

Anchorage Park School 2022 Charter



About Us - Description of the School

Anchorage Park School is located in a picturesque spot in the East Auckland suburb of Pakuranga. We are a small contributing primary school with learners from Year 0 to 6. Our tagline is "a small country school in the city." Our current roll is 111 with 6 teachers, a Principal and 7 support staff. We had a small cohort of 15 Year 6 leavers at the end of 2021. However, we lost another 20 pupils in December last year. This is due to high house prices and lack of rental house availability and affordability in the area, families moving further out East Auckland for perceived better housing and schooling, COVID, the impending Eastern busway project and other unknown reasons. Two satellite classes from Sommerville School are also an important part of our school family.

Our school is a decile 3 and its learners are represented by a diverse, rich range of cultures. Currently we have 23.9% Maori, 25.7% NZ European, 19.6% Pasifika, 15.1% Asian, 15.7% Other. Anchorage Park School opened in 1966. Our site includes eleven classrooms, astroturfed playing court hall, library, a swimming pool and all surrounded by fields, a native wetland and the estuary. Our whare oranga room (the old dental clinic) is used as a well-being hub for our social worker and public health nurse to meet with children and/or their whānau.

Vision - School Character

At Anchorage Park School our mission is to provide "Quality teaching and learning in a caring environment" "He moko whakaakoranga i roto i te haumarutanga me te arohanui." Our vision is to grow exceptional learners who make a difference. We pride ourselves on having a happy, safe and engaged learning environment where we place the learner at the heart of all our decision making.

We believe in building strong partnerships with our stakeholders to help drive our vision for the success of our children. All of our teaching and support staff are committed to providing exceptional pastoral care and inclusive educational opportunities so that our learners can grow, learn and thrive. We are a Positive Behavior for Learning (PB4L) school and have our 3 school values; Integrity (Pono), Unity (Whakakotahi) and Courage (Maia) strongly embedded into our everyday practice and interactions at school and across our wider school community.

In 2021, we developed our APS learning profile based on the principles of;

- Whakawhanaungatanga (Relationships)
- Arotahi Ahurea (Culturally Capable)
- Hauora (Well-being)
- A tona wa arotahi (Future Focused)

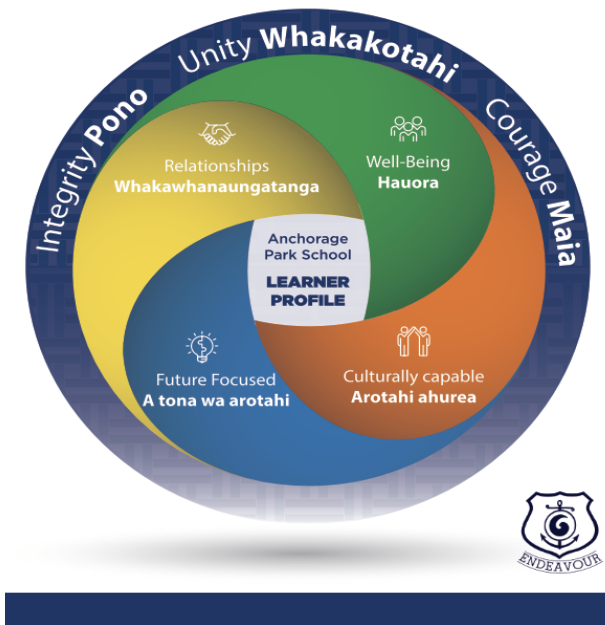
The AAPS learner Profile is a road map to inform teaching and learning, so that we know what our students need to know, understand and do, learning that cannot be left to chance.

These 4 aspects are critically important in order to be successful in life. Our learner profile helps teachers to link learning in the classroom to our roadmap. The learner profile develops collective responsibility and is cumulative. Our key message is “**our** school - **our** learners”

It provides us with clarity about what and why is being taught and learnt.

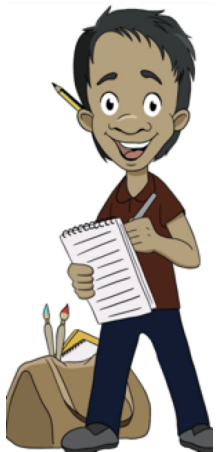
- **Establishing** (By the end of Year 3) students begin to understand and become aware of how to apply the 4 core capabilities.
- **Embedding** (By the end of Year 6) students have a deep and broad understanding of the 4 core capabilities and apply these within different contexts and with increasing confidence.

