



POINT VIEW SCHOOL  
LEARNING TOGETHER

# CHARTER 2022

*Learning together to develop individual potential,  
a love of learning and responsible citizenship.*

Chairperson of Board of Trustees  
Jialin Flanagan

Principal  
Robin Kirkham

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*The Ministry of Education requires every school Board of Trustees to develop a Charter as part of New Zealand's self-government and self-management model for schools. The Charter presents the vision that the Board, staff, students and parents have for the ongoing development of the school. The Charter outlines the school's aims, objectives and strategic priorities and contains operational planning to show how these will be achieved. This document is the Charter of Point View School.*

*This charter is reviewed annually by the Board of Trustees and the Leadership Team. This review incorporates feedback gained throughout the year from a wide range of consultation processes involving staff, students and parents. Evidence of this ongoing review and consultation is shown throughout the Charter documentation.*

## **POINT VIEW SCHOOL AN INTRODUCTION TO OUR SCHOOL**

Point View School is a contributing primary school that opened in 1997. It is situated in the east Auckland suburb of Botany. The school is extremely well resourced in terms of its gymnasium/hall complex, library and research centre, technology room, performing arts centre, learning centre, environmental education area and its digital equipment and infrastructure. More importantly, our staff members bring a wealth of expertise to the school and are highly committed to supporting student learning in partnership with our very supportive families.

### **School Organisation**

Point View has up to 850 students by the end of the year, organised into three syndicates: Year 1, 2 students, Year 3, 4 students and Year 5, 6 students. This structure allows a managed transition through the school and enables a focus on the academic, social and physical needs of each particular age group. Each syndicate is run by one of the three Deputy Principals who, with the Principal and Business Manager, make up the senior leadership team. A wider Leadership Team includes all teachers who have leadership responsibilities across all syndicates. Other leadership roles and responsibilities within each syndicate are distributed across many teachers. The school employs around seventy-five people, including thirty-four classroom teachers, five specialist teachers and numerous part-time teachers, teacher aides and learning assistants, supported by a team of administrative and property personnel. Teachers also work in curriculum teams, which lead curriculum review and development, resource management and professional development, and we have separate teams managing specific projects.

### **School Planning and Self Review**

The Point View School Charter encompasses the school vision, purpose and organisational structure. It tracks our recent progress and provides a strategic plan for the year with a view to the next three years. Self-review procedures are in place and the Board of Trustees and community are given regular feedback on administrative and curriculum matters including our key focus as a school which is to achieve equitable and excellent outcomes for all our students. Point View School has a full portfolio of policies and procedures that underpin all facets of school life and clarify the processes and accountabilities of board and staff members. The school's development and self-review processes are supported by an extensive professional learning and development programme and review schedules that cover curriculum delivery, whole school wellbeing and administration. The school's evaluation capability and prioritisation of developments to promote equity and excellence was affirmed by the Education Review Office in their 2018 report.

### **Curriculum Delivery**

Point View School's strategic imperatives prioritise the teaching of the New Zealand Curriculum to develop students' citizenship, their sense self-worth and their ability to contribute to society in a positive and responsible way. Programmes are in place for the large numbers of English Language learners in our school. An inquiry learning model is used at all levels of the school. Programmes cater for individual student needs and learning styles. Specialist programmes support our children with special needs and our gifted and talented children. There is a high level of expertise on the staff to support a vibrant arts programme covering music, dance, drama and visual arts. A specialist music teacher works three days a week with classes and with instrumental and vocal groups. Physical education and sports are taught in class skill development lessons, in sports sessions and at team coaching

sessions. We hold school sports events in athletics, cross-country and swimming and teams participate in local area events, with excellent outcomes. Our digital technology and infrastructure is fully supported, and we encourage students to bring their own digital devices to school.

### **Evaluation and Reporting to Parents**

Regular assessment and evaluation is an integral part of the teaching and learning cycle. Students complete a wide range of assessment tasks throughout the year and the accumulated data allows analysis of individual achievement levels and progress, and the analysis of aggregated student achievement data across the school. Student achievement outcomes are monitored and student achievement targets are set annually. Such analysis guides both teaching programmes and the allocation of resources. The student management system provides a cumulative record of each child's achievement levels and progress. This assessment data also supports formal reporting to parents. Individual student work is shared with parents and written reports are issued at the middle and end of the year. We have three-way conferences twice a year, involving the parent, teacher and child, and ongoing informal dialogue with parents. Our assessment and reporting practices are aligned with the levels of the New Zealand Curriculum. We also implement formative assessment practices where clarity of learning intentions and success criteria, and detailed feed-back and feed-forward, ensure quality learning for all students.

### **Performance Management and Professional Development**

The performance management cycle involves all staff members and covers all stages of employment from recruitment, appointment and induction through to staff exit procedures. It is an ongoing process aimed at improving the quality of teaching and learning outcomes for students. Professional Growth Cycles are embedded in teacher practice through growth coaching. Professional development areas are decided annually, based on analysis of student data and teacher needs. We work to grow the capacity for coaching and educational leadership in the school by providing professional development opportunities for current and aspiring coaches and leaders amongst staff.

