



# **Charter**

## **2017**

**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 2017, 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 National Standards in Reading, Writing and Mathematics. At the end of 2016
  - ❖ 95% of our students were either at or above the National Standard in Reading (93% in 2015)
  - ❖ 86% of our students were either at or above the National Standard in Writing (85% in 2015)
  - ❖ 89% of our students were either at or above the National Standard in Mathematics (91% in 2015)
- ❖ 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 – 2017 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	2017 Action Plan
<ul style="list-style-type: none"> <li>• To improve school data gathering and assessment practices that assist decision-making at the individual, class and school level</li> </ul>	<ul style="list-style-type: none"> <li>• Develop new schoolwide assessment procedures and schedule that allow for deeper analysis and reporting of student achievement and progress over time</li> <li>• Use of e-asTTle to provide baseline data for Target groups in mathematics and writing.</li> <li>• Update school record screens in Edge (SMS) to allow for deeper analysis of student achievement.</li> <li>• Trial anniversary reporting using PaCT in Year 2 classes.</li> </ul>
<ul style="list-style-type: none"> <li>• To use ICT in innovative ways that supports student learning and fosters digital citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a procedure for students with BYOD to ensure that agreement forms are signed by parents.</li> <li>• Develop a separate BYOD wifi logon system that is linked to school hours</li> <li>• Provide opportunities for professional development for all teaching staff that supports innovative use of ICT in classrooms.</li> <li>• Provide a digital citizenship programme for Years 3 – 8.</li> </ul>
<ul style="list-style-type: none"> <li>• To raise student achievement in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse PAT Mathematics, e-asTTle Mathematics and National Standards data to identify students needing additional support.</li> <li>• Develop a support programme within classrooms for students needing additional assistance.</li> <li>• Provide enrichment maths opportunities in Year 7 and 8 with a support teacher</li> <li>• Work with other Western Suburbs schools to develop a shared understanding of mathematics achievement at Year 7 and 8.</li> </ul>
<ul style="list-style-type: none"> <li>• To raise boys' achievement and engagement in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional professional development in the teaching and assessment of writing in Teams 2, 3 and 4</li> <li>• Survey boys' attitude to writing engagement</li> <li>• Revisit writing engagement professional development programme from 2013 and 2014.</li> </ul>
<ul style="list-style-type: none"> <li>• To review and rewrite the Northland School curriculum to meet current programme requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the school's Reading curriculum in Term 3</li> <li>• Review the school's Health and PE curriculum in Term 2</li> <li>• Review the school's maths curriculum in Terms 2 and 3</li> <li>• Review the school's social studies curriculum in Term 4.</li> </ul>

## Personnel Objective

- *Capable and engaged staff who deliver the school curriculum*

Personnel Development Goals	2017 Action Plan
<ul style="list-style-type: none"> <li>• Provide leadership opportunities for teaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide staff with an appropriate environment and resources for teaching and non-teaching time</li> <li>• Fund professional development to meet school and personal teacher goals</li> <li>• Fund professional development to meet leadership development needs</li> <li>• Provide opportunities for teaching staff to guide curriculum reviews and lead professional development in mathematics, reading, writing and e-learning.</li> <li>• Provide a support programme for a provisionally certificated teacher.</li> </ul>
<ul style="list-style-type: none"> <li>• Strengthen curriculum delivery in the teaching of mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• With support from an external facilitator continue 2016 mathematics development programme.</li> <li>• Provide opportunities for maths PLD Team to support teaching team members.</li> </ul>
<ul style="list-style-type: none"> <li>• Strengthen curriculum delivery and improve student learning and achievement through Self Review processes and effective performance management.</li> </ul>	<ul style="list-style-type: none"> <li>• Use “teaching as inquiry” principles to focus on reflective teaching practices</li> <li>• Incorporate classroom observations of nominated curriculum area within performance agreements</li> <li>• Provide feedback to staff as part of the classroom observations and end of year appraisal process</li> <li>• Further develop leadership roles for team leaders and associate principals to include leading discussion on the analysis of student learning and next steps.</li> </ul>
<ul style="list-style-type: none"> <li>• Maintain a positive and collegial work environment in which staff feel respected, supported and included in decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Review professional development and performance management policies with staff</li> <li>• Discuss with staff the findings from the 2016 NZCER Teacher Workplace Survey. Revisit Workplace survey in September.</li> <li>• Discuss and implement where possible suggestions for improvement in physical environment and ways to address workload issues.</li> <li>• Provide opportunities for professional development of support staff and feedback on their performance.</li> </ul>
<ul style="list-style-type: none"> <li>• Investigate Innovative Learning Environments and the pedagogy that underpins this approach</li> </ul>	<ul style="list-style-type: none"> <li>• Visit schools that have use ILEs effectively</li> <li>• Provide opportunities for teachers to trial ILE approaches</li> <li>• Provide opportunities for reflection and discussion amongst staff.</li> </ul>