Anchorage Park School **LEARNER PROFILE**



School Values

Our APS Learner Profile is based around our school values - courage/māia integrity/pono & unity/whakakotahi. Our values are embedded in everything we do and are integrated into all learning areas.



COURAGE - taking positive risks and make good choices
INTEGRITY - showing respect and honesty
UNITY - being collaborative, supportive, inclusive and sharing



There is a strong link to Anchorage Park Kindergarten which is next door to the school. The majority of our 5 year old enrolments come from APS Kindergarten. There is a transition to school programme operating between the school and the Kindergarten every fortnight and we foster collaboration between the kindergarten and school at special community events.

There are a number of students enrolled in the school who have limited English language skills and require ESOL support. Currently, there are 15 funded ELL's students. We have a bi-lingual support coordinator who supports our 5 refugee students in the school.

Cultural Diversity and Treaty Obligations

The *Hikairo Schema for Primary* is a good example of culture growing out of the past and functioning in the present, with a vision for the future.

For the students of Anchorage Park School this means learners who;

- have an awareness of who they are and what matters to them
- consider and change their views when appropriate
- have a strong sense of their own language, culture and identity
- thrive within diversity
- confidently participates in bicultural Aotearoa New Zealand including te reo and te ao Māori



For our staff this means;

- Showing an understanding of Te Tiriti o Waitangi and its implications for teaching and learning in Aotearoa, New Zealand
- Te Reo and tikanga is a part of everyday practices and is demonstrated with care and respect (manawhenua)
- Demonstrating culturally responsive pedagogies within their practice: emphasise principles and practices that contribute to the collective and supportive learning environment
- Students' cultural identity is seen, understood and valued by peers and staff.
- Self awareness of their current reality and next steps
- Understanding their Tūrangawaewae and reflect on the need to embark on a new learning journey in order to strengthen our local curriculum

Consultation Programme

In 2019, we consulted widely with our whānau, local early childhood centres, schools and government/community agencies to collaboratively construct our new strategic plan. We are planning to do this again this year.

School wide climate and practices

In November 2021, a community survey went out to all parents. There was a low response (21.5%) this may be due to the fact that we were in lockdown during this time.

100% -90% Agree or strongly agree that.....

- 96.6% agree or strongly agree that APS staff show respect for families/whānau
- 90% agree or strongly that APS students are proud of the school
- 90% agree or strongly agree that parents feel safe and able to approach the school with serious concerns (e.g. bullying, racism)
- 90% agree or strongly agree that teachers care about students as individual
- 90% agree or strongly agree that APS students rights are respected
- 90% agree or strongly agree that high standards of behaviour are expected

89% - 80% Agree or strongly agree that.....

- 86.7% agree or strongly agree that teachers provide high quality teaching and learning experiences for children
- 86.7% agree or strongly agree that children feel safe at APS
- 83.4% agree or strongly agree that the school board is doing a good job of governing the school
- 83.3% agree or strongly agree that school acknowledged and responds to diversity in our students
- 83.3% agree or strongly agree that the school is well managed and organised
- 80% agree or strongly agree that the school environment is attractive and well maintained
- 80% agree or strongly agree that The Treaty of Waitangi is based on the principles of partnership, participation and protection and APS demonstrates these principles
- 80% agree or strongly agree that their children are supported to develop their self-esteem and well-being
- 80% agree or strongly agree that parents/whānau feel encouraged to be involved in the school and its activities

79% - 70% Agree or strongly agree that.....

- 76.7% agree or strongly agree that APS has effective ways of making sure parents/whānau feel welcome
- 76.6% agree or strongly agree that the school regularly seeks feedback from parents/whānau in order to improve
- 73.4% agree or strongly agree that children are treated responsibly and have a say in their school
- 73.3% agree or strongly agree that the school has a good range of cultural opportunities
- 70% agree or strongly agree that their child has their learning needs met
- 70% agree or strongly agree that our school has a good range of the arts (dance, drama, music, visual art) opportunities
- 70% agree or strongly agree that high academic standards and expectations for learning are evident
- 70% agree or strongly agree that the school provides useful information (both written and verbal) about the academic progress of their child and can understand it

69% - 60% Agree or strongly agree that.....