### **The School Community**

The Point View Community is one in which Parents have high expectations of the school, and most are very involved with their children's education.

A significant part of Point View's special character is its multi-cultural community. This rich cultural diversity is celebrated through dance, music, food, language and festive occasions. Many, of all ages within our community, are English Language learners and many families want their children to be engaged in academic, creative and sporting activities after school. To respond to these needs, the school partners with community organisations to provide adult English classes during the day and a variety of activities for students outside normal school hours.

A Family and Friends parent association makes significant contributions to the school in terms of community events and fundraising. The Board of Trustees is a governing body that is elected every three years.

### **Partnerships**

Point View has a number of partnerships with other schools both in New Zealand and overseas. We are part of the Waipaparoa Community of Learning with Botany Downs Secondary College, Howick College, Somerville Intermediate School, Cockle Bay School,

Shelly Park School, Baverstock Oaks School, Willowbank School, Dannemora Kindergarten, Best Start Baverstock Oaks, Cockle Bay Private Kindergarten, Somerville Kindergarten and Uxbridge Early Learning Centre. Our leaders participate fully in their own professional associations and cluster groups.

**At Point View School we encourage families to have a high level of involvement in their child's learning. We strive to maintain a safe psychological space for the children and for those of us who work here.**

# **POINT VIEW SCHOOL VISION STATEMENT**

## **LOGO**



## **MOTTO**

Learning Together, Ako Tahī

## **MISSION STATEMENT**

Learning together to develop individual potential, a love of learning and responsible citizenship.

## **VALUES / Tino rangatiratanga / 重視的價值**

Respect / Manaakitanga / 尊重

Responsibility / Tiaki / 責任感

Excellence / Huhuatanga / 超卓

Integrity / Mauri / 廉潔

## **DISPOSITIONS**

Commitment - Collaboration

Resilience - Perseverance

Self-motivation - Independence

Communication - Creativity - Reflection

Risk-taking - Confidence - Curiosity



# POINT VIEW SCHOOL

Learning together to develop individual potential, a love of learning and responsible citizenship.

Respect • Responsibility  
Excellence • Integrity



Collaboration

Commitment

Communication

Confidence

Creativity

Curiosity

Independence

Perserverance

Reflection

Resilience

Risk-taking

Self-motivation

## POINT VIEW SCHOOL OUR LOGO & OUR SONG



The logo was developed in 1996 by Peter Smith, OBE, BA, Dip Tchg, Lecturer in Visual Arts at Auckland College of Education and member of the Establishment Board of Trustees, in response to the vision expressed by the Establishment Board and staff. The logo represents the long term and much loved association of land and sea that is so much a feature of the district, sloping as it does towards the Waitemata and its bays, inlets and horizons. It represents the sea, symbolised here in a wave pattern that suggests, firstly, the continuity of moving water and wave and, secondly, the partnership of Maori and Pakeha endorsed by the Treaty of Waitangi and represented in local associations. In the logo the sea motif is based also on Maori rafter patterning: the patterns are not merely decorative but signify the continuity of family and tribal line. The concept of generation following generation, each making its beginning and learning from its forebears, and each contributing to the next, is a characteristic of all societies of whatever ethnic origin and has meaning for all in the Point View School community, which is one of many cultures.

### Our School Song

#### CHORUS

Learning together at our school  
Smiling faces from different  
places  
Ako tahi  
Our home, Aotearoa

#### VERSE 1

Haere Mai, Welcome  
We're proud to be from PVS  
Clean and green we have always  
been  
We strive to do our very best

#### VERSE 2

We are the future of New  
Zealand  
It's time to spread the word  
If we work together, step by step  
Our voices will be heard



