



Charter

2018

Incorporating the 2015 – 2019 Strategic Plan

14 Harbour View Road, Northland, Wellington

Our Vision

Children, families and whānau, and teachers, together sustain and create an environment that supports and encourages each child to be confident, connected and actively engaged lifelong learners.

Our Values

- A commitment to high standards of personal achievement
- Independent and self-motivated learning and thinking
- A commitment to working co-operatively
- Creativity and risk-taking
- The development of positive personal qualities
- Building relationships across the school
- A strong relationship with its community
- An inclusive and open atmosphere accepting of difference and valuing diversity
- A commitment to caring for the environment

Our Principles

We aim to offer all of our students the best learning opportunities available in a supportive and stimulating environment. Our child-centred programmes and traditions support an inclusive and open atmosphere, reflected in the mutual respect of students, teachers and community. We pride ourselves on being a family, community school. We see education as the responsibility of the team of children, parents, family and whānau and teachers and actively seek parental involvement in their children's education.

As well as academic growth we believe that it is important to foster social and moral development such as through the school's Qualities programme. With the children, we set standards and expectations and help them to learn about responsibilities and consequences. We encourage the children to give their best effort so that they can be rewarded with success and personal satisfaction.

Our Students

At the start of 2018, 85% of our students identify as Pakeha/European, 7% as Māori, 2% Pasifika and 6% Asian with an equal gender mix across the school.

We recognise the Treaty of Waitangi as a founding document of New Zealand and acknowledge the special status of the tangata whenua. The school aims to give practical effect to the Treaty as it implements the National Education Goals. The Board meets with members of the Māori parent community and reports to them on the progress of Māori students as a group. The teaching staff use He Reo Tupu, He Reo Ora as a teaching tool to provide te reo Māori programmes within each classroom.

The school acknowledges the cultural backgrounds of all of its students and actively seeks to incorporate elements of these in school programmes.

The majority of families live within a Ministry of Education designated enrolment zone with a small number of families also located in surrounding suburbs. The enrolment scheme identifies a Home Zone from within which all children have an automatic right of enrolment at the school. The process for seeking enrolment from outside the Home Zone is outlined in the school's Enrolment Scheme.

Community Consultation

We value the views of the community, staff and students and consult with them regularly. We use these views to feed into our annual and strategic planning and development process. Northland School consults regularly with our parents and caregivers over matters which affect the education of the children. The consultation process includes seeking feedback on policies and strategic goals through biennial parent community surveys, focus groups, curriculum surveys, information evenings and reporting student achievement to parents. The school has an elected student council which allows students some involvement in school decision-making.

The Board uses information derived from the community surveys to inform policy, educational, strategic and management decisions related to all operational aspects of the school. The Charter and Annual Plans reflect the key priorities identified from feedback provided by parents, family and whānau through the consultation process.

Student Learning

Our expectations are that student achievement will result from the combined contributions of the students, teachers, parents and whānau and community.

We:

- ❖ Give all students the opportunity and encouragement to develop a wide range of academic, social, recreational and cultural skills and to extend the boundaries of their learning and thinking.
- ❖ Expect that students will develop as self-motivated, independent learners and thinkers, who can work effectively in a co-operative team environment.
- ❖ Recognise that students are individuals who learn at different rates and in different ways.
- ❖ Expect our students to demonstrate on-going growth through all Learning Areas of the New Zealand Curriculum with a particular emphasis on Literacy and Numeracy especially in the first four years of schooling.
- ❖ Expect our Year 8 students to be well prepared for their secondary education. They will leave with well-developed skills in various learning areas and will be able to use the New Zealand Curriculum key competencies to high levels across a range of learning areas and situations.
- ❖ Expect high standards of student achievement in relation to literacy and numeracy. At the end of the final year of National Standards (2017)
 - ❖ 93% of our students were either at or above the National Standard in Reading
 - ❖ 86% of our students were either at or above the National Standard in Writing
 - ❖ 89% of our students were either at or above the National Standard in Mathematics
- ❖ Encourage high levels of student attendance and follow-up on all unexplained absences. We work closely with a very small number of families where attendance may be of a concern and provide support where necessary.
- ❖ Implement recommendations on student engagement using the 2016 NZCER 'Me and My School' survey. These results have been discussed by the Board and staff to determine further developments that foster student engagement.