- 66.7% agree or strongly agree that APS has a good reputation
- 63.4% agree or strongly agree that their child is engaged in their learning
- 63.4% agree or strongly agree that teachers use technology to enhance learning
- 60% agree or strongly agree that good pastoral care is provided for children
- 60% agree or strongly agree that school has effective procedures in place for dealing with serious concerns (e.g. bullying, racism)
- 60% agree or strongly agree that APS shows innovative use of up to date, modern technology

59% - 40% Agree or strongly agree that.....

- 56.7% agree or strongly agree that the strategic direction of the school is clear and easy to understand
- 56.7% agree or strongly agree that their children know what they need to do to be successful
- 56.7% agree or strongly agree that our school has a range of sporting opportunities

- 56.6% agree or strongly agree that students with special learning needs are identified and catered for
- 50% agree or strongly agree that school is well resourced for student learning
- 43.3% agree or strongly agree that the amount of education outside the classroom opportunities e.g. school trips are about right

School Priorities 2022

School priorities for 2022 is: Personalised learning with a lens on Māori and Pacific learner outcomes.

This will be achieved by;

- Quality teaching, implement high quality teaching practices
- Local curriculum, implement an inclusive future focused curriculum
- Partnerships with learners at the centre, engage with our whānau and community

This is important for this school and will help:

- Students receive relevant and meaningful learning experiences that meet their specific learning needs:
- Priority learners develop strong self-efficacy and their teachers and whānau have high expectations for them:



School Initiatives for 2022

BSLA- Two junior classes are undertaking The Better Start Literacy Approach | Te Ara Reo Matatini which is an evidence-based classroom programme to support early literacy success for all young learners.

ALiM - We are in the process of applying for ALiM (Accelerating Learning in Mathematics) for students in two senior classes who have been identified as needing further support to experience learning success in Mathematics and challenge, scaffold, and shift participating teachers' practice and behaviour to deliver the right kind of learning to help students who need support to experience learning success.

Digital Fluency - The school has applied for MoE funded PLD for Terms 3 and 4 to develop digital fluency, to support our teachers and ākonga to confidently and effectively use digital technologies to enhance teaching and learning outcomes and evaluate our teachers' capabilities in class and remote learning situations.

STRATEGIC PLAN 2022-2024

GOAL 1 QUALITY TEACHING

Implement high quality teaching practices.

- 1.1 Ensure teachers' are using high impact teaching strategies
- 1.2 Support teachers to strengthen their cultural capabilities
- 1.3 Strengthen and maintain a robust Professional growth Cycle (PGC)

GOAL 2 LOCAL CURRICULUM

Implement an inclusive future focused curriculum

- 2.1 Develop a Conceptual curriculum focusing on an inquiry approach
- 2.2 Build teacher capability of best practice within the context of personalised learning
- 2.3 Continue to embed our environmental sustainability working towards EnviroSchools Silver

GOAL 3 PARTNERSHIPS WITH LEARNERS AT THE CENTRE

Engage with our whānau and community

- 3.1 Strengthen whānau relationships
- 3.2 Grow ECE Connections
- 3.3 Support parent understanding of student-led learning and teacher practice.

APS Learner profile

Whakawhanaungatanga
Relationships

Arotahi Ahurea
Culturally capable

Hauora
Well being

A tona wa arotahi
Future focused

"Growing exceptional learners who make a difference"

OUR ANCHORS Ā Mātau Haika

Integrity
Pono



Courage
Māia



Unity
Whakakotahi



2022 Annual Plan

Goal 1: QUALITY TEACHING - Implement high quality teaching practices

Statement of intent	Actions	Measures	Owner	When
1.1 Ensure teachers are using high impact teaching strategies	All teachers will have the highest expectations for all their learners. These expectations are made explicit to staff, students and parents.	All learners experience success. Teachers have a sense of urgency. Teachers consistently reinforce the school's expectations.	All	TOD- Term 1 Whole year
	Teachers strengthen their pedagogical and content knowledge through targeted and personalised PLD.	Teachers proactively seek professional development opportunities. Teachers actively engage in school provided PLD in Literacy (Year 1 to 3); Mathematics and Statistics (Year 4 to 6); Digital Technologies (All) Teachers consistently implement new knowledge.	All	Whole year Digital technologies, Terms 3 and 4
	Our school learner profile is used as a road map to inform teaching and learning-- learning that cannot be left to chance! Elevating the PB4L framework to include the learner profile	The learner profile provides a reflective framework for students to understand the Anchorage Park way of being.	All	TOD, Term 1 Whole year

