

Woodlands Full Primary School Charter 2018

MOE: 4053



Mission Statement

Woodlands Full Primary School will provide a balanced, high quality education in a caring and safe environment. Our students will have the opportunity to maximise their potential abilities in all areas.

INTRODUCTION

Woodlands Full Primary School is a rural, Decile 10 school with a typical roll of between 90-110 students. The majority of students travel to school by bus, with over half of all families being involved in the dairy industry. The majority of students are European, with approximately 14% Maori and 17% Asian. The school is located in a thriving village with several businesses, sports clubs and a church. Strong community support and long-standing family connections are special features of Woodlands Full Primary School. We have a dedicated staff providing a learning environment that maximises the learning potential of students with a strong focus on literacy and mathematics. We also utilise ICT to support learning in an engaging way. There is a supportive PTA and the Board of Trustees is an enthusiastic and committed team who work together to support our teaching team. We are proud to be working to help shape the future of the children in our community.

VISION

Our students will become confident, connected, motivated, life long learners who will strive for excellence and be able to relate well to others in a global community.

VALUES

The values of the New Zealand Curriculum are supported and modelled along with the following values and beliefs from our community:

Trustworthiness	Respect	Citizenship	Responsibility	Fairness	Excellence
<ul style="list-style-type: none"> I am honest. I am a good friend. I do what is right. I am dependable. 	<ul style="list-style-type: none"> I am polite I take care of myself and others around me. I listen I speak to others as I would like to be spoken to. I use good manners. 	<ul style="list-style-type: none"> I volunteer. I help others around me. I keep my community clean. I follow rules and laws. I help those who are in need. 	<ul style="list-style-type: none"> I take care of my things I take care of other people's things. I am a positive leader. I own up to my mistakes. 	<ul style="list-style-type: none"> I share I listen to everyone's ideas and opinions. I treat everyone equally. I work to change things that don't seem fair. 	<ul style="list-style-type: none"> I do my very best work. I set a good example for others to follow. I keep trying to improve.

THE EDUCATION ACT (1989 and Act Update 2017)

Woodlands Full Primary School recognises the legal requirements of the Education Act 1989, and the Education Update Act 2017 requirements expected of it through the National Education Goals and National Administration Guidelines. Woodlands Full Primary School contributes to the National Education Guidelines and the National Education Goals at governance, management and operational levels by giving them full consideration with planning for school development or school/class programmes. Literacy and Numeracy are currently recognised as curriculum priorities within the school, a decision strongly supported by the Board of Trustees and the community. Staff development and budget allocations are made to resource these priorities.

CULTURAL DIVERSITY

Aims

1. The Board acknowledges the Principles of the Treaty of Waitangi and the bi-cultural foundations of Aotearoa New Zealand.
2. The Board will encourage the inclusion of a Kapa Haka group and the use of the Maori language in formal school ceremonies as well as providing instruction in Tikanga Maori (Maori culture) and Te Reo Maori (the Maori language) for students.
3. When developing policies and practices for the school, every endeavour will be made to reflect New Zealand's cultural diversity and the unique position of the Maori culture.

Tikanga and Te Reo Maori

The School plans to:

1. Ensure that there are satisfactory components of Tikanga Maori and Te Reo Maori integrated into all appropriate aspects of the school curriculum.
2. Ensure that all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full-time students whose parent ask for it by:
 - a) Discussing on an individual basis with the parents the current tikanga Maori and te reo programmes used in our school and how these would meet the students learning needs.
 - b) Supporting an application, where appropriate, for dual enrolment at Correspondence School for the student/students.

Other Cultures

The school roll features a significant number of students from other cultures, particularly Asia. Woodlands Full Primary School will take all reasonable steps to work with these families to help them integrate into the school community. We will monitor the achievement of these groups closely and put programmes in place to address any underachievement. This may include additional teaching programmes and /or Teacher Aide support.

