at their individual level and fulfil their undoubted potential.

We expected the Education Review Office to be in our school in the second half of 2019, but it is likely this will be during 2020. Since the last review in late 2016 we have continued to enhance the quality of the teaching programmes and the professional capacity of the teaching staff in a number of important areas.

Professional Learning Development for staff has been focused on effective pedagogy, with the aim of developing and enhancing teacher practice, and developing student-learning capability.

Over the past few years we have specifically focused on Positive Behaviour for Learning (consolidating Tier 1 and moving into Tier 2), Mathematics (with Carol Efford from the University of Canterbury who is now on our fulltime staff), and Specific Learning Difficulties. The learning around SLD's has been invaluable in our ongoing understanding of how children learn and the possible barriers to that learning.

In 2019 we have been part of a Ministry of Education funded professional learning development around modern pedagogies and future-focused learning. This will continue in 2020 and there is a more detailed summary further in the charter. We will also be involved in professional learning on the implementation of the Digital technologies Curriculum.

It is important that a cooperative partnership between school and home is achieved to assist children to reach their potential. Aspects of school programmes do require the assistance of parents who regularly help out with school trips and sports teams.

The school over the years has had an active PTA and through its fund-raising efforts has provided the school with additional resources and an improved learning environment. Many people comment on how much they value the positive family-friendly ethos and community spirit that is such a trademark of our school.

The Board of Trustees is a vital cog in the success of the school and board members are highly interested in all aspects of the school, with a particular focus on governance, finance, property and curriculum. We look forward to a continuing association next year.

The efforts of all staff, the Board of Trustees and the PTA are acknowledged as a key contribution to the student's achievement and the ongoing development of the school.

Further information can be found at www.allenton.school.nz and www.ero.govt.nz



CHARTER – BELIEFS AND VALUES

Together We Learn and Grow
Me akotahi hei oranga mo te katoa

MISSION STATEMENT

To empower our children to achieve their best and become life long learners

OUR BELIEFS

Allenton School:

- is about and for children
- is a partnership between child, school and community
- acts in an atmosphere of mutual respect between parent/caregiver, child and staff
- uses everyone's strengths in a supportive environment
- recognises and makes use of the talents and resources within our diverse community, and in return enjoys the support of the community.

KEY COMPETENCIES

At Allenton School we encourage the development of our key competencies through the **Allenton School ACE** model:

A = Aroha (caring and showing respect)

S = Self-Managing (organising self, time and belongings)

A = Always Thinking (learning and actions)

C = Communicating (sharing information in a variety of ways)

E = Effort (do my best)

VALUES

At Allenton School we encourage values which support our Key Competencies:

Respect

Co-operation

Honesty

Curiosity

Excellence



CHARTER VISION FOR LEARNING 2020

Together We Learn and Grow
Me akotahi hei oranga mo te katoa

Our Charter Vision for Learning

Our vision, and as such our main priority, should always be about improving the educational outcomes and social opportunities for our children. Our vision is driven by the fact that we live in a world where there is increasingly rapid change and growth. As this change continues and as our technology and attitudes develop, then so our children's learning needs and the way they learn surely need to change and grow as well.

Our vision also embraces the diverse ethnicity we have at our school, with particular focus on and celebration of Maori and Pasifika cultures.

The Allenton School Board of Trustees, in partnership with staff, parents and students, strives to promote equity and high quality educational programmes within a safe and nurturing environment so that children become successful.

Strategic Plan

This Strategic Plan sets out the Board of Trustees key goals and direction over the next four years.

The Allenton School Board of Trustees over the next four years is committed to the following broad goals:

1. Student Achievement

To challenge and inspire our students to be excited about their learning, resulting in enthusiastic, connected, actively involved and confident learners.

2. Maori Achievement

To foster procedures and practices that reflect New Zealand's cultural diversity and in consultation with the school's Maori community, develop plans and targets for improving the achievement of Maori students.

3. Our Students

To provide students with a wide range of experiences that enable them to develop qualities that are important for their future.

4. Teaching Practice

To further develop a collaborative, reflective professional learning community, enabling teachers to support each other as learners and refine teaching practice.

5. Community Involvement

To enhance positive community relationships, a sense of partnership and high levels of parent involvement, while maintaining our reputation as a family-friendly and welcoming school.

6. Activities of the Board

To ensure student learning, progress, achievement and well-being is at the centre of all decisions, actions and activities.



CHARTER VISION FOR LEARNING 2020

Together We Learn and Grow
Me akotahi hei oranga mo te katoa

STUDENT ACHIEVEMENT

It is the Board's aim to continually improve Student Achievement at Allenton School. It will do this through:

- All students learning through being challenged.
- Integrating and delivering the New Zealand Curriculum through the Allenton Curriculum.
- Developing strong Allenton School ACE Key Competencies and Values.
- School wide planning, management and effective governance.
- Encouraging risk-taking, resilience and perservance in our children.

QUALITY GOVERNANCE AND LEADERSHIP

The Board considers that:

- The performance of the school depends significantly on the effectiveness of relationships promoted, fostered and acted on by the Board, and individual members of the Board.

As a result, the Board expects that:

- A positive, productive working relationship with the school principal will be based on shared understandings of the respective roles and responsibilities of governance by the Board, and management and leadership by the principal.
- Each Board member will continually self-monitor their individual and collective performance as a trustee against policies, roles and responsibilities, delegated responsibilities through portfolios, and to collectively monitor the overall performance of the Board against school purpose and direction.
- The Board will develop and maintain positive working relationships within its membership and with all persons and organisations associated with the school.