	Assessment for learning strategies are embedded and evident in all classes	Teachers consistently: set goals with students; ensure clarity around what is to be learnt; demonstrate explicit teaching and quality questioning; give students quality feedback and next steps; evaluate and use data.	All	Whole year
1.2 Support teachers to strengthen their cultural capabilities.	Cultural competence (attitudes, knowledge and relationships) Teachers show an understanding of Te Tiriti o Waitangi and its implications for teaching and learning in Aotearoa, New Zealand.	The use of Te Reo and tikanga is a part of everyday practices and is demonstrated with care and respect (manawhenua).	All	Whole year
	Teachers demonstrate culturally responsive pedagogies within their practice: emphasise principles and practices that contribute to the collective and supportive learning environment.	Students' cultural identity is seen, understood and valued by peers and staff.	All	Whole year
	Teachers unpack the Hikāiro schema and action aspects within their practice.	Teachers are self aware of their current reality and next steps.	All	Whole year
	Carry out NZCER Wellbeing at school survey.	WB@S data being used to compare with previous years and report back to staff and board.	Tracy	Term 3
	Teachers attend a hui at Umupuia marae	Teachers understand their Tūrangawaewae and reflect on the need to embark on a new learning journey in order to strengthen our local curriculum.	All	TOD, Term 1

1:3 Strengthen and maintain a robust Professional Growth Cycle (PGC)	Use the school's Quality Practice Statements to exemplify expectations of teachers.	Teachers enact the Quality Practice Statements consistently in all areas of their professional practice.	All	Whole year
	Schedule twice a term observations of teaching practice including feedback from students. Teachers receive feedback and next steps.	Teachers action next steps and reflect on progress.	Tracy, Jo	Twice a term
	Use coaching, video, analysis of practice and reflective conversations in order to have a solution focused approach to co-construct new practice.	Video analysis and coaching supports teachers to identify strengths and areas for growth/development.	Tracy, All	Term 1 x 1 Term 2 x 2 Term 3 x 2 Term4 x 1

2022 Annual Plan

Goal 2: Local Curriculum – Implement an inclusive & future focused curriculum.

Statement of intent	Actions	Measures	Owner	When
2.1 Develop a Conceptual Curriculum focusing on an inquiry approach	Link inquiry concepts to the development of key competencies/capabilities and learner profile.	Strong alignment between the learner profile and the conceptual inquiry plan.	Jo	Term 1, 2022
	Familiarise and integrate the refreshed curriculum framework into planning, using 'understand, know and do.'	Use the language of the NZC refresh to elevate our professional learning conversations.	Jo	Term 1, 2022
	Explore the Aotearoa New Zealand histories curriculum.	Teachers will be prepared to fully implement the Aotearoa New Zealand histories curriculum.	Tracy, Jo	Term
2.2 Build teacher capability of best practice within the context of Personalised Learning	Teachers know and create the conditions that maximise learning opportunities for students.	Teachers know the strengths, interests and passions of each student. Students receive relevant and meaningful learning experiences that meet their specific learning needs.	All	Whole year
	Teachers analyse and use data to determine next steps for students.	Accelerated outcomes for Māori and Pacific learners. Quantitative and qualitative data is used to identify areas of progress, teaching and learning, and moderation.	Tracy, Jo	Mid and end of year

	Teachers use the learning progression frameworks to inform planning, next steps and goal setting for students.	Students know their next learning steps.	All	Whole year
2.3 Continue to embed our environmental sustainability working towards EnviroSchools Silver	Reinvent school gardening programme to a senses and seasons gardens.	Gardens are filled with seasonal plants that are utilised in our learning programmes and shared with our community.	Lorraine	Term 1
	Participate in the Waste Minimisation and Carbon Footprint initiatives	Continue reduction in our waste which will make us 100% waste free by the end of the year.	Lorraine	Whole year
	Completion of Greenhouse for seedling programme	Use our seedlings to populate our senses & seasonal gardens.	Lorraine	Term 2 & 3
	Collect evidence and reflections throughout the year towards achieving EnviroSchools silver level	Attain EnviroSchools silver level.	Lorraine	Term 1