We will apply for the appropriate funding and establish programmes to meet the needs of these students and support their English language acquisition.

We will acknowledge diverse languages and cultures by looking for opportunities to integrate these into day to day classroom learning,

CONSULTATION

The Board of Trustees is committed to positive and on-going consultation with its community. It does this by:

- Weekly newsletter to parents, notices, Facebook, learning blogs, and website communication.
- Parent teacher interviews to discuss student achievement.
- Reports to parents in relation to student progress, achievement and wellbeing.
- Consultation with the school community about different issues throughout the year.
- Parent information sessions.
- Consultation with Maori families.
- Board newsletter column each term

PROCEDURAL INFORMATION

Planning year:	December- December
Date for lodging copy of updated Charter/Annual plan:	01 March each year
Date for lodging copy of Annual report:	31 May each year

SUPPORTING DOCUMENTATION FOR CORE SCHOOL BUSINESS

The following plans, processes & policies ensure that the use of resources at the school are optimised to support student progress & achievement:

- Board & Operational policies
- NZ Curriculum: Woodlands Curriculum and assessment planning
- Schoolwide planning: Self review, staff professional development, appraisal planning
- Annual budget: Property and financial planning
- Ten year maintenance plan and five year property plan.
- Health and safety procedures.

WOODLANDS FULL PRIMARY SCHOOL STRATEGIC AIMS 2018-2021

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self review process, the Board has identified the following priorities and targets for the year in accordance with our 3 year strategy. The aims are to:

Strategic Aim 1: To attain high levels of student achievement in numeracy and literacy in relation to NZ Curriculum.

2018	2019	2020
<p>Consolidate effective processes around the analysis of student achievement data.</p> <p>Utilise SENCO (DP) to provide support and guidance to teachers and teacher's aides to improve student outcomes, particularly for Priority Learners.</p> <p>Implement/ embed the Woodlands School Curriculum Writing and Reading guidelines developed in 2017.</p> <p>Source Professional Development that focuses on raising achievement in Literacy.</p> <p>Implementing identified areas for improvement as a result of effective learner focused review processes specifically in Literacy.</p> <p>Set in place a coherent approach to school evaluation.</p>	<p>Monitor the impact of teaching strategies through achievement data, student/ teacher/ whanau voice.</p> <p>Further embed the Woodlands School Curriculum Mathematics guidelines developed in 2017.</p> <p>Utilise SENCO (DP) to analyse the effectiveness of support programmes across the school.</p> <p>Continue to provide support and guidance to teachers and teacher aides.</p> <p>Teacher goals linked to improvement actions and student learning.</p> <p>Keep focus on continuous improvement through robust teacher appraisal.</p> <p>Ensure that programmes are catering for the needs of high achieving students, providing challenge and enrichment.</p>	<p>Investigate the kinds of practices that are most likely to make the most difference for the learner.</p> <p>Utilise SENCO (DP) to mentor teachers and teachers aides.</p> <p>Improve understanding of trends and patterns including strengths and weaknesses in curriculum reviews.</p> <p>Promote effective internal evaluation for improvement in priority areas.</p> <p>Well structured professional learning conversations are evident.</p> <p>→</p> <p>→</p>

2018 Annual Plan

Achievement Aim 1 : To increase the number of students achieving At or Above year level expectations in Reading.

Baseline Data

- Analysis of school-wide Reading data in December 2017 identified there were a significant number of students at Year 1 (6 students, 33%) and Year 2 (3 students, 18.75 %) who were Below the National Standard for Reading and that across the school 18% of all students were Below or Well Below the National Standard.
- Factors identified as possible barriers include vocabulary, language experiences, attendance, health, reading at home, language spoken at home.

Target

- Year 1 and 2 students who were Below the National Standard in Reading at the end of 2017 will make at least than one curriculum level of progress and move to being At or Above NZcurriculum level expectations at the time of their next birthday.
- The proportion of students across the school reading At or Above year level expectaions will increase by 5% to 86% .