School Organisation

Northland School is a Decile 10 Wellington urban full primary school with an end of year roll of approximately 350 students. The school is organised into four Teaching Teams with composite classes from Year 3.

Northland School will forward a copy of the updated charter including student achievement targets to the Ministry of Education by the first day of March.

Strategic Plan – 2018 Action Plan

To meet the school's Student Achievement Expectations the Board, Staff and Community have identified the following objectives as part of the 2015 – 2019 Strategic Plan.

Curriculum Objectives

- *All students achieve to high personal standards*
- *The school curriculum is comprehensive, reflects the New Zealand Curriculum and give priorities to literacy and numeracy, science and ICT*
- *Student progress reports give clear, reliable and useful information to parents, families and whānau, teachers and the Board of Trustees*

| Curriculum Development Goals | 2018 Action Plan |
|---|--|
| <ul style="list-style-type: none"> • To review and redevelop data gathering and assessment practices to show student progress over time. | <ul style="list-style-type: none"> • Develop new schoolwide assessment procedures to show student progress over time that will allow for deeper analysis and reporting of student achievement. • Investigate use of PaCT, e-asTTle and PATs at different times of the year to show progress • Use of e-asTTle to provide baseline data for Target groups in mathematics and writing. • Work alongside other schools in Western Suburbs cluster of schools to develop shared/common approach to assessment procedures and data gathering • Use differentiated PATs to provide more appropriate individual detail of student ability. |
| <ul style="list-style-type: none"> • To introduce the digital technologies curriculum | <ul style="list-style-type: none"> • Provide opportunities for professional development in the implementation of the digital technologies curriculum. • Promote professional development opportunities that support innovative use of ICT in classrooms. • Develop a school curriculum for the digital technologies curriculum. • Provide a digital citizenship programme for Years 3 – 8. • Review the use of IWBs within classroom programmes |
| <ul style="list-style-type: none"> • To raise student achievement in mathematics | <ul style="list-style-type: none"> • Review 2017 student achievement data to identify students needing additional support. • Develop an ALiM support programme within Year 3 – 8 classrooms for students needing additional assistance. • Provide enrichment maths opportunities in Year 7 and 8 with a support teacher. • Provide enrichment maths opportunities in Year 5 and 6 with support from a parent • Work with other Western Suburbs schools to develop a shared understanding of mathematics achievement at Year 7 and 8. |
| <ul style="list-style-type: none"> • To raise boys' achievement and engagement in writing | <ul style="list-style-type: none"> • Provide professional development and support to reflect recommendations from 2017 review of writing. • Provide additional professional development in the teaching and assessment of writing in Teams 2, 3 and 4 • Survey boys' attitude to writing engagement • Appoint a literacy lead teacher (writing) to guide professional development on student engagement. |

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| <ul style="list-style-type: none"> To initiate the redevelopment of the Northland School curriculum. | <ul style="list-style-type: none"> Plan an extensive review of the Northland School curriculum that utilises earlier reviews of writing, reading, science and Health and PE. Review the school's Mathematics curriculum in Term 2 and update the school curriculum Review the school's ICT programme to reflect the digital technologies curriculum Update the school's Special Needs and Gifted and Talented sections of the curriculum Review and update the school's assessment procedures to reflect changes in assessment requirements |
| <ul style="list-style-type: none"> To enhance student wellbeing and facilitate student transition to secondary school. | <ul style="list-style-type: none"> Work closely with two secondary schools and three primary schools to establish a Community of Learning with a focus on student well-being and transition Provide additional release time for Associate Principal - Pastoral to develop support programmes Review the SENCO role and plan for future developments. |

Personnel Objective

- Capable and engaged staff who deliver the school curriculum*

| Curriculum Development Goals | 2018 Action Plan |
|---|---|
| <ul style="list-style-type: none"> Provide leadership opportunities for teaching staff. | <ul style="list-style-type: none"> Provide staff with an appropriate environment and resources for teaching and non-teaching time Fund professional development to meet school annual plans and personal teacher goals Fund professional development to meet leadership development needs for team leaders and Associate Principal roles Provide opportunities for teaching staff to lead curriculum reviews and lead professional development in mathematics, writing and digital technologies Provide a support programme for a provisionally certificated teacher and an overseas trained teacher to reach full registration. |
| <ul style="list-style-type: none"> Strengthen curriculum delivery in the teaching of mathematics | <ul style="list-style-type: none"> With support from an external facilitator continue 2017 mathematics development programme. Initiate ALiM programme in Teams 2, 3 and 4. Extend ALiM pedagogy to other teachers. Provide opportunities for maths PLD Team to support teaching team members. |
| <ul style="list-style-type: none"> Strengthen curriculum delivery and improve student learning and achievement through Self Review processes and effective performance management. | <ul style="list-style-type: none"> Use "teaching as inquiry" principles to focus on reflective teaching practices All teaching staff to undertake classroom observations during CRT once each term Provide feedback to staff as part of the classroom review observations and mid and end of year appraisal process |

