



2020 Charter

Including: Strategic Plan 2020-2022

And

Annual Plan 2020

School Vision

AIM HIGH / TUUMANAKO TEITEI

**through Strong Foundations, Innovation and Values,
ma Rerekeetanga, Tuuranga kaha and Taonga
Horomata.**

Strong Foundations

I am:

working at my level in reading, writing and maths.
contributing to my country school.
assessing myself and setting goals to work on
respectful of other people's ideas.
a good member of a group.

Innovative Learner

I am:

a creative thinker.
a critical thinker.
using technology to help my learning.
inquisitive and inquiring
challenging self/self motivated

Values

Roto-o-Rangi School is committed to fostering and developing the following :-

- ~ Respect/Whakakoha: Admire the good qualities of yourself and all people.
- ~ Resilience/Manahau: Taking on a challenge and recover from any setbacks.
- ~ Responsibility/Takohanga: Take on a job and do it well.

- ~ Caring/Manaakitia: Give careful thought and kindness to yourself and others.
- ~ Co-operative/Whakaaro ngaatahi: Work together to achieve a goal.
- ~ Enthusiastic/Taakare: Enjoy giving things your best, using a positive attitude.

Cultural Perspective

Roto-o-Rangi School's curriculum will recognise the unique position of Maaori within our community and New Zealand society. It will provide students with experiences and understandings in Tainui tikanga, te reo, local and national histories. We will undertake all reasonable steps to provide instruction in te reo Maaori should a parent request this, including providing information about the nearest bi-lingual/ruumaki classes.

Staff will implement teaching practices that support Maaori students to realise their potential and talents. Then, through assessment information and analysis, the Board of Trustees will understand the achievement of Maaori within the school and the effectiveness of these teaching practices.

The school will provide a welcoming atmosphere and physical environment for all parents and children by reflecting our cultures, but with emphasis on the bicultural nature of Aotearoa. We will also reflect our connection to Ngaati Koriki Kahukura and Ngaati Haua iwi, Maungatautari marae, the Tainui iwi and the kingitanga as we support students to achieve the priorities of the Tainui Education plan.

The school will follow culturally responsive teaching practices and programmes so that Maaori students can learn as Maaori.

About our school

Roto-o-Rangi School is situated south-west of Cambridge. It is a rural, contributing primary school catering for students in Years 1 to 6 from the Kairangi/Roto-o-Rangi districts as well as students travelling from Leamington. The school is a strong focal point for its local community and, as such, the school stays true to its rural roots and ecologically sustainable future.

The school's positive culture is strongly influenced by high quality teaching and the explicit promotion of values set in consultation with the community. Relationships between teachers and students are respectful and affirming. Parents participate actively in students' learning and assist with many opportunities for education outside the classroom through sports teams, student leadership groups, music tuition, school camps and connections to the local environment. A purposeful family-like atmosphere supports learning and achievement.