Actions to achieve targets	Led by	Budget	Timeframe	Outcomes
Teachers identify which students (target groups) need support based on comprehensive assessment data from 2017.	Management		Term 1	
Achievement data will be collated and reviewed each term using Assembly and class tracking sheets. It will include planned actions for raising achievement for those achieving Well Below/Below (as well as catering for those Above) on class action plans. Ensure Assessment Guidelines developed in 2017 are being used effectively.	Classroom teachers. Assessment Lead Teacher		Each Term	
Teachers collaboratively work with colleagues to share teaching practices likely to provide best outcomes for students in Reading.	Teachers Reading Recovery		Each term	
Provide Teacher Aide Learning Support to work with individual students. Monitor the effectiveness of such programmes.	SENCO	\$10,000	Each Term	
Purchase reading materials that will specifically appeal to reluctant boy readers.	English Lead Teacher	\$1000	Ongoing	
Teachers will work with students, and families/whanau to set goals and identify ways to support and raise student engagement and achievement in Reading.	Classroom teachers R.T Literacy		Term 1-3	
Teacher Appraisal goals and inquiries will focus on raising achievement in an aspect of Literacy.	Management Teachers		Half yearly	
Teachers to attend at least one Professional Development opportunity related to raising achievement in Literacy.	Management Teachers	\$3,000	Term 1-3	
Apply for MOE PLD funding focused on improving the literacy skills of those Below or Well Below expectations.	Lead Teacher Principal	tbc	Term 1	

Achievement Aim 2 : To increase the number of students achieving At or Above in relation to year level expectations in Writing

Baseline Data

- School-wide Writing data in December 2017 showed that 15% of all students were Below or Well Below the National Standard.
- While numbers were small, as previously identified to the Board, Maori students in Years 4-6 in 2017, achieved significantly lower in terms of percentages than other ethnicities.
- Factors identified as possible barriers include vocabulary, language experiences, attendance and health.

Target

- Year 5& 6 students and Maori students who were Below the Writing National Standard at the end of 2017 will make more than one year's progress and be achieving At or Above year level expectations by the end of 2018.

Actions to achieve targets	Led by	Budget	Timeframe	Outcomes
Achievement data will be collated and reviewed each term and will include planned actions for raising achievement for those achieving Well Below/Below (as well as catering for those Above) on class action plan.	Class teachers		Term 1 & Each term	
Teachers will target areas of concern through explicit acts of teaching i.e. mastery of spelling lists, punctuation, sentence structure, paragraphing.	Management Class teachers		Each Term	
Provide Learning Support where possible either with a Teacher or Teacher Aide. Review term by term based on quality assessment data, tracking progress over time.	Principal Management	\$10,000	Each Term	
Utilise a range of summative assessment tools (including eAssTle)in conjunction with a strong emphasis on formative assesement. Teachers work together to moderate samples of Writing. Tracking sheets and ongoing observation sheets utilised.	Principal Data Detective Teachers		Each Term	
Continue to integrate learning technology to engage writers and to provide different ways of presenting writing to an audience, i.e blogs, Google docs, apps to improve the quality of writing.	Teacher ICT Lead	\$500	Each Term	
Use exemplars and quality examples of writing to model writing requirements to students. Provide multiple opportunities for students to write about areas of interest to them.	Class teachers		Each Term	
Provide opportunities for students to self-assess and set goals in their writing, using Learning Journeys.	Class teachers		Each Term	
Work with students, families/whanau to set goals and identify ways to support writing achievement	Class teachers		Term 1-2	
Undertake quality professional development as appropriate linked to Performance Management. Whole staff to work with Gail Loane in Term 2 (tbc). Include peer and appraiser observations.	Management	\$3000	Each Term	

Monitoring: Each term reporting against each of the actions is completed for the BOT

Strategic Aim 2: To provide broad, integrated curriculum programmes which incorporate the needs and interests of our local community and utilise the local environment.

