



Ngutunui Enviro School 2021 Charter, Strategic Plan and Annual Plan

400 Ngutunui Road
RD 6, Te Awamutu
3876

School Number: 1853
Principal: [Cleonie Whyte](#)
Board Chair: [Karen Crake](#)

Mission Statement:

[Living Rural, Learning Local, Thinking Global](#)

Values:

[To be the best we can be: Kind, Brave, Respectful and Honest](#)

Ngutunui Enviro School:

Ngutunui Enviro School is a country kura located in a rural community south of Pirongia and between Te Awamutu and Otorohanga. We have two classes which cater for year 1-8 tamariki. There are currently 41 on the roll, 30 who identify as NZ European, 10 who identify as Māori and 1 who identify as Filipino. The school is well presented and maintained. Its generous resources include a swimming pool, community hall and tennis courts that are well supported by school families and the wider community.

The majority of our tamariki come from farming families in the area, some of our families own farms and some are farm workers. We have a school bus which picks up 14 children daily and we have funded our own school van which picks up 11 children daily from 11ks away, where the bus does not travel near. The rest of our tamariki come to school in a vehicle. We have no tamariki that walk to kura.

Ngutunui Enviro School believes all tamariki should be exposed to a wide range of learning experiences. To support staff skills and expertise, it therefore also draws on community expertise and generosity to provide extracurricular opportunities, including those for Social Science, Science, Sport, Technology and the Arts. Special annual events include Agricultural and Group Days, Interschool Sport and Speech Competitions, Kapa Haka, Productions, Camps, Enviro Club and Mahi Club.

Ngutunui Enviro School's learning programmes give priority to raising tamariki achievement in all areas of the curriculum. They also acknowledge and address the individual learning needs of our tamariki. Where Information and Communication Technology is recognised as enhancing learning it is utilised, with the intent being that students will ultimately become competent and confident users of many modern digital learning tools. The school aims to provide a foundation for tamariki to achieve success and develop lifelong skills and competencies.

Ngutunui Enviro School has a special character that supports tamariki to learn about and develop sustainable relationships, community and environment. Within a culture of respect, kindness and being the best we can be, tamariki are encouraged to live rural, think rural as well as thinking globally. Our kura is committed to maintaining and celebrating the unique and special rural character and heritage of Ngutunui.

As an Enviro School we are proud to be actively involved in developing a sustainable future for our tamariki with a 'rubbish free' environment, flourishing vegetable gardens, an orchard, and worm farms reusing and recycling our food waste. Our tamariki are learning to grow seedlings for our gardens and then to give back to the community.

Philosophy:

Through exploration, discovery and nurturing we will strengthen our relationships with all things. Our whole kura environment provides a context for learning about our changing world. We can all be actively involved in the empowerment of ourselves and others, and can grow to understand that respect, equity and diversity are needed for sustaining life-long learners. We have a learner-centered approach, we value but challenge our tamariki point of view, we create problems to stimulate thinking, we understand that our tamariki all learn differently and require quality feedback and feed forward. We value the importance of relationships with our tamariki and their whānau.



Cultural Diversity and our Māori Dimension:

At Ngutunui Enviro School, we respect and promote the special place of Māori and Māori culture, while also valuing the diversity of all cultures within our kura, local community and New Zealand. All tamariki will be provided with the opportunity of a quality and inclusive education whilst celebrating their own background, ethnicity, religion, gender and/or disability.

The Treaty of Waitangi provides a rationale for us to build a school culture that acknowledges kaupapa Māori, and promotes te reo Māori and tikanga Māori.

Ngutunui Enviro School will reflect New Zealand's cultural diversity by:

- Recognising and valuing the cultures within the school and wider community.
- Understanding local and national cultural traditions and histories.
- Acknowledging and celebrating New Zealand's cultural diversity.
- Developing and reviewing our school's Māori Student Achievement plan to address the needs of all learners.
- Māori achieving success as Māori.

Ngutunui Enviro School will reflect the unique position of the Māori culture by:

- Following and honouring the principles of The Treaty of Waitangi.
- Recognising the unique position of Māori within New Zealand society.
- Understanding the nature of biculturalism and the partnership between Maori and Pakeha.
- Exploring bicultural heritage and how it contributes to a sense of identity for New Zealanders.

The kura will undertake to incorporate Māori culture and protocol (tikanga Māori) into the school's curriculum and practices through:

- Use of correct pronunciation.
- Teaching of Te Reo and Tikanga Māori.
- Kapa Haka Group
- Ensure our staff participate in effective professional development that makes a difference for and with Māori students
- Building relationships with Whānau and the Maori community, including further developing the school's link with our local marae.
- Inviting Maori members of the community to assist with staff and tamariki education.

Ngutunui Enviro School will implement Te Reo programmes in both classes for all tamariki and all reasonable steps will be taken if parents request Te Reo Māori. Steps taken to establish the views and concerns of the school's Māori communities may include:

- Direct contact via face to face meetings, phone, email.
- Indirect contact via surveys.
- Community forums/hui.