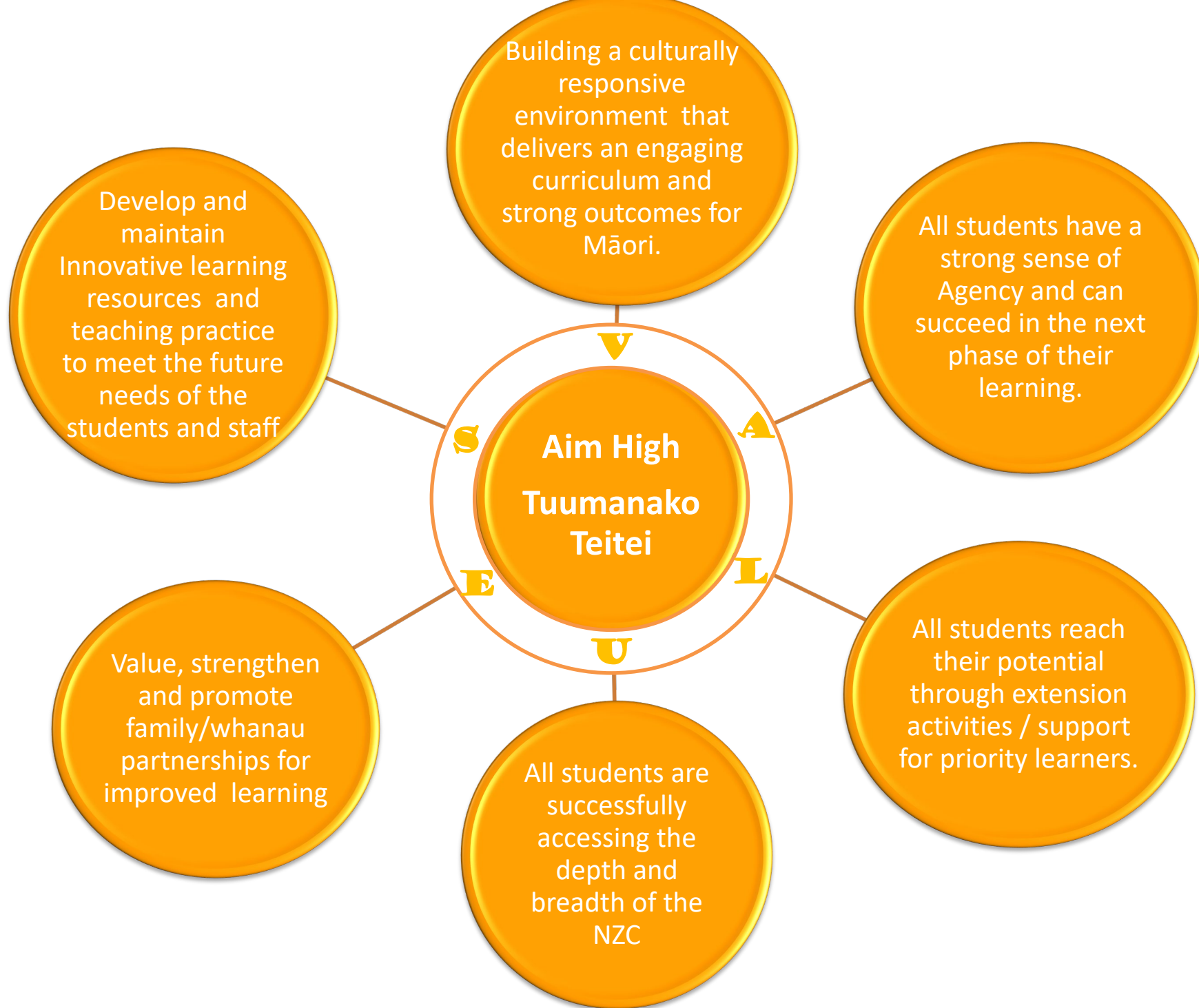
The school motto of Aim High / Tuumanko Teitei is a driving force of the school and is reflected in the high achievement levels of students across the school. Our school continues to offer more traditional methods of instruction based on research and proven methods. Where newer teaching practices compliment and improve this approach, they are adopted into the school curriculum.

DT literacy is key to our future and is an integral but not dominant aspect of teaching and learning programmes. Currently the school owns enough devices for a ratio of 1 device to 1.5 students, to prepare students for a technological world. DT are used to provide regular communication between home and the school about the children's learning.

Roto-o-Rangi School is a member of the Te Puna o Kemureti (TPoK) Kaahui Ako. Our Kaahui Ako resubmitted our revised achievement challenge at the end of 2019. During 2019, TPoK strengthened its agreement with Waikato Tainui by engaging closely with mana whenua. Our School and TPoK will continue to work with Waikato-Tainui and Mana Whenua throughout 2020 to help realise the goals and aspirations of Ko te Mana Maatauranga, the Waikato Tainui Education Plan.

Through TPoK we are able to access external consultants to develop capability in teaching and leadership, as well as support leadership and collaborative coaching. Inquiry groups allow our lead teachers to engage in robust discussions with other leaders from our Kaahui Ako, whilst teaching staff are able to connect with other teachers in the Kaahui Ako to grow their teaching practices. Inquiry and coaching with the WST drive the learning practices of the staff.

* See Appendix 1 for an overview of the TPoK Achievement Challenge and key dates.



Develop and maintain Innovative learning resources and teaching practice to meet the future needs of the students and staff

Building a culturally responsive environment that delivers an engaging curriculum and strong outcomes for Māori.

All students have a strong sense of Agency and can succeed in the next phase of their learning.