POINT VIEW SCHOOL AIMS	POINT VIEW SCHOOL OBJECTIVES
<p><b>Aims are broad statements of intended outcomes, highlighting areas in which the school expects to demonstrate performance and achievement.</b></p>	<p><b>Objectives outline how the aims will be implemented through the school policies, strategic plan, annual plan and action plans.</b></p>
<p><b>NAG 1: CURRICULUM DELIVERY AND STUDENT ACHIEVEMENT</b></p>	
<ul style="list-style-type: none"> <li>• To develop and implement systems of curriculum delivery across the school which provide all students with excellent and equitable learning opportunities.</li> <li>• To develop and implement systems to assess and evaluate student achievement in order to maximise excellent and equitable student learning.</li> <li>• To analyse student progress and achievement outcomes and report on this achievement to the community.</li> <li>• To fulfil the legislated requirements to analyse student achievement and report to parents against the expectations of the New Zealand Curriculum</li> <li>• To identify gifted and talented students and provide them with enriched learning experiences.</li> <li>• To communicate with Māori and Pacific Island students and their families about their goals in order to maximise their opportunities and achievement.</li> <li>• To maximise cultural responsiveness to all cultures in our multicultural school.</li> <li>• To accelerate Māori student achievement through effective teaching based on the principles espoused in Ka Hikitia and Tataiako.</li> <li>• To recognise our responsibilities as a bi-cultural nation.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will carry out a cycle of review and planning in curriculum delivery and student achievement.</li> <li>• The Curriculum File will guide curriculum delivery, linking local priorities with curriculum requirements.</li> <li>• Resource management systems will ensure that teachers have access to quality resources.</li> <li>• An assessment schedule will guide the collection of achievement data.</li> <li>• A specified range of assessment tools and approaches will be used to assess and evaluate achievement.</li> <li>• Individual achievement data will be recorded on a Student Management System.</li> <li>• Collective achievement data will be analysed so progress of cohorts can be tracked, targets set and learning opportunities provided according to need.</li> <li>• Reporting to parents about individual students will be through conferences, parent evenings, sending work home, written reports, informal communications and on-line through the student learning and management system, class wikis and blogs.</li> <li>• Information about achievement and targets will be shared through newsletters and parent evenings and with the Board of Trustees.</li> <li>• Reporting of student achievement will refer to the expectations of the New Zealand Curriculum where relevant.</li> <li>• Physical skills and fitness will be developed.</li> <li>• The learning needs of gifted and talented students will be provided for through differentiated programmes, within and beyond the classroom.</li> <li>• Students with special needs will be supported by specialist agencies and within the school.</li> <li>• Consultation with Māori and Pacific Island families will guide provision of programmes aimed at maximising Māori and Pacific Island achievement.</li> <li>• Māori language and culture will be integrated into curriculum delivery school wide.</li> </ul>

## **NAG 2: SCHOOL PLANNING AND REVIEW**

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| <ul style="list-style-type: none"><li>• To engage in ongoing planning and review to ensure continuous improvement of all aspects of the school.</li><li>• To consult with the school community, including the Māori community, in order to develop strategic goals and targets of significance to the community.</li><li>• To monitor and evaluate outcomes against these goals and targets and to report these to the community.</li><li>• To promote the school's vision and strategic direction to the parents and the wider community.</li></ul> | <ul style="list-style-type: none"><li>• A schedule for review and development of all aspects of school operation will form the basis for prioritising school development.</li><li>• Targets will be set for student achievement, in relation to the expectations of the New Zealand Curriculum, and these will be communicated to the Board and community.</li><li>• Systems will be developed to support community consultation and the reporting of strategic goals and achievements, including the achievement of Māori students against school-wide targets.</li></ul> |
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## **NAG 3: EMPLOYER RESPONSIBILITIES**

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| <ul style="list-style-type: none"><li>• To provide access to ongoing professional development for staff members in support of a cycle of professional growth through coaching and reflection which aims to enhance equity and excellence in student outcomes through quality pedagogy, leadership, management and administration.</li><li>• To establish and maintain processes that ensure the Board fulfils its role as a responsible employer.</li><li>• To develop and implement policies that promote equity and excellence through high levels of staff performance and effective use of resources.</li></ul> | <ul style="list-style-type: none"><li>• Policies and procedures will be developed and reviewed regularly to reflect and support the Board's commitment to being a good employer.</li><li>• A professional learning and development plan will be prepared annually to support school strategic goals and to support individual employee needs as part of their professional growth cycles.</li><li>• Appropriate financial resources will be allocated to support the professional learning and development plan.</li></ul> |
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## **NAG 4: FINANCE AND PROPERTY MANAGEMENT**

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|--|---|
| <ul style="list-style-type: none"><li>• To allocate funds in relation to school priorities.</li><li>• To monitor and control income and expenditure.</li><li>• To ensure annual accounts are prepared and audited.</li><li>• To maintain the integrity of the school environment.</li><li>• To maintain a Ten-Year Property Plan that provides an effective and efficient programme of maintenance and improvement for school buildings and facilities.</li><li>• To maintain a Five-Year Agreement to guide capital development.</li><li>• To maintain and develop a programme of fundraising to supplement government funding.</li></ul> | <ul style="list-style-type: none"><li>• An annual budget will be prepared with clear links to the school's strategic priorities.</li><li>• Income and expenditure will be monitored by staff and the Board.</li><li>• Annual accounts will be prepared, audited and published along with an Annual Report.</li><li>• The Ten-Year Property Plan and Five-Year Agreement will be maintained by the Board and used to guide maintenance and development of facilities.</li><li>• The Board will support the Family and Friends group in its fundraising activities.</li></ul> |
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## **NAG 5: HEALTH AND SAFETY**

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|---|---|
| <ul style="list-style-type: none"><li>• To provide a healthy, safe physical and emotional environment for students and staff.</li><li>• To develop and implement systems to promote the health and safety of all within the school community.</li><li>• To comply with health and safety legislation and government guidelines for specific health related situations</li><li>• To develop staff and student's awareness of health and safety needs and to encourage them to take responsibility for their own health and safety.</li><li>• To develop a culture of awareness of health and safety across the school.</li></ul> | <ul style="list-style-type: none"><li>• The school will consult annually with the community regarding an aspect of the school health programme.</li><li>• There will be regular hazard checks and monitoring of health and safety issues in the school environment.</li><li>• A health and safety committee with representation from all areas of the school will meet regularly and report directly to the Board of Trustees</li><li>• The school will promote healthy food and nutrition in learning programmes and in lunch food provided.</li></ul> |
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*continued...*