The Board expects Management to:

- Improve outcomes for all students.
- Create the conditions for effective teaching and learning.
- Develop and maintain our school as a learning organisation.
- Make connections and build networks within and beyond their school.
- Provide an environment where the leadership skills of staff and children are encouraged and developed.
- Provide an environment where the next generation of leaders is fostered.

QUALITY TEACHING

The Board believes that:

- In order for children to achieve their potential they must have a positive relationship with their teacher. Teachers are expected to “know the learner” in order to ensure full engagement with their learning.
- While at our school all pupils will be regularly monitored by their teachers. Frequent /regular communication combined with close individual monitoring means staff can constantly adjust teaching approaches to cater for each child’s learning needs.
- To reflect our increasingly multicultural environment, teaching methods will be developed to suit all of our learners and celebrate our differences as well as our commonalities.
- We believe that in order for our children to navigate their way through the 21st Century there needs to be a strong focus on thinking, creativity, self-management and relationships. Together teachers, pupils and parents form a “learning community” seizing the opportunities offered by new knowledge and technologies to enhance collaboration and become active participants in our global world.

SAFE ENVIRONMENT

The Board will provide a safe, inclusive physical and emotional environment for children, caregivers, staff, parents and visitors.

PARTNERSHIP AND ENGAGEMENT

The Board believes that:

- To achieve the best results for our children, parents, teachers and children should learn alongside each other in a three-way partnership.
- It must continually adapt its ways of communicating to engage with all cultures within our school community and actively involve them in the business of learning.
- The Board values active support from the school community in curricular and extra-curricular activities and recognises that this is necessary for a successful partnership.
- We want to show our community that we “walk the talk” by showing our actions are true to our core beliefs of “being about and for children”.

GOVERNANCE

The Board of Trustees' role is governance of the school. The Principal's role is management of the school – he or she is the school's Chief Executive. The Principal reports to the Board.

Governance is a "hands off" process whereby the Board ensures that the school is well managed and led, without doing the managing itself. It does not involve itself in the administrative details of the day-to-day running of the school.

The Board is proactive rather than reactive in its operation and decision-making. Enhancing student achievement is its focus.

MANAGEMENT

The Board delegates all authority and accountability for the day-to-day operational organisation to the Principal.

EDUCATION AMENDMENT ACT 2013, SECTION 16 AND EDUCATION ACT 1989, SECTION 76

2013 S16

1. A school's Board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
2. Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's Board has complete discretion to control the management of the school as it thinks fit.

1989 S.76 Principals-

1. A school's Principal is the Board's Chief Executive in relation to the school's control and management.
2. Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Principal -
Shall comply with the Board's general policy directions; and
Subject to paragraph (a) of this subsection, has complete discretion to manage as the Principal thinks fit the school's day-to-day administration.

NATIONAL EDUCATION PRIORITIES AND SCHOOLING STRATEGY

Allenton School recognises the Government's National Education Priorities:

- Success for all
- A safe learning environment
- Improving reading, writing and maths
- Better use of Student Achievement information
- Improving outcomes for students at risk
- Improving Maori student outcomes
- Reporting

The School is also committed to the Schooling Strategy goal of all students achieving to their potential through the three identified priorities of:

- All students experience effective teaching
- Children's learning is nurtured by families and whanau
- Evidence based practises are used by all involved in schooling

The school integrates the National Education Priorities and priorities of the Schooling Strategy at Governance and Operational levels by giving them full consideration when planning school development and/or school and classroom programmes.

Reading, writing and mathematics are currently recognised as curriculum priorities. Achievement results are analysed to identify students or groups of students at risk.

Planning is put in place to improve achievement outcomes.

CULTURAL DIVERSITY

Allenton Primary School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

Allenton Primary School is comprised of students from multiple ethnic backgrounds including: NZ Pakeha, European, Pasifika, Maori, Asian and other world regions.

In recognising the unique position of the Maori culture, Allenton School will take all reasonable steps to provide instruction in Tikanga (Maori culture) and Te Reo Maori (Maori language) for students.

To achieve this, at Allenton Primary School we:

- Have a Maori Lead Teacher who prepares a 3-year action plan in consultation with Maori Community
- Develop a 3-year Pasifika Plan in consultation with the local Pasifika community
- Use Te Reo in current units
- Include Maori language in all classrooms
- Label items in Te Reo Maori
- Utilise Maori Lead for family visits and local Marae contact (local Kaumatua)
- Ensure Maori parents are invited to parents meetings and interviews
- Visit Maori homes as necessary – to inform and consult biennially
- Use Maori within our school assemblies where possible
- Actively encourage the Kapa Haka Group
- Provide separate data regarding Maori and Pasifika achievement and report this to BOT
- Undertake a whole school marae visit every second year
- Conduct a Maori or Pasifika survey every 2nd year

Maori Responsiveness Plan

If a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme the staff and family will discuss and explore the following options:

- Dual enrolment with Correspondence School
- Provide further opportunities within the child's classroom, using;
 - Extra resources
 - Taped programmes
 - Workstations
 - Internet
- Use local resource people i.e. Maori adviser, local Kaumatua and Arowhenua Marae
- Explore other schools, which may offer programmes closer to their expectations

English Language Learning Responsive Plan

Allenton School is continuing to have increasing numbers of students who do not speak English as their first language (ESOL).