Ngutunui Enviro School Consultation Process:

● Our school community is consulted regularly through weekly newsletters, termly community district newsletters, surveys, questionnaires, school/community noticeboard, whanau gatherings and other opportunities to provide specific feedback. We operate an 'Open Door' policy where constructive criticism, strategies or ideas to enhance tamariki progress and achievement are welcomed.

● Family Data Hui are held each year to consult with all families and our tamariki on:

- What is working well at Ngutunui Enviro School?
- What could be improved at Ngutunui Enviro School?
- What changes or initiatives would you like to see?
- How can you contribute to your children's education?

Assessment and Reporting

At Ngutunui Enviro School assessment, teaching and learning are closely linked, as each area informs the other. The primary purpose of assessment is to improve the learning for our tamariki and teachers' teaching as both respond to the information it provides. At the heart of quality assessment for learning is the concept that tamariki who truly understand and are involved in their learning, have accelerated rates of achievement.

Assessment-capable tamariki know what they need to learn, where they are at with that learning and be able to explain what their next learning steps are.

Ngutunui Enviro School reports to our whānau twice a year.

Annual Goals for Ngutunui School 2021, 2022, 2023

1. Raising achievement:

Raising achievements for specific target groups in Reading, Writing and Math.

2. Sense of Belonging:

Targets set around PB4L, Localised Curriculum and our Environment.

Strategic Aims:

Ngutunui Enviro School Three Year Strategic Plan:

Goal 1:	2021	2022	2023
<p>To lift student achievement in relation to equity and excellence. Our targets to support this are:</p>	<p>Reading: 75% (6 out of 8) tamariki who are below to be At by the end Nov 2021</p> <p>Math: 78% (7 out of 9) tamariki who are below to be At by end of Nov 2021</p> <p>Writing: 75% (6 out of 8) tamariki who are Well Below to be either At or Below by end of Nov 2021</p> <p>Target 83% (5 out of 6) tamariki who are Below to be At by the end of Nov 2021</p>	<p>Our aim at Ngutunui Enviro School is that every child achieves literacy and numeracy levels that enable their success.</p> <p>Continue to set targets in order to set our tamariki up to succeed. Targets for 2022 will come from data received at the end of 2021.</p>	<p>We acknowledge that literacy and numeracy skills are the foundation for continuing learning and provide access to the curriculum, and we see this as the key measure of our teaching success.</p> <p>Continue to set targets in order to set our tamariki up to succeed. Targets for 2023 will come from data received at the end of 2022.</p>

Goal 2:	2021	2022	2023
<p>Implementation and understanding of the PB4L programme</p>	<p>Join the PB4L team in Hamilton.</p> <p>Appoint DP to be the Coach and Team Leader</p>	<p>Continue the journey with PB4L. Relook at our data and behaviour plan - is this working? Why/Why not? Work on deepening the knowledge of our values</p>	<p>Look into moving to Tier 2 with PB4L.</p> <p>Revisit our values - do our tamariki know them and can explain what</p>

	<p>Set up data control so we can assess the areas we need to work on</p> <p>Consultate with whānau, community and the tamariki about our values - what values do we require at Ngutunui - what values signify who we are!</p> <p>Attend all PD and bring back the knowledge to the school to share at staff hui, BOT hui and community consultation.</p> <p>Inform the community and wider whānau of how PB4L looks at Ngutunui Enviro School.</p>	with the tamariki.	they are?
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Goal 3:	2021	2022	2023
Develop our own localised curriculum	To implement a new 2 year curriculum plan that is based around every curriculum area (Year 2 of curriculum) and is localised to us at Ngutunui Enviro School	<p>To ensure that we are covering the National Curriculum in our two year plan.</p> <p>To review our trialed approach to teaching and learning at Ngutunui Enviro School</p>	Develop an overview and unit/lesson plans to support our own curriculum document

Goal 4:	2021	2022	2023
Creating a sustainable environment	<p>TOD - PD to revisit the values of an Enviro school (working with our facilitator)</p> <p>Set goals to where we want to be in 5 years time.</p> <p>Consult with the tamariki and draw plans of the school - what do we want to grow - where and when</p> <p>PD - how to prune fruit trees - take tamariki to teach them.</p>	<p>Build the greenhouse to begin the process of teaching the tamariki how to grow seedlings</p> <p>Build the Sharing Shed to share our produce with community</p> <p>Set up to become a pest free kura</p> <p>Plant new lemon trees in the orchard</p>	<p>Design and build the kereru safe haven at kura</p> <p>Grow blueberries, raspberries and blackberries.</p>

Math: 78% (7 out of 9) tamariki who are below to be At by end of Nov 2021
6/9 (67%) are male 5/9 (56%) are Māori