	<ul style="list-style-type: none"> <li>• <i>Behaviour Management Procedures</i> will focus on providing a safe environment by encouraging</li> <li>• students to take responsibility for their behaviour and by building a partnership between school and family.</li> </ul>
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## NAG 6: LEGISLATIVE RESPONSIBILITIES

<ul style="list-style-type: none"> <li>• To ensure that the school meets its obligations under legislation.</li> <li>• To ensure that the school aligns its policies, procedures and practices with current National Education and Learning Priorities</li> <li>• To develop policies and practices that reflect New Zealand's bicultural identity and multicultural society.</li> <li>• To pursue collaborative opportunities with other schools and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Legislative requirements and national priorities will be maintained as a reference point in all policy/procedure development and implementation.</li> <li>• Policies and procedures will reflect a sensitivity to the cultural backgrounds and values of individual children and their families and will recognise New Zealand's cultural diversity and the unique position of the Māori people and Māori culture.</li> <li>• Where parents request full time instruction in tikanga Māori and te Reo Māori they will be given the names of local schools that provide such instruction and an introduction to the school will be arranged.</li> <li>• Participate fully in the Waipaparoa Kāhui Ako.</li> </ul>
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## NAG 7: CHARTER

<ul style="list-style-type: none"> <li>• To complete an annual update of the school charter.</li> <li>• To supply the charter to the Ministry by 1 March.</li> </ul>	<ul style="list-style-type: none"> <li>• The Board and senior leadership team will update the charter annually.</li> <li>• This update will incorporate feedback gained throughout the year from a wide range of consultation processes involving staff, students and parents.</li> <li>• The charter will be submitted as required.</li> </ul>
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## NAG 8: ANALYSIS OF VARIANCE

<ul style="list-style-type: none"> <li>• To provide an Analysis of Variance annually.</li> <li>• To supply the Analysis of Variance to the Ministry by 1 March.</li> </ul>	<ul style="list-style-type: none"> <li>• An Analysis of Variance will be completed annually.</li> <li>• This Analysis of Variance will be submitted to the Ministry as required.</li> </ul>
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# **POINT VIEW SCHOOL STRATEGIC PRIORITIES 2022 - 2024**

## **Mission Statement**

Learning together to develop individual potential, a love of learning and responsible citizenship.

## **Strategic Priority**

To prepare our students for their future, supported by a school culture that maximises learning and resources that support effective teaching and learning.

## **Strategic Goals**

Point View's Strategic priority has many aspects which are detailed in our charter. A set of three strategic goals direct our practices and the thrust of our efforts as a whole school over the short to medium term. As we work together to achieve these goals, we focus on what we see as the most urgent of our strategic priorities at this time. Our strategic goals for 2022 – 2024 are:

- Recovery – learning to learn together through the COVID-19 Pandemic
- Develop and explore Kaitiakitanga (ecological sustainability which includes care for the environment and for each other)
- Redesign Point View Assessment and Reporting

## **Strategic Priorities**

To prepare our students for their future, supported by a school culture that maximises learning and resources that support effective teaching and learning.

### **1. Prepare our students for their future.**

- a. Maximise individual achievement for all students in all areas of the curriculum.
- b. Focus teaching and learning on the future needs of our students.
- c. Develop and maintain a focus on hauora to grow skills and awareness around health and wellbeing
- d. Develop programmes which are responsive to our bicultural heritage
- e. Foster cultural awareness, understanding and appreciation amongst students
- f. Develop learner agency and the concept of life-long learning.
- g. Maintain a clear focus on the key elements of the New Zealand Curriculum (2007).
- h. Underpin all teaching and learning with key competencies development.

- i. Maintain a focus on the Waipaparoa Kāhui Ako Achievement Plan and Strategic Plan.
- j. Weave a sustainability perspective into learning programmes including environmental sustainability and sustainable living choices.
- k. Promote inquiry-based learning that develops critical inquiry skills across all learning areas.
- l. Promote effective e-learning strategies and adapt to new technologies.
- m. Develop Global Citizenship

## **2. Foster a school culture that maximises student learning.**

- a. Promote collaboration among students, staff and community.
- b. Articulate and model the shared values expressed in the school vision.
- c. Provide a physically and psychologically safe, inclusive environment for students, staff and community.
- d. Employ rigorous review procedures aimed at continuous improvement towards equity and excellence.
- e. Build professional capability through coaching, reflection, discussion and critical inquiry.
- f. Enhance procedures for the analysis and use of student progress and achievement outcomes.
- g. Develop evidence-based practice and teaching as inquiry.
- h. Encourage innovation, creativity, risk taking and the pursuit of equity and excellence.
- i. Develop local curriculum as we explore the refreshed curriculum
- j. Maintain and develop links to the local community and the wider educational community.