These students have parents associated with farming and the support businesses. This is now changing and the school caters not only for the students mentioned above but also for a growing number of immigrant students whose parents are involved in the dairy industry.

To meet the needs of these students we:

- New residents to New Zealand are ELL funded
- Provide in, and out of, class support
- Use local resource people.
- Encourage parents to attend parent meetings.
- Distribute information on help services available, and encourage networking of other cultural groups.
- Liaise with local communities regarding specific issues concerning them and their involvement in the school.
- Report separately on ELL achievement in Student Achievement Targets against the ELLPs.
- Use ELLPs to apply for ESOL funding and indicator of progress

PROCEDURAL INFORMATION

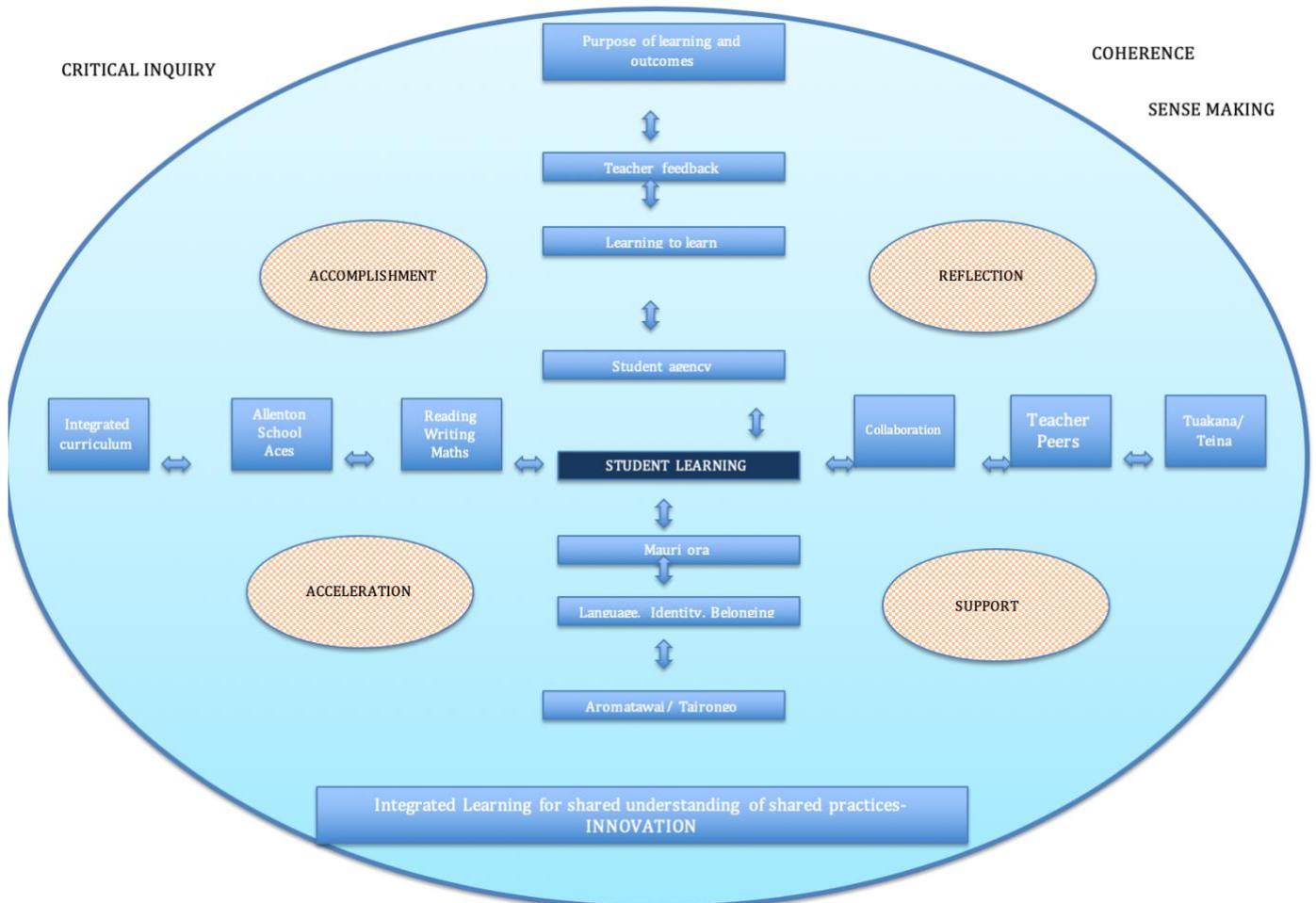
The planning year for the School Board will be from **January 1 to December 31.**

The updated charter, strategic and annual plans, and annual report will be lodged with the **Ministry of Education by March 1 each year.**



CURRICULUM STRUCTURE 2020

Together We Learn and Grow
Me akotahi hei oranga mo te katoa



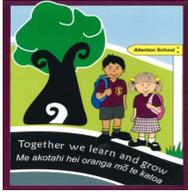


ALLENTON SCHOOL BASELINE DATA

Assessment – Overall Teacher Judgments (OTJ's)

The following table outlines the achievement over the past four years. The figures represent the percentage of students at and above standard:

Expected Curriculum Levels (ECL)	2017 Nat Stds Data %	2018 ECL Data %	2019 Nat Stds Data %	Target 2020 at ECL %
Reading				
All	79.6	81.2	74.8	80
Maori	69.6	56.9	64.5	70
Pasifika	67.5	60.4	53.7	70
Writing				
All	75.6	74.1	71.6	75
Maori	67.4	67.4	64.4	70
Pasifika	69.7	64.6	57.4	70
Maths				
All	77.5	74.1	72.9	80
Maori	73.9	59.1	54.4	70
Pasifika	69.8	68.8	57.4	70
Average All	77.6	76.4	73.1	
Average Maori	70.3	61.1	61.1	
Average Pasifika	69	64.6	56.1	



STUDENT ACHIEVEMENT - ALLENTON SCHOOL ANNUAL PLAN 2020

Literacy (Reading):

Our Annual Aim in 2020 is to raise Reading achievement to 80% of all students At or Above the Expected Curriculum Level (ECL).