Value, strengthen and promote family/whanau partnerships for improved learning

All students are successfully accessing the depth and breadth of the NZC

All students reach their potential through extension activities / support for priority learners.

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S
L
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Aim High
Tuumanako
Teitei

Kura o Roto-o-Rangi

Charter 2020

National Priorities

- Maaori and Pasifika Achievement
- Culturally responsive practice.
- Inclusive education
- Digital Technologies.
- Literacy
- Numeracy

VISION

TUUMANAKO TEITEI AIM HIGH

**Whaaia te pae tawhiti kia tata.
Whaaia te pae tata kiaa maua.**

Values and Beliefs

We believe in developing the whole child so that our students will become active contributors to our rapidly changing society, be culturally capable and enthusiastic learners with the courage to

Aim High – whaaia te pae tawhiti kia tata, whaaia te pae tata kiaa maua (*pursue the distant pathway of your dreams so that they become your reality*).

We value students being:

Respectful – Whakakoha,
Enthusiastic – Taakare,
Responsible – Takohanga,
Caring – Manaakitia,
Resilient – Manahau,
Co-operative – Whakaaro ngaatahi

School Priorities 2020

- Embedding our Maori curriculum and continue improving staff capacity in culturally responsive practice.
- Consolidate learner agency across all learning
- Digital technology curriculum implemented across all classes.
- Students developing and using on-line portfolios to enhance learner agency and student self-assessment practices through ClassDojo.
- Accelerating achievement of students trending Below or Well Below expected levels of achievement.
- Provision of extension programmes.
- Extend the kapahaka roopu.
- Providing leadership opportunities for students and staff.
- Raise the understanding and use of the school Values.
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Cultural Diversity and Maori Dimension

Roto-o-Rangi will develop and sustain an understanding of New Zealand's *cultural diversity* while acknowledging the unique position of Maori as tangata whenua.

This will be reflected through:

- Improve cultural responsive strategic plans, teaching practice and systems.
- Strengthening of school wide Te Reo and tikanga teaching, using programmes such as the school's Maori curriculum, Ka Mau te Wehi and providing kapahaka opportunities.
- Integration of Taataiako principles and Ka Hikitia practices into teacher appraisal and, teaching and learning systems.
- Developing knowledge of, and participation in, protocols that acknowledge our ethnic diversity.
- Assessments analysed based on ethnicity so that baseline data is gathered to enable the raising of achievement for students of different ethnicities, particularly of Maori.

All reasonable steps will be undertaken to provide instruction in tikanga and te reo Maori immersion for students whose parents request it.

STRATEGIC GOALS 2020 – 2022.