## **3. Provide resources to support effective teaching and learning.**

### **Staffing**

- a. Attract, select and retain quality teachers and support staff in a competitive Auckland job environment.
- b. Provide quality professional learning and development opportunities for staff.
- c. Utilise effective performance management procedures to build staff capability.

- d. Grow leadership capability through shared leadership, mentoring and coaching and through the opportunities provided by the Kāhui Ako
- e. Value differences and the special character and skills of all staff members.

### **Teaching Resources**

- a. Base the purchasing of resources on informed decision-making processes.
- b. Access Ministry resources to support all school planning, review and evaluation.
- c. Maximise access to appropriate digital technologies.
- d. Provide resources that reflect community priorities.
- e. Manage resources effectively to increase accessibility and durability.

### **Finance**

- a. Link financial decisions to the improvement of student learning outcomes.
- b. Employ safe and efficient financial management practices.
- c. Maximise funding from alternative sources for development initiatives.
- d. Encourage the parent body to support the school financially.
- e. Maintain the school's capability to host international fee-paying students.

### **Property**

- a. Prioritise health and safety in all property matters.
- b. Adapt learning spaces to cater for different learning situations.
- c. Align property development projects with the school's strategic priorities, curriculum and pedagogical needs.
- d. Be guided by Landscape Master Plan and Play Strategy to ensure continuous and coherent improvement in the presentation and functionality of the school environment.

### **Systems**

- a. Maintain systems to guide and enhance performance.
- b. Comply with legislative requirements.



LEARNING TOGETHER

## POINT VIEW SCHOOL - STRATEGIC PLAN 2021 - 2023

**Mission Statement:** Learning together to develop individual potential, a love of learning and responsible citizenship.  
**Strategic Priority:** Prepare our students for their future, supported by a school culture that maximises learning and by resources that support effective teaching and learning.

**Note:** This is a snapshot of a working document taken near the start of 2022

### STRATEGIC GOALS

A set of three strategic goals provides direction for our efforts as a whole school over the next three years. As we work together to reach these goals we focus on what we see as the most urgent of our strategic priorities at this time. The table below describes each of the three strategic goals and links them to teacher goals and inquiries which in turn will lead to actions and outcomes that make progress towards our goals.

<b>STRATEGIC GOAL 1:</b> <b>Recovery – learning to learn together through the COVID-19 Pandemic</b>		
<b>Descriptors</b>	<b>Teacher Goals and Inquiries</b> <i>(Who + Goals / Inquiry Qs / links)</i>	<b>Actions, Initiatives and Measures of Success</b> <i>(Brief description + links)</i>
Goal descriptors: Determine the impact of COVID on staff, students and our families what the school can do to mitigate the negative impact and build on the positives - act on this  Tū Pono (knowing oneself, one's identity)		

## POINT VIEW SCHOOL - STRATEGIC PLAN 2021 - 2023

<p>Develop Students sense of : identity with their community place and identity with their local region Learn about our local history and social context – tap into refreshed Social Studies curriculum and make it our own.</p> <p>Hauora (Health and wellbeing) Understand what it means to be a healthy community (local focus) responsibility for caring for each other Discover ways we can help our community – act on this</p>		
<p><b>STRATEGIC GOAL 2:</b> <i>Develop and explore Kaitiakitanga (ecological sustainability which includes care for the environment and for each other)</i></p>		
<b>Goal Descriptors</b>	<b>Teacher Goals and Inquiries</b> <i>(Who + Goals / Inquiry Qs / links)</i>	<b>Actions, Initiatives and Measures of Success</b> <i>(Brief description + links)</i>
<b>Kaitiakitanga</b> Our Environment / Our Community		



## POINT VIEW SCHOOL - STRATEGIC PLAN 2021 - 2023

<p>We are guardians of the planet Build on our strengths and passion: Waterwise, Camp, Hive, Bees .... Develop an understanding of the natural world and our relationship to it Through our involvement in the New Zealand Curriculum Refresh grow and develop local curriculum in this area.</p>		
<p><b>STRATEGIC GOAL 3:</b> <i>Redesign Point View Assessment and Reporting</i></p>		
<p><b>Goal Descriptors</b></p>	<p><b>Teacher Goals and Inquiries</b> <i>(Who + Goals / Inquiry Qs / links)</i></p>	<p><b>Actions, Initiatives and Measures of Success</b> <i>(Brief description + links)</i></p>
<p>A holistic view of a child's progress is created Ensure that each child's unique potential is recognised Diverse learning requirements are catered for in the system Monitor and track student progress using a variety of data Communicate achievement and progress using up-to-date information</p>		

**POINT VIEW SCHOOL - STRATEGIC PLAN 2021 - 2023**

<p>Expectations for student achievement and next steps are clear to parents and students (Curriculum Levels, essential skill and competency rubrics, KC Rubric)</p> <p>Teacher workload at report time is reduced and overall workload is not increased</p> <p>Develop reporting schedule using Hero real time reporting to parents</p> <p>Inform parents and the community about our changes to reporting</p> <p>PD for staff on how to use Hero to support learner agency</p>		
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LEARNING TOGETHER

## POINT VIEW SCHOOL (06921) – ANALYSIS OF VARIANCE FOR YEAR ENDING 31 DECEMBER 2022

**Mission Statement:** Learning together to develop individual potential, a love of learning and responsible citizenship.  
**Strategic Priority:** Prepare our students for their future, supported by a school culture that maximises learning and by resources that support effective teaching and learning.