### Resource Management Objective

- *Northland School grounds and facilities are safe, supportive of 21<sup>st</sup> century learning and welcoming to students, staff and members of the community*

Property Goals	2017 Action Plan
<ul style="list-style-type: none"> <li>• To maintain an up-to-date schedule of property maintenance and improvement</li> <li>• To plan for a new classroom block that meets the changing needs of education</li> <li>• To plan for a new playground</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake a twice yearly, or more frequently if required, Health and Safety check of grounds and buildings</li> <li>• Meet monthly with school's Health and Safety Committee to discuss issues</li> <li>• Prepare a maintenance schedule and complete repairs as necessary</li> <li>• Meet regularly with architects and Ministry of Education officials to progress and complete the design of a new 10 classroom equivalent building.</li> <li>• Develop designs for a new playground that links in with the building project. Continue with fundraising endeavours including grant applications when appropriate.</li> </ul>
Finance Goals	2017 Action Plan
<ul style="list-style-type: none"> <li>• To maintain sound financial management systems that support the school and future school communities."</li> </ul>	<ul style="list-style-type: none"> <li>• Manage school expenditure within budget</li> <li>• Maintain reserve funds (working capital) at a minimum of \$75,000</li> </ul>

### Review Objective

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

Review Goals	2017 Action Plan
<ul style="list-style-type: none"> <li>• To maintain an annual curriculum review programme over a four year cycle</li> </ul>	<ul style="list-style-type: none"> <li>• To undertake a major review of writing in Term 3</li> <li>• To review the Health and PE curriculum in Term 2               <ul style="list-style-type: none"> <li>○ To consult with the school community on the Health and PE curriculum</li> </ul> </li> <li>• To review the maths curriculum in Terms 2 and 3</li> <li>• To review the social studies curriculum in Term 4.</li> </ul>
<ul style="list-style-type: none"> <li>• To maintain a three year cycle of review of major policy areas of Board responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• To review:               <ul style="list-style-type: none"> <li>○ Health and Safety policies and procedures</li> <li>○ Personnel policies and procedures</li> </ul> </li> <li>• To write a set of procedures that meet legislative requirements for:               <ul style="list-style-type: none"> <li>○ Dealing with smoking, drugs and alcohol</li> <li>○ Surrender, retention and search rules</li> <li>○ Vulnerable children</li> </ul> </li> </ul>

### Community Objective

- *Families, whanau and the community are actively engaged.*

Community Goals	2017 Action Plan
<ul style="list-style-type: none"> <li>• To provide regular opportunities for consultation with and involvement of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold community consultation meetings on the redevelopment of the two storey building</li> <li>• Hold parent information evenings on literacy for parents with Year 1 children</li> <li>• Consult with the school community on the Health and PE curriculum</li> <li>• Consult with the school whānau group four times per year</li> </ul>
<ul style="list-style-type: none"> <li>• To enhance communications and build relationships with and among the school and wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Value and acknowledge the contributions by our volunteers from the school and wider community</li> <li>• Support the work of the Home and School Committee with its community focused activities and fundraising events</li> <li>• Publish a school directory</li> <li>• Redevelop the school website</li> <li>• Establish Team or class blogs to enhance communications with the school community</li> <li>• Investigate additional uses of the parent portal in Edge (SMS).</li> <li>• Review the purpose of the school handbook and update if necessary</li> </ul>