	2020 = Year 1	2021 = Year 2	2022 - Year 3
<p>Step: Building a culturally responsive environment that delivers an engaging curriculum and strong outcomes for Maaori.</p>	<ol style="list-style-type: none"> 1. Maaori curriculum embedded in all teaching and learning programmes. 2. Strengthen relationship with Mana Whenua 3. Review of culturally responsive teaching practices and learning programmes. 4. Grow kapahaka in the school and perform at the Cambridge Schools' Kapahaka Festival. 5. Continue to develop the physical environment to reflect the bi-cultural nature of the school 	<ol style="list-style-type: none"> 1. Maori curriculum in line with Tainui Education plan 2050 2. Regular liaison with Maungatautari marae and school support of the marae. 3. Implementation of review of culturally responsive practice 4. Kapahaka continues and perform at the Cambridge Kapahaka festival. 5. Continue to develop the physical environment to reflect the bi-cultural nature of the school 	<ol style="list-style-type: none"> 1. Maori curriculum in line with Tainui Education plan 2050 2. Regular liaison with Maungatautari marae and school support of the marae. 3. Implementation of review of culturally responsive practice 4. Kapahaka continues and perform at the Cambridge Kapahaka festival. 5. Continue to develop the physical environment to reflect the bi-cultural nature of the school
<p>Step: Develop and maintain Innovative learning resources and teaching practice to meet the future needs of the students and staff.</p>	<ol style="list-style-type: none"> 1. Full integration of online portfolios, ClassDojo. 2. Review of other possible portfolio platforms 3. Inquiry Learning practices explored through LA. in senior class. 4. Plan to modernise classroom environments through 5YA. 5. Implement DT curriculum 	<ol style="list-style-type: none"> 1. Digital portfolios used as main form of reporting to parents, including biannual written reporting requirements. 2. Inquiry learning expanded in to other classes. 3. Classrooms and furniture modernised. 4. Increase Science and Technology resources. 5. Embed the DT curriculum and practices. 	<ol style="list-style-type: none"> 1. Digital portfolios expanded to become an ongoing format for reporting to parents of student achievement 2. Inquiry learning expanded in to other classes. 3. Classrooms and furniture modernised. 4. Increase Science and Technology resources. 5. Embed the DT curriculum and practices.
<p>Step: All students have a strong sense of Agency and can succeed in the next phase of their learning</p>	<ol style="list-style-type: none"> 1. Learner agency practices are imbedded into teaching practice and systems across the school. 2. Using Learner Agency understandings to develop an Inquiry curriculum in the senior area. 3. Digital portfolios used in seniors as part of Learner Agency practices. 4. Develop parent/teacher/student conferences into student led conferences in the senior school. 	<ol style="list-style-type: none"> 1. Inquiry Learning is grown as an extension of Learner Agency. 2. Digital portfolios integrated fully into Learner Agency practices in the Senior classes and introduced into the middle and junior classes 3. Embedding of student led conferences with Senior classes and introduced in Middle/Junior classes. 	<ol style="list-style-type: none"> 1. All Learner Agency practices are embedded in teaching practice, school systems and management. Now becomes "business as usual".
<p>Step: All students are successfully accessing the depth and breadth of the NZC.</p>	<ol style="list-style-type: none"> 1. Implement the Digital Technologies curriculum in the school curriculum. 2. Provision of TA support for all students identified as needing acceleration to achieve expected levels, providing PD in learning programmes for the TA/teachers 3. Investigate Technology resources, pedagogy and assessment practices. 4. Review Mandarin teaching re sustainability without MLA support. 5. Investigate English supplementary areas – Spelling / Handwriting / Dyslexia 	<ol style="list-style-type: none"> 1. Embed Digital Technologies practices 2. Provision of TA support for all students identified as needing acceleration to achieve expected levels, providing PLD in learning programmes for the TA/teachers 3. Implement recommendations from Technology review 4. Investigate Maths resources, pedagogy and assessment practices. 5. Ensure sufficient resources for inclusion of all learners. 6. Implement recommendations from Mandarin review 7. Investigate English supplementary areas – Spelling / Handwriting / Dyslexia 	<ol style="list-style-type: none"> 1. Digital Technologies treated as same as other curriculum areas. 2. Provision of TA support for all students identified as needing acceleration to achieve expected levels, providing PLD in learning programmes for the TA/teachers 3. Implement recommendations from Maths review 4. Investigate Writing resources, pedagogy and assessment practices. 5. Ensure sufficient resources for inclusion of all learners.

<p>Step: Value, strengthen and promote family/whanau partnerships for improved learning.</p>	<ol style="list-style-type: none"> 1. Engage with community/whanau and iwi on school Vision and charter development. 2. Expand whanau engagement and supporting at home to spelling. 3. Maintain Raamere Rapunga to Terms 2 and 3 with request for more parent engagement and student input into activity choices. 4. Develop Numeracy at Home strategy. 5. Trial a PPP programme utilising parental support 	<ol style="list-style-type: none"> 1. Engage with community/whanau on charter development and policy review. 2. Expand whanau engagement and supporting at home to ITs 3. Consolidate Numeracy activities at home for Juniors. 4. Review PPP programme effectiveness and consolidate. 5. Engage with whanau on culturally responsive practices implemented in 2020 and their understanding. 6. Review student led conferences with whanau 	<ol style="list-style-type: none"> 1. Engage with community/whanau on charter development and policy review. 2. Expand whanau engagement and supporting at home in ITs. 3. Consolidate Numeracy activities at home for Juniors. 4. Review IT at home programme effectiveness. 5. Engage with whanau on culturally responsive practices implemented in 2020 and their understanding. Review student led conferences with whanau
<p>Step: All students reach their potential through enrichment / extension activities and support for priority learners.</p>	<ol style="list-style-type: none"> 1. Conduct annual GATE questionnaire for parents to nominate children. 2. Trial Philosophy for Kids/Otago Maths Challenge as an extension activity 3. Provide extension opportunities in numeracy, literacy. 4. Provide a coding club and de-construction club 5. MOE resources targeted to support special needs students. 6. Review the use of Maths Buddy and STEPS. 	<ol style="list-style-type: none"> 1. Provision of resources for extension/enrichment programmes – Future Problem Solving or Philosophy for Kids. 2. Encourage all genders to be full represented in the coding and de-construction clubs. 3. MOE resources targeted to support special needs students. 4. Implement recommendations form the review of computer based support programmes like Maths Buddy and STEPS. 	<ol style="list-style-type: none"> 1. Provision of resources for extension/enrichment programmes – Future Problem Solving or Philosophy for Kids, or other such programme 2. Encourage all genders to be full represented in the coding and de-construction clubs. 3. MOE resources targeted to support special needs students.