### STRATEGIC GOALS

A set of three strategic goals provide direction for our efforts as a whole school over three years 2022 to 2024. As we work together to reach these goals we focus on what we see as the most urgent of our strategic priorities. The table below describes each of the three strategic goals, outlines actions taken, initiatives and measures of success for each one with reference to the 2021 academic year.

STRATEGIC GOAL 1: <i>Increase Learner Agency</i>		
Descriptors	Actions, Initiatives and Measures of Success	Evaluation
Develop key elements of a student's intrinsic motivation Attitude and awareness Interest, relevance and Curiosity Value worth and importance Self-concept Self-efficacy Goal setting and goal reaching Develop ways to evaluate and measure student progress in learner agency Collaborate with WKA schools around this goal	Work continued to explore ways to evaluate and measure the levels of agency amongst students.  Our Kāhui Ako Within School Leaders continued their work as a team to embed rubrics for Key Competencies seen through the lens of learner agency. These rubrics were trialled at all levels.  Ways to increase agency through deliberate acts of teaching KCs were explored along with ways to track progress.  Making KCs visible to learners and integrating ways to scaffold student growth in each KC were explored also with tracking in mind.	We are now seeing learner agency taking a greater significance in the classroom. Ideas around learner agency are better understood by teachers and students and we have moved to a phase where we can use a variety of methods to increase agency for each student.  Our focus on this has been driven by the development of KC rubrics and our use of goals in Hero as a way to track progress.  Work in both these areas was severely hindered by COVID-19 interruptions though lockdowns and

## POINT VIEW SCHOOL – ANALYSIS OF VARIANCE FOR YEAR ENDING 31 DECEMBER 2022

	Learning through play as a way to increase agency remained a focus especially at the Junior level.	subsequent very low attendance (<40%).
	Discussions were had between teachers and parents of New Entrant students around the KCs that were shown in kindergarten. The aim of this was to enhance the transition process between ECE and Primary. This led out of work bringing more ECE's into the Waipaparoa Kāhui Ako.	
<b>STRATEGIC GOAL 2:</b> <i>Develop and explore Kaitiakitanga (ecological sustainability which includes care for the environment) in relationship with Tū Pono (knowing oneself, one's identity)</i>		
Descriptors	Actions, Initiatives and Measures of Success	Evaluation
<b>Kaitiakitanga, Tū Pono</b> Our Environment / Our Community / Students sense of identity with their community / We are guardians of the planet Build on our strengths and passion: Waterwise, Camp, Science Workshop, Hive activities, Bees Work with local Iwi and other experts to learn about our local history and social context Develop an understanding of the	Recycling, composting, gardening and other environmental programmes continued throughout the year.  Tread Lightly Caravan visited the school providing 10 days of activities for all students, staff and parents. The programme drew on many aspects of the NZ Curriculum and was targeted on ecological sustainability and care for the environment.  Interactive workshops created opportunities for students to explore:	Programmes got underway with a flourish but were soon disrupted by COVID. For example, students planted veggie gardens with huge enthusiasm, but most of the produce went to seed and became overgrown with weeds over the lockdown period. This made it very hard to sustain enthusiasm for both staff and students.

## POINT VIEW SCHOOL – ANALYSIS OF VARIANCE FOR YEAR ENDING 31 DECEMBER 2022

<p>natural world and our relationship to it Help students develop a sense of place and identity with their local region.</p> <p>Develop ways to measure relevant student progress in this area</p>	<p>The physical world – eg hands-on electricity generation and consumption Material world – eg distinguishing between biodegradable and non-biodegradable substances Living world – eg exploration of an ecosystem Planet Earth – eg the earth’s systems and our place in those systems Social, cultural and economic roles, rights and responsibilities. Teachers provided opportunities for students to engage with the Tread Lightly material before and after the visit.</p> <p>When surveyed, teachers reported 100% enjoyment and were very supportive of the level of materials provided for different age groups. They identified that children took away some important learning. The three concepts most frequently identified by teachers were:</p> <ul style="list-style-type: none"> <li>• Our actions and choices have an effect on our environment</li> <li>• Small changes in the way we live will help save resources and prevent pollution.</li> <li>• Every child plays a key role in everyday choices.</li> </ul>	<p>Tread lightly was a high point. It created a focal point for students to engage with environmental issues and consider their place in a world where sustainability is a real issue.</p> <p>Students were challenged to think in scientific ways through interactive workshops their overall response was hugely positive.</p> <p>The impact of the programme was reduced by the sudden lockdown shortly after the visit. Whilst themes and ideas were explored online, it prevented some of the rich hands and minds-on follow-up work which could have been done in class.</p>
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## POINT VIEW SCHOOL – ANALYSIS OF VARIANCE FOR YEAR ENDING 31 DECEMBER 2022