2018	2019	2020
<p>Increase the involvement of community experts.</p> <p>Use the local environment to make learning relevant, with a focus on real life problem solving.</p> <p>Embed the Woodlands Curriculum and it's focus on integrating learning areas to provide a rich, broad curriculum. Agriculture will be a focus.</p> <p>Review models of inquiry and agree on an approach for Woodlands School.</p> <p>Create productive partnerships with parents, iwi, whanau, hapu communities and businesses.</p>	<p>Seek feedback from stakeholders about the effectiveness of learning programmes which use an integrated approach.</p> <p>Focus on financial education, applying learning to real life situations.</p> <p>Strengthen identity by incorporating language and culture for students of a range of ethnicities, including Maori.</p> <p>Review school vision, values, mission statement, tree symbol.</p> <p>Focus on global and local environmental issues.</p>	<p>Create an awareness of local community history, linking this with school jubilee.</p> <p>Maori whanau will know that the school values them as Maori and that the school is committed to improving the achievement of Maori students.</p> <p>Asian and other cultures in our community will feel valued and welcome in our school.</p> <p>Students are confident in their identity, language and culture as citizens of Aotearoa New Zealand.</p>

Planned Actions for 2018	Who	Budget	When	Actual Outcome
Organise multiple LEOTC opportunities in our local area.	Principal and Teachers	\$2000	End of Term 3	
Make effective use of the Riparian planting site as an outdoor classroom.	Lead Teacher		Each term	
Use the local community to provide an effective Careers Education programme for Year 7&8 students.	DP/ Principal	\$800	Ongoing	
Develop and embed an agreed integrated curriculum planning format.	Principal and teachers		End of Term 2	
Ensure all teachers understand and make use of the Curriculum guidelines in our Woodlands School Curriculum.	Teachers		Each term	
Continue increasing student understanding of our values by promoting them in visible ways.	Teachers		Ongoing	
Monitoring: Termly reporting against each of the actions is completed for the BOT				

Strategic Aim 3: To maximise the opportunities for parents, caregivers, whanau and the wider community to be actively involved in the life of the school.

2018	2019	2020
<p>Foster a positive relationship between the BOT and PTA.</p> <p>Increase communication between the Board of Trustees and the community.</p> <p>Take a proactive approach to informing the community about school events and activities.</p> <p>Continue to provide a welcoming and inclusive environment.</p> <p>Work to increase learning opportunities with our neighbouring schools, especially with regard to Year 7&8 students.</p> <p>Use the media to promote the school positively.</p>	<p>Continue to focus on good communication practices. Review the effectiveness of these.</p> <p>Use community members within the school eg- to participate in a clubs programme.</p> <p>Foster and celebrate the multi-cultural nature of our community.</p> <p>Review and improve transition processes between kindergarten and our school, secondary schools and our school.</p> <p>Staff actively work towards modelling the schools vision and values.</p>	<p>The staff and community are involved in determining the vision for the school so that they understand and support it. Review our charter through consultation.</p> <p>The schools vision and values are clearly articulated, understood and agreed to by the community and supported by staff.</p>

Planned Actions in 2018	Who	Budget	When	Actual Outcome
BOT Chair, PTA Chair & Principal to meet once each term to discuss expectations, issues, opportunities and ideas.	Principal/BOT/PTA		Term 1-4	
Include BOT column in every Community Newsletter.	Board of Trustees		Term 2	
Increase the use of multiple ways of sharing information with families eg- text/facebook/newsletter	Principal and Staff		Term 1-2	
Develop a system of regular contact with Longbush Kindergarten for staff and students. Share our learning with them.	Principal and Staff	\$300	Term 1-2	
Implement a buddy system for new families.	Principal/ PTA/BOT		Ongoing Ongoing	
Celebrations of learning at School Assemblies continue.	Teachers		Ongoing	
Continue to enhance the school physical environment with a focus on the hallway, storage sheds, trees, swimming pool.	Principal	\$100,000 tbc	Term 1-4	
Continue to upskill and support parents to know how they can support student learning at home.	Principal and Staff		Ongoing	
Monitoring: Monthly reporting against each of the actions is completed for the School Management Team and BOT				

CHARTER

The charter will be sent to the Ministry of Education, Invercargill, under the subject heading: School number: 4053 WOODLANDS FULL PRIMARY SCHOOL CHARTER by 1 March each year.