Within this, our targets will be to:

- raise the achievement of twelve target pupils within the 2020 Year 2 cohort to At or Above their expected Curriculum Level
- **raise the achievement of eight target pupils within the 2020 Year 3 cohort to At or Above their expected Curriculum Level**
- raise the achievement of one target pupil within the 2020 Year 4 cohort to At or Above their expected Curriculum Level
- **raise the achievement of four target pupils within the 2020 Year 5 cohort to At or Above their expected Curriculum Level**
- raise the achievement of eight target pupils within the 2020 Year 6 cohort to At or Above their expected Curriculum Level
- **raise the achievement of eight target pupils within the Maori cohort to At or Above their expected Curriculum Level**
- raise the achievement of thirteen target pupils within the Pasifika cohort to At or Above their expected Curriculum Level

The Professional Learning Development project focusing on Student Learning and Student Agency through Modern Teaching Practices and the use of Collaborative Inquiry for Writing will continue in 2020 with staff identifying needs within their classroom programme, adapting their programme to suit these needs and sharing the outcomes with other staff. Jill Lunn will be continuing to work with staff around student agency within the classroom. As staff modify their practice, student agency should become more evident across all Literacy programmes.

Our 2020 Curriculum approach is changing from a thematic approach to a conceptual approach. This will allow for and encourage writing across the curriculum and increasing the opportunities for students to engage in writing activities.

All students within the target groups will be taken through the Lucid Screening Test to check for indicators of a Specific Learning Difficulty related to Literacy unless an SLD has already been formally diagnosed.

Allenton School has identified that we are having higher numbers of new students arrive at our school each year and that this change in school has an effect on their learning. As part of our PB4L programme, a Newcomers Group is being set up in 2020 to help these children settle in to Allenton School and learn our systems. Regular sessions will be held with these students which will help them understand expectations within the school (eg who the teachers are, where rooms are within the school, AS ACEs, expectations around using the PE Shed or lunch eating) and help them settle more quickly into their learning.

Literacy (Writing):

Our Annual Aim in 2020 is to raise Writing achievement to 75% of all students At or Above the Expected Curriculum Level.

Within this, our target will be to;

- raise the achievement of four target pupils within the 2020 Year 2 cohort to At or Above their expected Curriculum Level
- **raise the achievement of nine target pupils within the 2020 Year 3 cohort to At or Above their expected Curriculum Level**
- raise the achievement of seven target pupils within the 2020 Year 4 cohort to At or Above their expected Curriculum Level
- **raise the achievement of four target pupils within the 2020 Year 5 cohort to At or Above their expected Curriculum Level**
- raise the achievement of five target pupils within the 2020 Year 6 cohort to At or Above their expected Curriculum Level
- **raise the achievement of four target pupils within the Maori cohort to At or Above their expected Curriculum Level**
- raise the achievement of four target pupils within the Pasifika cohort to At or Above their expected Curriculum Level

Please note: our tracking of target pupils shows that there are some children who are Below or Well Below in both Reading and Writing. For 2020, as in 2019, the decision has been made to target these pupils for Reading first, to help them establish skills and understanding using existing texts and then focus upon their Writing needs as part of a future target group. This is especially true for students for whom English is a second language.

Collaborative Writing will develop across the Middle Area in 2020 to include all five classes, working as a Power of Two and a Power of Three.

The Professional Learning Development project focusing on Student Learning and Student Agency through Modern Teaching Practices and the use of Collaborative Inquiry for Writing will continue in 2020 with staff identifying needs within their classroom programme, adapting their programme to suit these needs and sharing the outcomes with other staff. Jill Lunn will be continuing to work with staff around student agency within the classroom.

Our 2020 Curriculum approach is changing from a thematic approach to a conceptual approach. This will allow for and encourage writing across the curriculum and increasing the opportunities for students to engage in writing activities.

All students within the target groups will be taken through the Lucid Screening Test to check for indicators of a Specific Learning Difficulty related to Literacy unless an SLD has already been formally diagnosed.

Allenton School has identified that we are having higher numbers of new students arrive at our school each year and that this change in school has an effect on their learning. As part of our PB4L programme, a Newcomers Group is being set up in 2020 to help these children settle in to Allenton School and learn our systems. Regular sessions will be held with these students which will help them understand expectations within the school (eg who the teachers are, where rooms are within the school, AS ACEs, expectations around using the PE Shed or lunch eating) and help them settle more quickly into their learning.

Numeracy

Our aim in 2020 across the school is to raise our achievement in mathematics to 80% of all students at or above the expected curriculum level.

Within this global target, our specific 2020 targets will be:

Target 1: To raise achievement of all students in mathematics from 72.9% in 2019 to 80% in 2020 at or above the expected Curriculum Level.

Target 2: To raise achievement of Maori students in mathematics from 54.4% in 2019 to 70% in 2020 at or above the expected curriculum level.