Step: Learning in the NZC (NAG2)

1. Implement the Digital Technologies curriculum in the school curriculum.
2. Provision of TA support for all students identified as needing acceleration to achieve expected levels, providing PD in learning programmes for the TA/teachers
3. Investigate Technology resources, pedagogy and assessment practices.
4. Review Mandarin teaching re sustainability without MLA support.
5. Investigate English supplementary areas – Spelling / Handwriting / Dyslexia

Roto-o-Rangi School

Annual Plan 2020

TUUMANAKO TEITEI AIM HIGH

**Whaaia te pae tawhiti kia tata.
Whaaia te pae tata kiaa maua.**

Step: Maaori Achievement

1. Maaori curriculum embedded in all teaching and learning programmes.
2. Strengthen relationship with Mana Whenua
3. Review of culturally responsive teaching practices and learning programmes.
4. Grow kapahaka in the school and perform at the Cambridge Schools' Kapahaka Festival.
5. Continue to develop the physical environment to reflect the bi-cultural nature of the school

Step: Agency Learning (NAG1)

1. Learner agency practices are imbedded into teaching practice and systems across the school.
2. Using Learner Agency understandings to develop an Inquiry curriculum in the senior area.
3. Digital portfolios used in seniors as part of Learner Agency practices.
4. Develop parent/teacher/student conferences into student led conferences in the senior school.

Step: Innovative learning (NAG 4)

1. Full integration of online portfolios, ClassDojo.
2. Review of other possible portfolio platforms
3. Inquiry Learning practices explored through LA. in senior class.
4. Plan to modernise classroom environments through 5YA.
5. Implement DT curriculum

Step: Engaging with whanau

1. Engage with community/whanau and iwi on school Vision and charter development.
2. Expand whanau engagement and supporting at home to spelling.
3. Maintain Raamere Rapunga to Terms 2 and 3 with request for more parent engagement and student input into activity choices.
4. Develop Numeracy at Home strategy.
5. Trial a PPP programme utilising parental support

Step: Support and Extension resourcing

1. Conduct annual GATE questionnaire for parents to nominate children.
2. Trial Philosophy for Kids/Otago Maths Challenge as an extension activity
3. Provide extension opportunities in numeracy, literacy.
4. Provide a coding club and de-construction club
5. MOE resources targeted to support special needs students.
6. Review the use of Maths Buddy and STEPS.

TARGETS FOR 2020

Based on the school vision and overall aim of the school, the following targets have been set for 2020:

TARGET 1: To accelerate all Maaori achievement in writing to be similar to NZE achievement and/or greater than 85% At/Above expected levels.

Historical data: 2019 data

Ethnicity	Above	At	N.A.	NMA
NZ European	6%	80%	9%	5%
NZ Maori	15%	55%	30%	0%
NZ European	4	51	6	3
NZ Maori	3	11	6	0

Strategies:

1. To revise writing programmes to make lessons shorter, sharper and more directed.
2. Improve the use of culturally responsive practice and mana of Maaori students with literacy
3. Engage Maaori authors to come and present to our students
4. Provide In class support for students needing acceleration.