2022 Annual Plan

Goal 3: Partnerships with Learning at the Centre – Engage with our whānau and community

Statement of intent	Actions	Measures	Owner	When
3.1 Strengthen whānau relationships	Hold 2 parent meetings for our Māori and Pacific families, a hui to explore Ka Hikitia and a fono to explore the Pacific Education plan	70% of the eligible families represented.	Tracy	Term 2
	Invite whānau to extra curricular events to enhance a genuine partnership between home and school	70% of the eligible families represented	Tracy/Jo	Once a term
	Extend the Principal email group so that parents are contributing their voice towards decision making	The Principal's email group extended to 15 families which are representative of our school's ethnicities.	Tracy	Term 1
3.2 Grow ECE connections	Share marketing material (posters and promotional video) out to local and wider afield early childhood centres and community groups e.g. doctors' surgeries, libraries, sports clubs, etc	Roll stabilises and/or increases.	Tracy, Board	Whole year
	Carry out ECE visits once a term to meet with early childhood centre managers.	Maintain and strengthen strong relationships with ECE.	Tracy	Once a term
3.3 Support parent understanding of student-led learning and teacher practice.	Hold 1 open day per term and 1 curriculum session/workshop for parents per term between home and school.	70% of the eligible families represented. Engages whānau in learning partnerships and empowers students in their learning.	Kristy (literacy) Jo (maths)	Once per term

School wide goals and student achievement targets (2021)

Due to the Covid-19 lockdown at the end of 2021, there is no available end of year data to give an accurate report on the 2021 targets below. These targets will remain a focus for 2022 with a slight adjustment to the target to ensure alignment with schools current priorities noted in the charter and strategic plan.

2021 SCHOOL WIDE STUDENT ACHIEVEMENT TARGET #1

Goal #1 - QUALITY TEACHING - READING

Initiative 1:1 Provide targeted PLD that aligns with our strategic goals.

Strengthen effective teaching practices.

2021 School Wide Target #1: By the end of the 2021 academic year, there is a significant shift of Year 4's achieving 'well below' and 'below' to 'at' and 'above' and the disproportionate number of boys achieving below has been reduced.

2021 SCHOOL WIDE STUDENT ACHIEVEMENT TARGET #2

Goal #1 - QUALITY TEACHING - WRITING

Initiative 1:1 Provide targeted PLD that aligns with our strategic goals.

Goal #2 - LOCAL CURRICULUM - WRITING

Initiative 2.2 Strengthen and embed personalised learning so that it meet the needs of each student (Assessment for Learning)

2021 School Wide Target #2: By the end of the 2021 academic year, there is a significant shift of Year 3's and Year 6's achieving 'at' and 'above' expectations. In conjunction with 80% of all students being able to articulate what they are learning, why they are learning it and their next steps in writing.

School wide goals and student achievement targets (2022)

2022 SCHOOL WIDE ACHIEVEMENT TARGET #1: By the end of 2022 academic year, 80% of all students will be able to articulate what they are learning, why they are learning it and their next steps in reading, writing and maths.

Goal #1 - QUALITY TEACHING: Implement high quality teaching practices

Initiative 1:1 Ensure teachers are using high impact teaching strategies

- students receive relevant and meaningful learning experiences that meet their specific learning needs:
 - o teaching is targeted towards the individual needs of students
 - o effective use of a variety of teaching and learning approaches to engage and motivate all students
 - o students know their next learning steps.

2022 SCHOOL WIDE ACHIEVEMENT TARGET #2: By the end of the 2022 academic year, our Māori and Pacific learners are experiencing valued student outcomes and accelerated achievement (that is, more than one year's progress over a year) in reading, writing and maths in order to achieve at or above expectation.

Goal #1 - QUALITY TEACHING: Implement high quality teaching practices

Initiative 1.2 Support teachers to strengthen their cultural capabilities.

Initiative 1.2 Support teachers to strengthen their cultural capabilities.

- priority learners develop strong self-efficacy and their teachers and whānau have high expectations for them:
 - o students have ownership over their learning
 - o learners have a voice about what and how they learn
 - o regular and authentic learning partnerships involve students, teachers and whānau