Target 3: To raise Pasifika achievement from 57.4% to 70% at or above the expected curriculum level in 2020.

Target 4: To better support students who enter Allenton School as their second or greater school in Mathematics.

Planned Actions for Lifting Achievement

We were expecting greater progress in mathematics to be made this year. However, as our general data has trended down, perhaps the results could have been worse and our PLD has had a strong influence in preventing a steeper downward trend.

The Maori and Pasifika achievement rates are concerning, and so there is work to do in making our Mathematics programme more culturally responsive.

It is very evident in our data that new students represent a large proportion of below, and particularly Well Below students, especially in Maori and Pasifika data. Students with SLDs and Literacy needs are also highly represented for the same reason in mathematics.

Specific actions to be taken next year include:

- Targeting students who are achieving in Literacy, but not in Mathematics.
- Greater understanding of Dyscalculia and purchasing of a Dyscalculia screening test (this will be used as a specific assessment for target students).
- Planning and taking actions to make our Mathematics Curriculum more culturally responsive.
- Creating kits for Teacher Aides to use that target frequently occurring gaps in mathematical knowledge and understanding. Training in how to use these, as well as prompt cards with questions to ask and language to use will be an essential feature of these.
- Termly tracking of target students' achievements.
- The introduction of a Newcomers Club to reduce the time taken to settle in to a new school and effective learning to occur again.
- Continuing to induct and support teachers who did not work through our PLD to ensure that programmes are applied effectively and consistently across classes.
- Further purchase of equipment as needed, to continue this being a priority for effective teaching.
- Send Maths PAT testing (Y4-4) to be analysed by NZCER to inform Long Term Planning very early in 2020.
- To collate information about gaps that have been noticed in student's learning, and sharing this with the teaching area that has come before. Eg. Seniors will feedback to middles, middles to juniors and year 2s to year 1s. This information will also drive our Long Term Planning in Mathematics.



PROFESSIONAL LEARNING DEVELOPMENT PLAN 2020

Professional Learning Contract 2019/2020

Allenton School successfully applied to be part of a Professional Learning Development project for 2019-2020 focusing on Student Learning and Student Agency through Modern Teaching Practices.

This has involved and will continue to do so pedagogical and professional development around student learning, cultural responsiveness, using formative assessment to drive learning and examining our practice across all areas, including Literacy, through short-term, ongoing Inquiry Mindedness.

What current outcomes are we seeking to address:

- We are seeking to improve the achievement and social outcomes of all our students by developing further our understanding of highly effective pedagogy.
- *A streamlined integrated PLD approach that brings together modern pedagogies, culturally responsive pedagogy, and whole school development of inquiry mindedness in relation to developing student capabilities in the learning areas that leads to raising student achievement.*

Why there needs to be a change to improve student outcome:

It is imperative that our teachers are not only competent in the content knowledge but to be extremely competent in pedagogy that enhances new ways of being and becoming for students. The pedagogical practices that support the need for e-learning, and for learner designed learning environments combined with a thorough knowledge of learning area content and student needs is the criteria for curriculum knowledge today.

The themes for future-focused teaching and learning; personalising learning, new ideas of equity, diversity and inclusivity, a curriculum that uses knowledge to develop learning capacity, and changing the script: rethinking learners' and teachers' roles are critical in our understanding of modern learning practices.

What our inquiry shows needs to change (what root causes we are addressing):

Our National Standards results have been relatively consistent over the last five years, but we have a growing roll that is quickly becoming considerably more diverse. We now have 25% of our school roll that is either Maori or Pasifika and results indicate that there is a considerable need to focus our attention on improving outcomes for these students. (see data further on in this proposal)

What we are trying to achieve in relation to the change needed and how our PLD will support this:

- Future PLD does need to include culturally responsive and relational pedagogy and enhancing Mauri Ora with our students.
- New ways of collaborating in order to enable teachers to take advantage of open spaces for innovative learning as our school embarks on a new building programme that will include Innovative Learning Spaces.

- Shared leadership is the true pathway to developing innovation and new learning. Bringing in an external facilitator with expertise to support and challenge our ideas will enable this priority and keep the focus on quality outcomes, in order to ensure ongoing professional dialogue between teachers and senior leaders. This is critical as it helps to modify teaching and learning to improve student achievement. This reflective, evidence informed practice, contributes to students being actively engaged in their learning.

Our inquiry process for identifying our PLD need included:

The inquiry process for identifying our PLD need has included all staff and BOT beginning with the review of school wide data in conjunction with a view for the bigger picture of the immediate future for this school.

- Allenton School has over the last few years undertaken significant and often insightful professional learning development. Specific areas of focus have been Positive Learning for Behaviour (PB4L), Gifted and Talented Education (GATE), Specific Learning Difficulties (SLD's) and Mathematics (with Carol Efford).
- The school culture and learning focus at Allenton is impressive, much of it evolving from the intensive professional learning development. The integrated approach to the new learning in this anticipated PLD will utilise the learning from the previous developments in strengthening the new direction.
- The Board of Trustees has emphasised the importance of the Principal leading the professional learning development for the staff – with the highly-valued support of the senior leadership team and other key personnel – and the need to continue to move the school forward in the understanding of modern pedagogy.
- The senior leadership team identified an integrated approach to PLD in order to prepare for new teaching approaches with the advent of Innovative Learning spaces.
- All teaching staff want to take what they have learned from the specific professional learning to date and transfer this knowledge and skill development across all areas of the curriculum, with a particular focus on enhancing teaching practice in the classroom. There is a huge will to continue to develop teaching and learning at our school.