### STRATEGIC GOAL 3:

#### *Redesign Point View Assessment and Reporting*

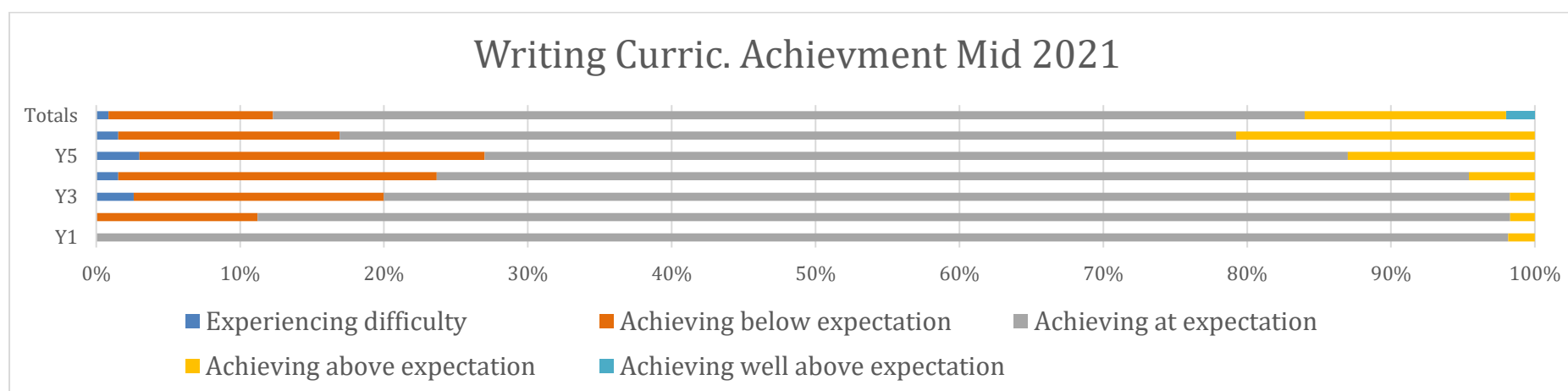
Descriptors	Actions, Initiatives and Measures of Success	Evaluation
<p>A holistic view of a child's progress is created</p> <p>Ensure that each child's unique potential is recognised</p> <p>Diverse learning requirements are catered for in the system</p> <p>Monitor and track student progress using accurate data</p> <p>Communicate achievement and progress using up-to-date information</p> <p>Expectations for student achievement and next steps are clear to parents and students (Curriculum Levels, essential skill and competency rubrics, KC Rubric).</p> <p>Teacher workload at report time is reduced and overall workload is not increased</p>	<p>The Reporting review team made progress as follows:</p> <ul style="list-style-type: none"> <li>● obtained feedback from parent and staff surveys.</li> <li>● WSL team KC's rubric started to be shared and refined across school</li> <li>● Reported more widely using KC rubric</li> <li>● Hero team continued to be represented from across the school.</li> <li>● Hero team engaged in ongoing training</li> <li>● Continued to personalise Hero to fit PVS</li> <li>● Continued to create and refine goal banks for Hero</li> <li>● Teacher only day for further hero training</li> <li>● Continued work on expectations for Reading, Writing and Mathematics.</li> </ul> <p>The Review Team continued to work towards integrating use of HERO (SMS) to support learner agency and reporting to parents</p> <p>Staff carried out a detailed review of the school's assessment practices.</p> <p>By mid-year the school was able to gather data around assessments, the setting and completion of goals. This</p>	<p>The goal remains the same and progress has been made although greatly slowed down because of major interruptions by COVID lockdown and subsequent low levels of attendance.</p> <p>It is still the case that the foundation blocks have been laid for long-term changes to the way we plan for, assess, and report on teaching and learning. Our aim is still to achieve a more holistic approach to assessment and reporting and more streamlined planning and assessment practices.</p> <p>Analysis from our assessment review informs our actions going forward.</p>