## 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 whānau
    - Protection

Treaty of Waitangi Goals	2017 Action Plan
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Consult with the school kaumatua and kuia to utilise their expertise, advice and guidance</li> <li>• Celebrate Matariki across the school including dawn vigil and shared meal</li> <li>• Enhance the opportunities for kapa haka performance and participation in Māori cultural events</li> <li>• Employ a kapa haka tutor</li> <li>• Promote te reo Māori through the inclusion of Te Kupu o te Wiki on the school website and in the weekly community newsletter</li> </ul>
<ul style="list-style-type: none"> <li>• To find connections, using a Māori lens, within all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<ul style="list-style-type: none"> <li>• To value and promote tikanga Māori and te reo Māori in a genuine, natural engaging way on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide learning opportunities in tikanga Māori and te reo Māori in every classroom</li> <li>• Use of te reo Māori on the school website eg: te wiki words, karakia, school whakataukī etc</li> </ul>

### Cultural Diversity Objective

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

#### Cultural Diversity Goals

#### 2017 Action Plan

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|---|---|
| <ul style="list-style-type: none"><li>• To promote awareness, acceptance, and understanding of cultural diversity within Northland School and the Northland School community</li></ul>  | <ul style="list-style-type: none"><li>• Team planning provides, where appropriate, opportunities to showcase and develop cultural understanding, awareness and inclusiveness</li><li>• Use resource base within each class to celebrate cultural differences</li><li>• Ensure awareness within the school community of policies and procedures which promote cultural acceptance and inclusiveness.</li><li>• Create an environment in which all cultures are valued for the contributions they bring</li></ul> |
| <ul style="list-style-type: none"><li>• Encourage and foster educational and learning opportunities within the school that celebrate cultural diversity</li></ul>                       | <ul style="list-style-type: none"><li>• Consider educational opportunities both within and outside of the classroom that promote engagement with diverse cultures</li></ul>   |
| <ul style="list-style-type: none"><li>• Enhance engagement, communication and interactions with diverse cultures and multicultural experiences throughout our wider community</li></ul> | <ul style="list-style-type: none"><li>• Ensure information disseminated by the School (including in newsletters and via its website), is accessible and culturally inclusive and appropriate</li><li>• Promote opportunities for engagement between the school and its wider community in ways which enriches the cultural diversity of the school and the community (including enhancing awareness of and celebration of events and milestones of significance to diverse cultures)</li></ul>                  |



Northland School

# 2017 Targets for Raising Student Achievement in Relation to National Standards

**1.1 Writing**

**1.2 Mathematics**

**1.1 To increase the number of students achieving “at” or “above” the National Standards for Writing**

**Baseline Data**

Schoolwide writing data from December 2016 showed 86% of students were either “at” or “above” the National Standard for writing.

Further analysis of the data showed that:

20% of boys were not meeting the National Standard for Writing. Girls achieve to higher levels in writing than boys. In 2014 writing PLD focused on raising student engagement in writing and a survey of students indicated that they would like additional teacher feedback on their work. Students do appear to be positive about writing but this has not transferred into higher levels of achievement especially amongst boys.

Student achievement in the transition years between Teaching Teams appears to drop (Team 1 - Year 2 to Team 2 - Year 3; Team 2 - Year 4 to Team 3 - Year 5; Team 3 - Year 6 to Team 4 – Year 7). Improvement usually occurs in the second year in that Team (Years 4, 6 and 8).

32% of “after 3 years” were “below” the National Standard for Writing as were 23% of Year 5 students and 18% of Year 7 students.

**Targets**

After 3 years, Year 5 and Year 7 students who were “below” the writing standard in 2016 will have made more than one year’s progress in 2017 and will be either “at” or “above” the standard by the end of Year 4, 6 and 8.