Action	Who	How	When / Resourcing	How will we know if it is successful	Evaluation
IEP's for two children	<p>Responsible - Teachers, Principal, whānau</p> <p>Accountable Teachers, Principal, whānau</p> <p>Inform - BOT</p>	Meeting with whānau early in Term 1 to set goals to ensure school/home partnership is established (to meet at least once a term thereafter)	<p>By the end of Term 1 both IEP's written</p> <p>Time Weekly Staff Hui (staff) Hui (whānau)</p>	If targets are achieved and the tamariki have moved to At from below	<p>April</p> <p>June</p> <p>September</p> <p>December</p>
Withdrawal group - cluster of Year 5 tamariki who are 1 stage behind	<p>Responsible - Teachers, Principal</p> <p>Accountable Teachers, Principal</p> <p>Inform - BOT</p>	Teacher to work with group to ensure they target the areas that they are struggling with	<p>Ongoing throughout the year or until they have moved up a stage</p> <p>Time Weekly Staff Hui</p>	<p>If targets are achieved and the tamariki have moved to At from below</p> <p>Tamariki move up a stage</p>	<p>April</p> <p>June</p> <p>September</p> <p>December</p>
Work on part/whole thinking - making them multiplicative by focusing on cognitive development	<p>Responsible - Teachers, Principal</p> <p>Accountable- Teachers, Principal</p> <p>Inform - BOT</p>	Set up whole class teaching - more hands on activities and peer support to ensure all tamariki understand part/whole thinking	<p>Each day in class</p> <p>Time Weekly Staff Hui</p>	<p>If targets are achieved and the tamariki have moved to At from below</p> <p>Tamariki can explain the part/whole thinking process</p>	<p>April</p> <p>June</p> <p>September</p> <p>December</p>
Accelerated learning - preload vocab through use of TIP charts, Visual cues, pictures, arrays and equipment to help with multiplicative thinking.	<p>Responsible - Teacher Principal</p> <p>Accountable- Teacher</p> <p>Inform - BOT</p>	Incorporate all of these in every day lesson plans to all tamariki, use materials available to ensure tamariki have hands-on experiences.	<p>Each day in class</p> <p>Time Weekly Staff Hui</p>	If targets are achieved and the tamariki have moved to At from below	<p>April</p> <p>June</p> <p>September</p> <p>December</p>

Writing: 2021

- 1) Target 75% (6 out of 8) tamariki who are Well Below to be either At or Below by end of Nov 2021 **7/8 (87.5%) are male** **4/8 (50%) are Māori**

- 2) Target 83% (5 out of 6) tamariki who are Below to be At by the end of Nov 2021 **5/6 (83%) are male** **0/6 (0%) are Māori**

Action	Who	How	When / Resourcing	How will we know if it is successful	Evaluation
Introduction of the Structured Literacy Programme which will be school wide. Ideal – Learning Matters	Responsible - Teachers, Principal Accountable Teachers, Principal Consult - with staff, with whānau Inform - BOT	Teaching of sentence structure using models/cameos	Ongoing throughout the next three years	If targets are achieved and the tamariki have moved to At from below If targets are achieved and the tamariki have moved to Below from Well Below Spelling has improved All tamariki knowing their sounds	April
		Create more experiences for tamariki to write about	Time Weekly Staff Hui		June
		Create school wide hooks to engage learners	One on one mentoring for tamariki		September
		Offering variety of formats to use for writing	PD for staff School wide planning		December

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GOAL 2:

Action	Who	How	When / Resourcing	How will we know if it is successful	Evaluation
Introduction and understanding of the MOE PB4L programme into our kura	Responsible - Teachers, Principal Accountable Teachers, Principal Consult - with staff, with whānau Inform - BOT	Set up data control	Over the whole year and then continue for the next five years	Tamariki will be involved with setting new values Behaviour patterns will change All tamariki and staff will be on the same page and follow same procedures	April
		Consultate with whānau, community and the tamariki about our values			June
		Attend all PD - share at staff hui, BOT hui and community consultation.			September
					December

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GOAL 3:

Action	Who	How	When / Resourcing	How will we know if it is successful	Evaluation
Develop our own localised curriculum	<p>Responsible - Teachers, Principal</p> <p>Accountable Teachers, Principal</p> <p>Consult - with staff, with whānau</p> <p>Inform - BOT</p>	<p>To implement a new 2 year curriculum plan that is based around every curriculum area (Year 2 of curriculum) and is localised to us at Ngutunui Enviro School</p>	Over the whole year	<p>Tamariki will be involved with setting new values</p> <p>Behaviour patterns will change</p> <p>All tamariki and staff will be on the same page and follow same procedures</p>	<p>April</p> <p>June</p> <p>September</p> <p>December</p>

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GOAL 4:

Action	Who	How	When / Resourcing	How will we know if it is successful	Evaluation
Creating a sustainable environment	<p>Responsible - Teachers, Principal, tamariki</p> <p>Accountable Teachers, tamariki, Principal</p> <p>Consult - with staff, with whānau</p> <p>Inform - BOT</p>	<p>Revisit the values of an Enviro school (working with our facilitator)</p> <p>Set goals</p> <p>Consult with the tamariki and draw plans of the school - what do we want to grow - where and when</p> <p>PD - how to prune fruit trees - take tamariki to teach them.</p>	Ongoing over the year and next three years	<p>When we have a well established potting shed and greenhouse that is fully operated by our tamariki.</p> <p>When our tamariki can go home and share their knowledge and skills with their own whānau.</p>	<p>April</p> <p>June</p> <p>September</p> <p>December</p>