## POINT VIEW SCHOOL – ANALYSIS OF VARIANCE FOR YEAR ENDING 31 DECEMBER 2022

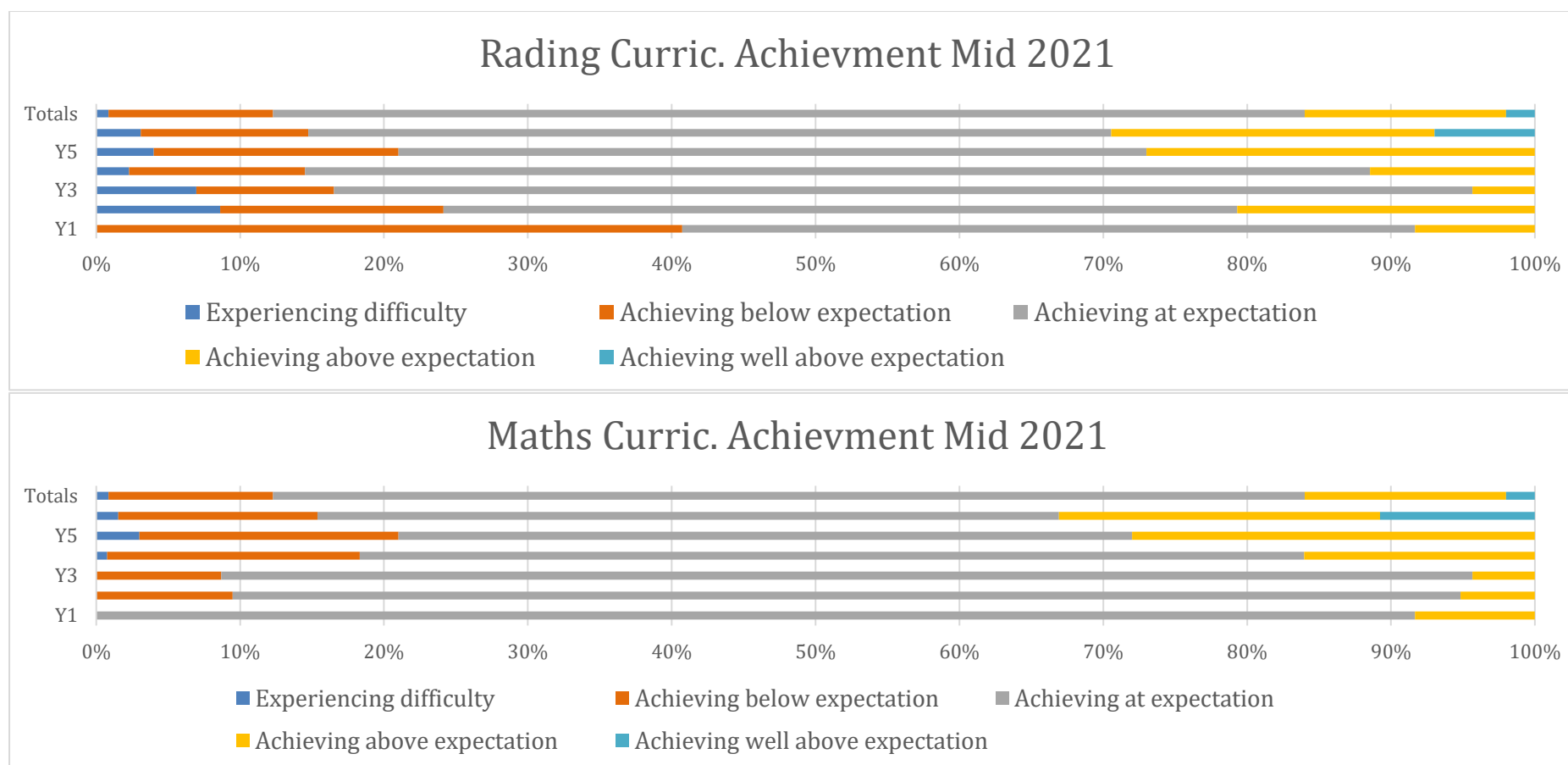
	included next steps. However, further development was interrupted by COVID.	
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### **Achievement Data for Writing, Reading and Mathematics.**

Graphs showing overall teacher judgements relating to student achievement at mid-year in writing, reading and mathematics are given below



## POINT VIEW SCHOOL – ANALYSIS OF VARIANCE FOR YEAR ENDING 31 DECEMBER 2022



These mid-year academic indicators are as we would expect, showing plenty of opportunities for progress. Teachers worked at a small group and individual level to make sure that students receive the right support. Much of this individualised and small group learning was disrupted by COVID-19 lockdown. Further assessment of these aspects of the curriculum was not possible at the end of the year because attendance rates were below 40% and the focus of the programmes at school was to re-engage students in learning.



## POINT VIEW SCHOOL – ANALYSIS OF VARIANCE FOR YEAR ENDING 31 DECEMBER 2022

In sharing this data, we acknowledge that it represents a narrow aspect of each student's achievement and potential. Recently the whole school has been engaged in a review of assessment and a great deal of work is being done writing and refining goals for 'Hero'. This work continues with clear purpose. A very important aspect of this purpose is to provide a more holistic view of each child's learning progress and potential.

### **Planning for 2022 and Beyond**

In 2022 the emphasis is on wellbeing with reference to 'Recovery, Hauora and Tū Pono'. For our second and third goals, much of the work started in 2021 was part of a three year strategy started in 2020 and is unfinished. In addition, Covid-19 slowed, and in some cases interrupted and stopped progress. Therefore we still have kaitiakitanga and the redesign of assessment and reporting as strategic goals.

#### **STRATEGIC GOAL 1:**

*Recovery – learning to learn together through the COVID-19 Pandemic*

#### **STRATEGIC GOAL 2:**

*Develop and explore Kaitiakitanga (ecological sustainability which includes care for the environment and for each other)*

#### **STRATEGIC GOAL 3:**

*Redesign Point View Assessment and Reporting*