What the evidence showed:

- Accelerating student outcomes for equity: The evaluation of student achievement has shown that the achievement of our Maori and Pasifika students has been quite varied over the last few years. While the results of each year do not always reflect the same cohort and while we do have an increasingly diverse group of children enrolling at our school Maori and Pasifika children are not achieving as highly as the overall school population.
- Analysis of the six-week observation survey (school entry) has also confirmed that the achievement of all children, but notably Maori and Pasifika, has dropped over several years.
- It is vital to engage our teaching staff in development that continues to improve student outcomes and keeps 'the child as the heart of the matter.' We are not happy with some of our results and feel a high level of need and duty to seek improvements for these individuals.

- We understand that this deficit is and will continue to have a negative impact on their future education as well as their achievement in society and ability to achieve their ongoing needs. High-quality professional learning development has provided the strong foundations for us to now look at the 'big picture,' and take a more holistic approach to our development of pedagogical practices and improve even further outcomes for our students.
- We are keen to focus our work on equity, excellence and belonging for our students. Cultural relationships for responsive pedagogy, and home, school and community collaborations are important areas we need to create the “Allenton way of being” around. The key areas of ako, kotahitanga, manaakitanga, wananga, whakapapa and whanaungatanga are essential in understanding what success looks like as Maori and this is vitally important for our school. This critical focus also fits in very well to a holistic approach to professional learning and development.
- The pedagogical practice will link directly to improved outcomes in literacy, which is an identified need. We should be able to show evidence of progress at the conclusion of this specific professional learning development.

How this change sits within our wider change and improvement plan:

- Our school vision is ‘Together We Learn and Grow’ and our main priority is always about improving the educational outcomes and social opportunities for our children. The learning culture of Allenton School must be driven by our school vision.
- As per our strategic direction we have embarked on a master plan and design and building programme that will see our middle school developed as an innovative learning environment. An addition to the senior classroom block is also planned and this will involve significant redevelopment of that block. Therefore, we need to begin work on what teaching and learning looks like when collaboration and learner agency are key aspects.
- Our staff comprises two beginning teachers and more than fifteen teachers with over 15 years teaching experience. Both these groups desire extensive work on modern pedagogies.
- Within a holistic approach to professional learning and development and the key dimensions of building internal evaluative capability, classroom practice, personalised learning, sense making pathways and well-being, we want to focus on the following key areas:

Adaptive Expertise
 Collaborative Inquiry
 Culturally responsive relationships and pedagogy
 Enhancing Mauri Ora with students
 Future-focused schooling
 Inquiry linked leadership and professional growth
 Leadership capabilities
 Mentoring and coaching
 Student capabilities and curriculum development that supports transitions

This direction for our professional learning development relates very well with our school vision and strategic priorities for the coming years. The development of a graduate profile would be one of the outcomes of this PLD.

We want Allenton School to be:

- where children are excited to be at school and highly motivated about their learning.
- where children are curious, creative and imaginative. Curiosity and imagination are what drive innovation and are key to problem solving.
- where children are encouraged to develop critical thinking skills and be able to ask the right questions to get to the bottom of a problem.
- where children develop the ability to adapt and pick up new skills quickly, which is vital for success: children must be able to use a range of tools to solve a problem.
- where children collaborate with their teachers and other children. They are receptive to new ideas and experiences. As Sir Ken Robinson says: "Collaboration is the stuff of growth."
- where children confidently reflect on their progress and ways they can improve.
- where children are able to communicate clearly verbally, in writing or while presenting.
- where children confidently transfer skills and understandings to new learning and it looks like they have good opportunities to influence the direction and scope of their learning.
- where children develop and enhance core values – empathy, respect, resilience, responsibility.

We want Allenton School to be where everything about learning is a lot of fun! Those schools and classrooms characterised by a sense of joy are the ones where the most learning occurs.

This ability to foster a love of learning is truly the role of education in the 21st century!

Professional Development Plan 2019 to 2021

Allenton School Professional Development Plan					
	2017	2018	2019	2020	2021
Theme	Inclusion	Modern Learning Pedagogy	Modern Learning Pedagogy	Modern Learning Pedagogy	Hauora
Aspects	<p>GATE - Inclusion (ID and further development of classroom programmes ensuring more Choice, Challenge and hands on learning).</p> <p>Maths Development -Problem Solving -Maths talk -Cultural responsiveness</p> <p>E-Learning - UDL cont - increased collaboration - 1:1 devices Y5/6 - Individual learning pathways</p>	<p>Maths Development -Problem Solving -Maths talk -Cultural responsiveness</p> <p>Specific Learning Needs - Dyslexia etc (Eleanor Marr) - UDL - Technologies to assist pupils with specific learning difficulties.</p> <p>E-Learning -Collaboration extension - ILEs - Individual learning pathways cont' - Growth vs fixed mindset - Learning Pit - UDL/ 4D</p>	<p>Specific Learning Needs - Dyslexia etc (Eleanor Marr) - Technologies to assist pupils with specific learning difficulties. - UDL</p> <p>Learning Curriculum (PLD Contract with Jill Lunn – MOE Facilitator) Modern Pedagogy and Future-Focused Learning Formative Assessment Student Agency Flipped Learning Cultural Responsiveness</p>	<p>Learning Curriculum (PLD Contract with Jill Lunn – MOE Facilitator) Modern Pedagogy and Future-Focused Learning Formative Assessment Student Agency Flipped Learning Cultural Responsiveness</p> <p>Digital Technologies Curriculum (PLD Contract with Learning Architects) Implementation of the new digital technologies part of the curriculum</p>	<p>Mental Health Mindfulness Anxiety Pillars of Health</p> <p>Digital Technologies Curriculum Embedding of the new digital technologies part of the curriculum</p> <p>Learning Curriculum Modern Pedagogy and Future-Focused Learning Formative Assessment Student Agency Flipped Learning Cultural Responsiveness</p>