TARGET REPORTING: In May 2019 the board will report back to the community on how they have met the targets set for 2018.

2018

WOODLANDS FULL PRIMARY SCHOOL BOARD WORK PLAN

(2018-2020)

Meeting dates	JAN 29	FEB 27	MARCH 26 (End T1=13/4)	MAY 7	JUNE 11 (End T2 = 6/7)	JUL 30	AUG 27	SEP 24 (End T3= 28/7)	OCT 29	Tbc DEC 3 Nov 26? Dec 10?	
Compliance	Appoint chair. Confirm meeting dates for the year	MOE: Charter/ Analysis of Variance A/Cs to Auditors 1 March Roll return	Term 1 Checklist Personnel attestation	Term 2 checklist Annual report	Term 2 Checklist	1 July Roll return	Term 3 checklist	Term 3 checklist	Term 4 checklist	Term 4 checklist	Auditor approved
Charter Reports aligned to annual plan		Charter approved	Goal 1	Goal 2	Goal 3	Goal 1	Goal 2	Goal 3	Consult with staff & board	Review goals.	Draft charter Analysis of variance
Budget	Approved	Monitor	Monitor	Monitor	Monitor	Mid year review	Monitor	Monitor	Monitor		Draft budget
Student progress & achievement Reports aligned to annual plan & parent reporting	Target groups/ Priority Learners confirmed. Anniversary Reports	Parent Teacher conferences	Progress report on Priority Learners & Target groups Effectiveness of Reading Recovery	Report on Learning Support programmes	Mid year Reports to parents Progress report on Priority Learners	Whole school Progress Report	Parent Teacher conferences Report on extension programmes	Progress report on Priority Learners & Target Groups		Analysis of variance Progress report on Priority Learners/target groups.	Whole school End of Year Achievement Data End of Year reports to parents

Meeting dates	JAN 29	FEB 27	MARCH 26 (End T1=13/4)	MAY 7	JUNE 11 (End T2 = 6/7)	JUL 30	AUG 27	SEP 24 (End T3= 28/7)	OCT 29	Tbc DEC 3 Nov 26?	Dec 10?
Principal appraisal/ PD		Goals set				Mid year progress			Staff survey	2019 appraiser appointed	End of year report
Staff appraisal/ PD		Goals set	Classroom observations for teachers.		Evidence & reflective discussion for teachers		Classroom observations for teachers.			Final discussion & next steps for all staff	
Curriculum (8 areas)				The Arts				English			
Board Policy (Aligned to NZSTA framework)		<u>Operational Policies</u> Personnel Concerns & Complaints	<u>Governance Policies</u> Policies for Board rules	→			<u>Operational Policies</u> Financial & Asset Policies	→			
Consultation Survey		Employee Survey (1) Well being		Employee survey (2) General		Maori Consultation		Community survey for general information			
Property		10 yr plan Priorities for this year	Monitor	Monitor	Review asset register	Mid year review	Monitor	Review accident & hazard processes	5 ya	Monitor	End of year review
Board PD		NZSTA PD seminars	Ongoing STA support			NZSTA Conference?		NZSTA PD seminars			Year end functions
Emergent (i.e ERO)			ERO liason Monthly Change & Improvement Plan & ERO Action Plan Progress Reports	→			ERO visit Term 3/ 4 tbc	→			