TARGET 2: To accelerate all Girls achievement in Maths to be similar to all Boys achievement

Historical data: 2019 data

Gender	Above	At	N.A.	Above	At	N.A.
Female	24%	42%	33%	33%	33%	33%
Male	24%	55%	19%	3	3	3
TOTAL	24%	48%	26%	Maaori girls		
Female	11	19	15			
Male	10	23	8			

Strategies:

1. Support and resources targeting girls in Maths
2. Use of more concrete materials to support the learning of abstract content
3. Activities more reflective of girls interests and prior knowledge
4. Investigate strategies for improving girls interest and achievement in Maths
5. Continue to explore and change teaching practice so that it is culturally inclusive, such as more use of te reo, more group work.

TARGET 3: digital technology, all Yr4 to Yr6 are able to have achieved the progress outcomes in digital technology. The aim is 90% achieved the first 2 progress outcomes for Computational thinking and the first progress outcome for designing and developing digital outcomes.

Historical data:

2019 Data: 0% have achieved either progress outcomes.

Strategies:

1. Explicitly teach the DT curriculum at least 3 times in the year and assess these.
2. Target groups of students rather than whole class to develop teacher confidence and practice regarding the DT progress outcomes
3. Use Evaluation Associates and the Kahui Ako to provide PLD in the DT curriculum to support staff teaching practice.

ANALYSIS OF VARIANCE

School Name:	Roto-o-Rangi	School Number:	1927	
Strategic Aim:	All students are successfully accessing the NZC through strong Literacy and Numeracy achievements.			
Annual Aim:	Accelerating achievement of students trending Below or Well Below expected levels of achievement.			
Target:	85% of Year 4 and 5 students achieving At or Above expected levels in Writing, with % Above expectation similar to previous years			
Baseline Data:	Writing			
	Year	Above Expectation	At Expectation	Below Expectation
	Year 3	0%	57%	43%
	Year 4	0%	64%	36%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>				Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teacher Inquiries were based on the data of underachieving students in Literacy. They inquired into their practice and tried various strategies (depending on their year level) to accelerate the children's achievement.</p> <p>Teachers used various programmes such as: Rainbow Reading, STEPS, Reading Eggs to grow reading achievement and Spelling Under Scrutiny, boy oriented topics, quick writes to help Writing achievement.</p> <p>TA hours were given to support students in literacy.</p>	2019	Above	At	N.A.	<p>All students who needed acceleration in Writing received teacher aide support and were identified within teacher's inquiries as target children.</p> <p>Of the 4 children who are still below expectation, 3 made slightly accelerated progress but did not reach expectation yet. 1 was new to the school in July and arrived Needing Acceleration but did not reach expected levels.</p> <p>The 2 of the 3 Year 4 children have learning delays which is effecting their achievement and whilst they are progressed at a standard rate they have not been accelerated to reach expected levels.</p>	<p>All children will continue to receive support in 2020 through TA or through changes in teaching practice/resources specific to their needs.</p> <p>Utilise RT Lit to support teachers and students in literacy.</p> <p>Streamlining programmes in Literacy to develop more consistency of practice</p>
	Y4	15%	70%	15%		
	Y5	8%	62%	31%		
	Y4	3	14	3		
	Y5	1	8	4		
	<p>N.A. means Needing Acceleration to reach expected levels</p> <p>The Year 4s achieved the target of 85% At or Above expectation, whilst Year 5s only made 70%.</p>					

Planning for next year:
<p>Continue to monitor progress of this group of students who will be Year 5/6 in 2020</p> <p>Budget for PLD in dyslexia to support literacy programmes. Some students in this group who are underachieving at in this group.</p> <p>Continue PLD with Learner Agency to better target literacy achievement and children's learning needs, whilst growing their capacity to self and peer assess.</p> <p>Provide some teacher aide support for students who are underachieving in literacy in this year group.</p>