ALLENTON SCHOOL - SUMMARY OF SELF-REVIEW (3-YEAR PLAN)

	2020		2021		2022	
Policy and Charter Review (School Docs)	Recognition of Cultural Diversity T1 Separated Parents/Day to Day Care, and Guardianship T1 Staff Leave T1 Documentation and Self-Review T2 Employer Responsibility T2 Appointment Procedure T3 Child Protection T3 Learning Support T3 Salary Units/Management Allowances T4 Classroom Release Time T4 Privacy T4		Finance and Property Management T1 Home Learning T1 Reporting to Parents T2 Behaviour Management T3 Protected Disclosure T2 Visitors T2 Complaints T3 Harassment T4 Improving Educational Outcomes for Maori T4 Religious Instruction/Religious Education T4		Alcohol, Drugs and other Harmful Substances T1 Legislation and Administration T1 Curriculum and Student Achievement T2 Emergency Planning and Procedures T2 Health, Safety and Welfare T3 Performance Management T3 Sun Protection T4 Health Education/Education Outside the Classroom T4	
Board Elections	June (3 members)					
Board Training	As offered by NZSTA		As offered by NZSTA		As offered by NZSTA	
Annual Reports	Variance Feb	Variance Feb	Variance Feb		Variance Feb	
Student Targets	Confirmed Feb	Confirmed Feb	Confirmed Feb		Confirmed Feb	
Reporting to Board (Nag 1)	SAT 1: Literacy and Numeracy including Special Needs, Maori, Pasifika, ESOL & Transient SAT 2: Other – As developed from BWP Teacher Targets in Leadership Areas Other reports: Special Needs, Reading Recovery, Yr. 3 Bench Marks, SEA & 6yr Nets, Star etc. School Priority Yearly Action Plans below Principal Appraisal & Teacher Appraisal		SAT 1: Literacy and Numeracy including Special Needs, Maori, Pasifika, ESOL & Transient SAT 2: Other – As developed from BWP Teacher Targets in Leadership Areas Other reports: Special Needs, Reading Recovery, Yr. 3 Bench Marks, SEA & 6yr Nets, Star etc. School Priority Yearly Action Plans below Principal Appraisal & Teacher Appraisal		SAT 1: Literacy and Numeracy including Special Needs, Maori, Pasifika, ESOL & Transient SAT 2: Other – As developed from BWP Teacher Targets in Leadership Areas Other reports: Special Needs, Reading Recovery, Yr. 3 Bench Marks, SEA & 6yr Nets, Star etc. School Priority Yearly Action Plans below Principal Appraisal & Teacher Appraisal	
Analysis of Student Achievement & Reporting (Nag 1)	Assessment tools used: P.A.T.s (Listening Comp, Vocab and Mathematics. Star 2006 onwards Six Year Nets, Jam (2012) Year 3 Testing (Probe, Peters, Running Record, Writing Bench marks, Numeracy ENP Stages and ANP Stages Language Exemplars and Benchmarks. PM Running Records E-AsTTle for Reading, Writing and Mathematics assessment. Rubrics to set standards of assessment in literacy s. RTLb and other support agency testing Voluntary use Australian Exams. Peer Appraisal Supported by: Teacher Observations and Conversations To develop Overall Teacher Judgments (OTJs)			Student achievement is reported and celebrated with the community, Parents and staff through the following: Newsletters and Assemblies, community newspapers – Guardian etc. Wall displays at school and Ashburton Art gallery Swimming Sports; Allenton, Ashburton County, Canterbury Zone Athletic Sports; Allenton, Ashburton County, Canterbury Zone Sports Kiwi sport days and other sports codes. Ashburton Music Festival Competitions: Ashburton Speech competition. NIE, spelling quiz, Australian (ICAS) Tests Year 1 to 2: End of six month and year Report. Three-way conference. Year 3 to 6: Goal setting interview, Three Way Conferences and mid & end of Year Reports. Informal visits and interviews with Parents.		

EEO	Update register	Survey/ Report to BOT	Update register	Report BOT if needed	Update register	Report BOT if needed
Appraisal	Staff & Principal - Class and Self Review		Staff & Principal		Staff & Principal - Class and Self Review	
Property	2 nd Year 5 YA & 10yr Plan School Support & MOE	2 rd Year 5YA & 10yr Plan	3 rd Year 5YA & 10yr Plan School Support & MOE	3 rd Year 5YA & 10yr Plan	3 rd Year 5YA & 10yr Plan School Support & MOE	4 th Year 5YA & 10yr Plan
	Set New ICT & Furniture Plans – 2019-21		Review implement ICT & Furniture Plans 2020-22		Set New ICT & Furniture Plans – 2021-23	
Surveys	AS Aces. Health & Sexuality. Maori and Pasifika, PB4L, Community & Parents Perception & School Vision		Pupil Safety and Welfare, Health & Sexuality PB4L Survey		PB4L Survey, Parent Reporting (3 Way Conferences) Health & Sexuality	