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| <ul style="list-style-type: none"> • Maintain a positive and collegial work environment in which staff feel respected, supported and included in decision making | <ul style="list-style-type: none"> • Review professional development and performance management policies with staff • Discuss with staff the findings from the 2017 NZCER Teacher and Workplace Practices. Revisit survey in September with time provided for all teaching staff to complete. • Discuss and implement where possible suggestions for improvement in physical environment and ways to address workload issues. • Provide opportunities for the Associate Principal - Pastoral to lead professional development of support staff and provide feedback on their performance. • Provide opportunities for teaching staff to visit and observe other classrooms • Develop and trial an induction programme and resource for new staff • Review job descriptions for Associate Principal – Curriculum and Associate Principal – Pastoral • Review planning expectations for classroom teachers. |
| <ul style="list-style-type: none"> • Investigate Innovative Learning Environments and the pedagogy that underpins this approach | <ul style="list-style-type: none"> • Visit schools that use ILEs effectively • Provide opportunities for teachers to trial ILE approaches • Provide opportunities for reflection and discussion amongst staff • Provide professional development of ILE pedagogy once construction of the new building is confirmed. |

Resource Management Objective

Northland School grounds and facilities are safe, supportive of 21st century learning and welcoming to students, staff and members of the community

| Property Goals | 2018 Action Plan |
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| <ul style="list-style-type: none"> • To maintain an up-to-date schedule of property maintenance and improvement • To plan for a new classroom block that meets the changing needs of education • To plan for a new playground | <ul style="list-style-type: none"> • Undertake a twice yearly, or more frequently if required, Health and Safety check of grounds and buildings • Meet monthly with school’s Health and Safety Committee to discuss issues • Prepare a maintenance schedule and complete repairs as necessary • Meet regularly with architects and Ministry of Education officials to progress and complete the design of a new 10 classroom equivalent building. • Develop designs for a new playground that links in with the building project. Continue with fundraising endeavours including grant applications when appropriate. |
| Finance Goals | 2018 Action Plan |
| <ul style="list-style-type: none"> • To maintain sound financial management systems that support the school and future school communities. | <ul style="list-style-type: none"> • Manage school expenditure within budget • Maintain reserve funds (working capital) at a minimum of \$75,000 |

Review Objective

Northland School uses self review systematically to improve its policies, practices and curriculum plans, Charter and education practices.

| Review Goals | 2018 Action Plan |
|--|--|
| <ul style="list-style-type: none">• To maintain an annual curriculum review programme over a four year cycle | <ul style="list-style-type: none">• To undertake a major review of mathematics in Terms 2 and 3• To review the arts curriculum• To review the classroom use of Interactive Whiteboards |
| <ul style="list-style-type: none">• To maintain a three year cycle of review of major policy areas of Board responsibilities | <ul style="list-style-type: none">• To review:<ul style="list-style-type: none">○ Personnel policies and procedures○ NAG 7 and 8• To review assessment procedures |

Community Objective

Families, whānau and the community are actively engaged.

| Community Goals | 2018 Action Plan |
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| <ul style="list-style-type: none">• To provide regular opportunities for consultation with and involvement of the school community. | <ul style="list-style-type: none">• Hold community consultation meetings on the redevelopment of the two storey building• Hold parent information evenings on literacy for parents with Year 1 children• Raise the profile of the Board of Trustees in the parent community and amongst staff.• Consult with the school community and seek feedback on the Sexuality Road programme• Consult with the school whānau group four times per year |
| <ul style="list-style-type: none">• To enhance communications and build relationships with and among the school and wider community. | <ul style="list-style-type: none">• Value and acknowledge the contributions by our volunteers from the school and wider community• Support the work of the Home and School Committee with its community focused activities and fundraising events• Publish a school contact directory• Redevelop the school website and review its content• Enhance communications with the school community by exploring the use of Team or class blogs, and the use of SeeSaw.• Review the purpose of the school handbook and update if necessary |