School Name:	Roto-o-Rangi			School Number:	1927																				
Strategic Aim:	All students are successfully accessing the NZC through strong Literacy and Numeracy achievements.																								
Annual Aim:	Accelerating achievement of students trending Below or Well Below expected levels of achievement.																								
Target:	To accelerate all Maaori Girls achievement in Maths to match or surpass Maaori Boys achievement																								
Baseline Data:	NZ Maori	Above	At	Below																					
	Male	33.33%	54.67%	12.00%																					
	Female	0.00%	75.00%	25.00%																					
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>			Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																				
<p>Teachers had underachieving students in their Inquiries and so regularly examined what was working and not working for these students and adjusted their teaching practice as a result.</p> <p>Engaged in some culturally responsive practices in 2019 to better connect with our Maaori students – allotted time to learn te reo and tikanga, learned waiata weekly, included more Maaori perspectives in learning topics, included more reo in numeracy.</p>	<table border="1"> <thead> <tr> <th>2019 Maths</th> <th>Above</th> <th>At</th> <th>N.A.</th> </tr> </thead> <tbody> <tr> <td>Maori Female</td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td></td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>All Male</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> <tr> <td></td> <td>10</td> <td>23</td> <td>9</td> </tr> </tbody> </table> <p>The data would have been achieved had 1 Maaori Female moved from N.A. to At. So there is insignificant difference between the data and the target.</p> <p>Boys achievement went down from 2018 to 2019</p>			2019 Maths	Above	At	N.A.	Maori Female	33%	33%	33%		3	3	3	All Male	24%	55%	21%		10	23	9	<p>3 new boys arrived in the later part of the year who were all N.A. but did not reach expected levels. 1 boy was counted in 2019 but not previously because he is ORS funded.</p> <p>The extra support provided for the students helped accelerate progress of the more able.</p> <p>The progress in culturally responsive practice and explicit raising of Maaori profile lead to greater confidence in our girls.</p>	<p>The extra students arriving N.A. reduced the percentages. Monitor their progress in 2020 with support to see if there is acceleration following them settling in to a new school.</p> <p>Maaori girls still need to be targeted for support in Maths in 2020.</p>
2019 Maths	Above	At	N.A.																						
Maori Female	33%	33%	33%																						
	3	3	3																						
All Male	24%	55%	21%																						
	10	23	9																						
Planning for next year:																									
<p>Maaori girls to continue to be supported in learning programmes and progress monitored each term.</p> <p>Staff to be given further PLD and support in developing culturally responsive practice, including growing own tikanga and reo knowledge.</p> <p>Increase the visual presence of Maaori in the physical environment as well.</p>																									

School Name:	Roto-o-Rangi	School Number:	1927
Strategic Aim:	Raise the understanding and use of the school Values.		
Annual Aim:	Raise the understanding and use of the school Values.		
Target:	To have 90% of students believe that there has been an improvement in the use of the school Values		
Baseline Data	There was no baseline data		
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Surveyed 2 senior classes for the student voice.</p> <p>Implemented the tick chart system for teachers to use in the classroom when they notice a value being shown</p> <p>Introduced a 'Happy 30' reward system for the students that make the 15 ticks over the 2 week cycle</p> <p>Progressions for the ages to show what they need to learn at the different levels</p> <p>Created a resource folder with activities and definitions suitable for all ages for teachers</p> <p>Implemented a certain time for Values learning to be taught in the class -> 9am Tuesday-Thursday for 30 minutes</p>	<p>80% of students believed that there was an improvement in 4 out of the 6 school values (Resilience, Caring, Enthusiasm and Co-operation).</p> <p>Only 23% of students believe there was an improvement in 2 of the other Values (Respect and Responsibility)</p>	<p>The heightened focus on the Values allowed students to be more aware of areas we were not performing to well.</p> <p>Students were quite simplistic in their definitions, so whilst the scores were low for 2 areas of Values, they were for minor reasons – not looking after their own clothing/PE gear and talking in assembly/teacher giving instructions.</p> <p>Staff reduced focus on the Values later in the year and it was BAU in the last term, hence a possible drop in student awareness/use too.</p>	<p>Whilst we did not achieve the target, there was a heightened recognition and awareness of the Values.</p> <p>Around 60% of students believe that students are using the school Values either all of the time or most of the time. It will be valuable to see if that changes in 2020 with the 3 students with the most challenge behaviours having moved to new schools.</p> <p>A full year of focus is required if we are to make a difference and keep these values as central to the Vision.</p>
Planning for next year:			
<p>A Unit to be offered for Values but with enhanced requirements to increase student and parent awareness of the Values and their use.</p> <p>Values sharing to become a component of each assembly.</p> <p>Surveying of same students to monitor if there is a change between 2019 and 2020.</p> <p>Values to be a secondary target by Leadership Team.</p>			