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

Actions to Achieve Targets	Led By	Resourcing	Timeframe
Review 2016 data for National Standards, Lexia reports and end of year writing samples to identify students. Analyse student needs and consider easTTle writing elements. Consider recommendations from 2014 classroom observations of writing.	Teams 2, 3 and 4 Leaders, class teachers, Writing Lead Teacher and Literacy Lead Teacher		Mid-March
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 towards meeting National Standards 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, Teams 1 and 4 teachers		Terms 2 and 3
Analyse December achievement data to inform progress and planning for 2018	Principal, Literacy Lead Teacher		December

## 1.2 To increase the number of students achieving “at” or “above” the National Standards for Mathematics

### Baseline Data

Schoolwide Mathematics data from December 2016 showed 89% of students were either “at” or “above” the National Standards for Mathematics

Analysis of the data identified:

In 2016 13% of 80 weeks students were either “below” or “well below” the standard for mathematics as were 13% of Year 4 students, 13% of Year 6 students and 16% of Year 7.

Teacher reflection on the 2016 results noted that although 89% of girls were either “at” or “above” the Standard, the percentage of girls “above” was less than that for boys (24% compared to 38% for boys).

### Targets

Students who were “below” the standard in 2016 at 80 weeks will have made more than one year’s progress in 2016 and be either “at” or “above” the 120 weeks mathematics standard.

Students who were “below” the standard as Year 4, 6 or 7 in 2016 will have gained more than one year’s progress in 2017 and will be either “at” or “above” the appropriate Year 5, 7 or 8 mathematics standard.

To increase the percentage of girls meeting the “above” National Standard in Mathematics.

Actions to Achieve Targets	Led By	Resourcing	Timeframe
Review 2016 data for National Standards, e-asTTle maths, Numeracy Stages and 2017 PAT Maths to identify students	Team 4 Leader, class teachers		Mid-March
Identify needs of target groups	Team 4 Leader, class teachers, Numeracy Lead Teacher		Mid-March
Develop support programme for target groups - Terms 2 and 3.	Numeracy Lead Teacher, class teachers, Maths PLD committee		Mid-March (Teams 2 and 3), late April (Team 4)
Research ways of raising girls’ achievement in mathematics, provide professional development and support for teachers	Maths PLD committee		End of Term 2
Use regular and standardised monitoring to track progress	Principal, Numeracy leader		End of each term.
Report to Board of Trustees on student progress towards meeting National Standards in Mathematics for target groups	Principal, Numeracy Lead Teacher		Mid and end of year reports
Analyse December achievement data to inform progress and planning for 2018	Principal, Numeracy Lead Teacher		December

## Northland School Budget for the Year Ended 31 December 2017

<b>INCOME</b>		
<b>** GOVERNMENT GRANTS</b>		
* MINISTRY OF EDUCATION		
School Operating Grant	406,836	
ESOL	1200	
Discretionary Ancillary Hours	20,000	
Interest	7500	
<b>** LOCAL FUNDS</b>		
* FUNDRAISING		
Fundraising General	5000	
Fundraising - Corporate	300	
EOTC Activity Fees	28,710	
Donations - Other		
Parent Donations	68000	
Fundraising - Specific Project		
* ACTIVITIES	10,310	
<b>TOTAL INCOME</b>		<b>547,856</b>
<b>EXPENDITURE</b>		
<b>** ADMINISTRATION</b>		
* COMMUNICATION EXPENSES	5300	
* BOARD OF TRUSTEE EXPENSES	6850	
* AUDIT COSTS	5400	
* CONSUMABLES	24,000	
* STAFF EXPENSES	46,100	
* GENERAL	50,327	
<b>TOTAL ADMINISTRATION</b>		<b>137,977</b>
<b>** PROPERTY MAINTENANCE</b>		
		<b>154,660</b>
<b>** DEPRECIATION</b>		
		<b>60,000</b>
<b>** LEARNING RESOURCES</b>		
* STAFF DEVELOPMENT	14,650	
* LIBRARY (does not include books)	2000	
* TEACHING RESOURCES	24,950	
* PERSONNEL	118,600	
<b>** SPORTS &amp; ACTIVITIES</b>	<b>48,699</b>	
<b>TOTAL LEARNING RESOURCES</b>		<b>208,899</b>
<b>TOTAL EXPENDITURE</b>		<b>561,536</b>
<b>NET SURPLUS/(DEFICIT)</b>		<b>(13,680)</b>
<b>CAPITAL BUDGET</b>		<b>43,390</b>