Treaty of Waitangi Objective

- *Northland School acknowledges*
 - *Te Tiriti o Waitangi, the Treaty of Waitangi is the bicultural foundation of Aotearoa New Zealand*
 - *The unique position of Māori as tangata whenua, by:*
 - *Partnership*
 - *Participation of whanau*
 - *Protection*

| Treaty of Waitangi Goals | 2018 Action Plan |
|---|--|
| <ul style="list-style-type: none"> • To build relationships with our Māori whanau and tamariki Māori, through whakawhanaungatanga (concept of inclusiveness), and to recognise the importance of whānau, hapū and iwi. | <ul style="list-style-type: none"> • Consult with the school whānau group by having a meeting each term, arranging special meetings when required and inviting new families who identify as Māori to attend • Build wider community links: Look to outside expertise and leadership to help reach our goals eg: storytelling, te reo and tikanga, build on local iwi and hapū connections, build resilience through support networks • Consult with the school kaumatua and kuia to utilise their expertise, advice and guidance • Celebrate Matariki across the school including dawn vigil and shared meal • Enhance the opportunities for kapa haka performance and participation in Māori cultural events • Employ a kapa haka tutor • Promote te reo Māori through the inclusion of Te Kupu o te Wiki on the school website and in the weekly community newsletter • Develop a school whakataui |
| <ul style="list-style-type: none"> • To find connections, using a Māori lens, within all subjects. | <ul style="list-style-type: none"> • Use of whakapapa, and storytelling about the world, people's relationship with the world, with people and with life, to add value to our curriculum and to have consistency of our messaging and values – utilise people with mana |
| <ul style="list-style-type: none"> • To value and promote tikanga Māori and te reo Māori in a genuine, natural engaging way on a daily basis. | <ul style="list-style-type: none"> • Provide learning opportunities in tikanga Māori and te reo Māori in every classroom • Use of te reo Māori on the school website and in the newsletter eg: te wiki words, karakia, school whakataui etc |

Cultural Diversity Objective

Northland School is enriched by being open and inclusive accepting difference and valuing diversity

Cultural Diversity Goals**2018 Action Plan**

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|--|---|
| <ul style="list-style-type: none">• To promote awareness, acceptance, and understanding of cultural diversity within Northland School and the Northland School community | <ul style="list-style-type: none">• Team planning provides, where appropriate, opportunities to showcase and develop cultural understanding, awareness and inclusiveness• Use resource base within each class to celebrate cultural differences• Ensure awareness within the school community of policies and procedures which promote cultural acceptance and inclusiveness.• Create an environment in which all cultures are valued for the contributions they bring |
| <ul style="list-style-type: none">• Encourage and foster educational and learning opportunities within the school that celebrate cultural diversity | <ul style="list-style-type: none">• Consider educational opportunities both within and outside of the classroom that promote engagement with diverse cultures |
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Northland School

2018 Targets for Raising Student Achievement

1.1 Writing

1.2 Mathematics

1.1 To increase the number of students achieving at or above expected levels of achievement in writing

Baseline Data

Schoolwide writing data from December 2017 showed 86% of students were either “at” or “above” the National Standard for writing.

Further analysis of the data showed that:

Boys achievement was less than girls. 20% of boys were not meeting the National Standard in Writing compared to 8.3% of girls. Overall 15 – 16% of students were not meeting the

standard. Higher levels of achievement were noted at the end of 80 weeks at school and at the end of Year 7.

Targets

To raise the level of writing achievement and engagement of boys across the school.

| Actions to Achieve Targets | Led By | Resourcing | Timeframe |
|---|--|--|------------------------------|
| Review 2017 data for National Standards, Lexia reports and end of year writing samples to identify students. Analyse student needs including relevant personal information and consider easTTle writing elements. | Teams 2, 3 and 4 Leaders, class teachers, Writing Lead Teacher and Literacy Lead Teacher | | Mid-March |
| Appointment of lead teacher (writing) to develop and lead a professional development programme with the aim of raising boys’ engagement in writing | Writing Lead Teacher, Literacy Lead Teacher, AP Curriculum | Funding for mentor support for writing lead teacher. | Terms 2 and 3 |
| Develop teaching programme to meet identified student learning needs with a focus on boys and their engagement and achievement in writing | Teams 1 and 4 Leaders, class teachers, Writing Lead Teacher and Literacy Lead Teacher | | Mid-March |
| Develop a system to monitor student progress every term and to then discuss next steps | Literacy lead teacher, class teachers, team leaders | | Mid and end of Terms 2 and 3 |
| Report to Board of Trustees on student progress in writing for target groups | Principal, Literacy Lead Teacher | | End of Term 2 and Term 4 |
| Professional development in moderation of student achievement in writing – use of PaCT, Literacy Learning Progressions and associated exemplars | Writing Lead Teacher, all teachers | | Terms 2 and 3 |
| Analyse December achievement data to inform progress and planning for 2019 | Principal, Literacy Lead Teacher | | December |