ALLENTON SCHOOL – BOARD OF TRUSTEES

WORK PLAN 2020

2020	Conformance	Performance Staff Reports	Strategy/ Policy	Stakeholder Relations
February 2020 (Week 4 Monday 24 February)	<ul style="list-style-type: none"> ▪ Vote on Board Chair ▪ Adopt Charter and Strategic Plan 2020 ▪ Update Governance Manual ▪ Confirm Board Work-Plan 2020 ▪ Approve Risk Register ▪ Confirm 2020 Financial & Capital Expenditure Budgets 	<ul style="list-style-type: none"> ▪ 2019 Confirmed Variance & National Stds Report Reading and Writing. (Bruce) ▪ 2019 Confirmed Variance & National Stds Report Numeracy (Bruce) ▪ New Entrant Report (Fiona) ▪ Meeting Reports 	Operational Procedure for 2020 Review through School Docs; Board = P, Staff = S and Parents = P Recognition of Cultural Diversity T1 Separated Parents/Day to Day Care, and Guardianship T1 Staff Leave T1	Develop and work with MOE on Capital Works Project Relationships with Staff and PTA
March 2020 (Week 9 Monday 30 March)	<ul style="list-style-type: none"> ▪ Review Contracts Register ▪ Risk Register ▪ Board Work Plan 	<ul style="list-style-type: none"> ▪ 2019 Teacher Appraisal report (Bruce) ▪ Expected Curriculum Initial report – Literacy (Kerrin) ▪ Expected Curriculum Level Initial report – Numeracy (Janine) ▪ 1st Special Need Report Gaye ▪ Meeting Reports 	Review through School Docs; Recognition of Cultural Diversity T1 Separated Parents/Day to Day Care, and Guardianship T1 Staff Leave T1	Develop and work with MOE on Capital Works Project Take advantage of BOT Training opportunities Relationships with Staff and PTA
May 2020 (Week 4 Monday 18 May)	<ul style="list-style-type: none"> ▪ Risk Register ▪ Board Work Plan 	<ul style="list-style-type: none"> ▪ PLD Contract Report 3 (Bruce) ▪ Maori Interim Report (Gaye) ▪ PB4L Interim Report (Julie/Janine) ▪ Meeting Reports 	Review through School Docs; Documentation and Self-Review T2 Employer Responsibility T2	Develop and work with MOE on Capital Works Project Take advantage of BOT Training opportunities Relationships with Staff and PTA
June 2020 (Week 9 Monday 22 June)	<ul style="list-style-type: none"> ▪ Risk Register ▪ Board Work Plan 	<ul style="list-style-type: none"> ▪ PE & Health Report (Kerrin) ▪ Pasifika Report Gaye ▪ Meeting Reports 	Review through School Docs; Documentation and Self-Review T2 Employer Responsibility T2	Allenton Ace student Survey

<p>August 2020 (Week 4 Monday 10 August)</p>	<ul style="list-style-type: none"> Risk Register Board Work Plan 	<ul style="list-style-type: none"> 2019/20 Principal Appraisal (Summary Report) Mathematics Report 1 (Janine) Curriculum Report (Fiona) Meeting Reports 	<p>Review through School Docs; Appointment Procedure T3 Child Protection T3 Learning Support T3</p>	<p>Develop and work with MOE on Capital Works Project</p> <p>Take advantage of BOT Training opportunities</p> <p>Relationships with Staff and PTA</p>
<p>September 2020 (Week 9 Monday 14 Sept)</p>	<ul style="list-style-type: none"> Risk Register Board Work Plan 	<ul style="list-style-type: none"> 2nd Special Needs Report Gaye EEO Report (Staff Rep) 6 Year net Report (Fiona) Meeting Reports 	<p>Review through School Docs; Appointment Procedure T3 Child Protection T3 Learning Support T3</p>	<p>Develop and work with MOE on Capital Works Project</p> <p>Pupil Safety Survey</p> <p>Take advantage of BOT Training opportunities</p> <p>Relationships with Staff and PTA</p>
<p>November 2020 (Week 4 Monday 2 November)</p>	<ul style="list-style-type: none"> Risk Register Board Work Plan Draft budget 2020. 	<ul style="list-style-type: none"> Maori Final Report (Gaye) PLD Contract Report 4 (Bruce) Meeting Reports 	<p>Review through School Docs; Salary Units/ Management Allowances T4 Classroom Release Time T4 Privacy T4</p>	<p>Develop and work with MOE on Capital Works Project</p> <p>Pasifika Survey</p> <p>Take advantage of BOT Training opportunities</p> <p>Relationships with Staff and PTA</p>
<p>December 2020 (Week 9 Monday 7 December)</p>	<ul style="list-style-type: none"> Conflicts Register Risk Register Draft Cap Ex 2021 Review Board Work Plan 2020 and set Draft 2021 plan. 	<ul style="list-style-type: none"> Draft School Student Charter Targets 2021 Reading Recovery Report (Mary) PB4L Final Report (Julie) Expected Curriculum Levels Final Report – Literacy (Kerrin) Expected Curriculum Levels Final Report Numeracy (Janine) 2020 Principal Appraisal Attestation Boost Report 2020 	<p>Review through School Docs; Salary Units/ Management Allowances T4 Classroom Release Time T4 Privacy T4</p> <ul style="list-style-type: none"> Set ICT and Furniture Capital Plans 2021 to 2023 	<p>Develop and work with MOE on Capital Works Project</p> <p>Board review of 2020</p>