1.2 To increase the number of students achieving at or above expected levels of achievement in Mathematics

Baseline Data

Schoolwide Mathematics data from December 2017 showed 89% of students were either “at” or “above” the National Standards for Mathematics

Analysis of the data identified:

In 2017 13% of 120 weeks students; 13% of Year 5 students; 18% of Year 7 students were “below” or “well below” the National Standard in Mathematics.

Teacher reflection on the 2017 results noted that a number of the “below” students were involved in the 2017 ALiM programme and had made considerable gains in numeracy knowledge. Further support would be necessary in 2018 to build on the gains made in 2017.

Targets

Students who were “below” the standard in 2017 will have made more than one year’s progress in 2018 as Year 4, 6 and 8.

| Actions to Achieve Targets | Led By | Resourcing | Timeframe |
|--|--|--|--|
| Review 2017 data for National Standards, e-asTTle maths, Numeracy Stages and 2018 PAT Maths to identify students | Team 4 Leader, class teachers | | Mid-March |
| Identify needs of target groups | Team 4 Leader, class teachers, AP Curriculum | | Mid-March |
| Develop support programme for target groups - Terms 2 and 3 | AP Curriculum, class teachers, Maths PLD committee | Funding for mentor support for maths PLD committee | Mid-March (Teams 2 and 3), late April (Team 4) |
| Introduce ALiM support programme utilising four ALiM trained teachers | Maths PLD committee AP Curriculum, ALiM mentor | | Terms 2 and 3 |
| Use regular and standardised monitoring to track progress | Principal, AP Curriculum | | End of each term. |
| Report to Board of Trustees on student progress for target groups | Principal, AP Curriculum | | Mid and end of year reports |
| Analyse December achievement data to inform progress and planning for 2019 | Principal, AP Curriculum | | December |

Northland School Budget for the Year Ended 31 December 2018

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|------------------------------------|---------------|-----------------|
| INCOME | | |
| ** GOVERNMENT GRANTS | | |
| * MINISTRY OF EDUCATION | | |
| School Operating Grant | 415,192 | |
| ESOL | 2000 | |
| Discretionary Ancillary Hours | 20,000 | |
| Interest | 7500 | |
| ** LOCAL FUNDS | | |
| * FUNDRAISING | | |
| Fundraising General | 5000 | |
| Fundraising - Corporate | 4200 | |
| EOTC Activity Fees | 28,621 | |
| Donations - Other | | |
| Parent Donations | 70000 | |
| Fundraising - Specific Project | | |
| * ACTIVITIES | 12,095 | |
| TOTAL INCOME | | 564,608 |
| EXPENDITURE | | |
| ** ADMINISTRATION | | |
| * COMMUNICATION EXPENSES | 4800 | |
| * BOARD OF TRUSTEE EXPENSES | 5650 | |
| * AUDIT COSTS | 5400 | |
| * CONSUMABLES | 24,000 | |
| * STAFF EXPENSES | 45,530 | |
| * GENERAL | 58,257 | |
| TOTAL ADMINISTRATION | | 143,637 |
| ** PROPERTY MAINTENANCE | | |
| | | 112,749 |
| ** DEPRECIATION | | |
| | | 71,873 |
| ** LEARNING RESOURCES | | |
| * STAFF DEVELOPMENT | 19,550 | |
| * LIBRARY (does not include books) | 2500 | |
| * TEACHING RESOURCES | 33,738 | |
| * PERSONNEL | 144,700 | |
| ** SPORTS & ACTIVITIES | 49,197 | |
| TOTAL LEARNING RESOURCES | | 249,685 |
| TOTAL EXPENDITURE | | 577,944 |
| NET SURPLUS/(DEFICIT) | | (13,336) |
| CAPITAL BUDGET | | 57,100 |