

ST ANDREWS SCHOOL CHARTER 2015



Principals' endorsement: Steve Fennessy
Board of Trustees' endorsement: Ben Rawcliffe
Submission Date to Ministry of Education: March 2015

Our Mission and Vision

Our students are to be confident, connected, actively involved, life long learners, within a caring, rural environment.

Values at St Andrews School

Our Values at St Andrews School form the basis of who we are and what qualities we would like our children to exhibit as future leaders and contributors to society. Through consultation with staff, parents and children, we have selected 5 core values, with a 6th value being integrated throughout each one.

These Values are:



Pride is the 6th Value which is intertwined.

Why are these Values important and relevant to St Andrews School?

Co-operation links well with the Key Competencies and we believe it is the foundation for future learning. Through co-operation, we would expect our children to work as a team member, contributing their knowledge, skills and attitudes towards a common goal.

Respect is what we want our students to demonstrate for themselves, others and their property as well as the environment. Because we live in such a diverse community, respect is important for us all to live, work and play in a peaceful, productive place.

Citizenship is a value we believe is important as it provides the students with a sense of belonging. Citizenship is about contributing to our local community by obeying the rights, rules and responsibilities of society. Pride in our culture and heritage is also a major feature of citizenship.

Friendship is a very dominant feature for our children. Through the Te Hononga survey carried out by our children, it was evident that the children had well developed friendships and they enjoyed each others company. This is something we believe needs to be reflected in our school culture, hence it being selected as a core Value.

Excellence also links well with the revised NZ Curriculum and for us it means establishing and maintaining high standards. This means the highest of standards for all individuals in academic, cultural, behavioural and sporting achievements. We would like our children to strive for success in all that they do to maintain excellence.

Pride can be seen in all of these values and this is what we would like our children to exhibit on a daily basis. We want our children to take pride in who they are, where they come from and what they accomplish.

The values are simplified for our children to know and understand what it means to demonstrate each Value.

Co-operation

-  We Can work together
-  We Care by listening to each other
-  We Know how to share roles and responsibilities

Respect

-  We Can treat others the way we like to be treated
-  We Care for people, property and the environment
-  We Know everybody is unique

Citizenship

-  We Can work together for a common goal
-  We Care about our community
-  We Know about rights and responsibilities

Friendship

- ▲ We Can make friends
- ▲ We Care about our friends
- ▲ We Know how to be a good friends

Excellence

- ▲ We Can do our best
- ▲ We Care about doing better
- ▲ We Know how to seek help

School Logo

The school logo is the Skills for Life Triangle, we have taken each assertion of the Triangle, “We Know” (knowledge), “We Can” (Skill) and “We Care” (Attitude) and relate it to each of our Values.

The origin of our triangle is one that reflects the geographical location in which this community is set - it connects the mountains, sea and land. The triangle also reflects the dynamic learning environment for our students by linking the: home, school and student. The design incorporates the 3 elements of mountain, sea and land with all 3 being of importance to our district and region. The Koru symbolises growth.



At St Andrews School the Board of Trustees is committed to providing:

Student Achievement	Overall continuous improvement in student progress, achievement and engagement
Strategic Planning and Self Review	Setting strategic direction for the school through charter, policies and self review
Personnel	A positive, supportive environment for staff, through quality recruitment, performance management and continuous development
Property	A unique, vibrant, rural focused, versatile learning environment
Finance	Within resources available a budget to fund the school's curriculum, personnel, property and administrative activities
Health and Safety	A safe, healthy physical and emotional learning environment
Community Partnership	Opportunity for consultation and communication with the wider community incorporating local curriculum goals set with our community

Maori Dimensions and Cultural Diversity

In recognising the unique position of the Maori culture, St Andrews Primary will take all reasonable steps to provide instruction in Tikanga (Maori culture) and Te Reo Maori (Maori Language)

For All our students We Will:

- Promote the use of Te Reo Maori through the use of simple greetings, commands and vocabulary
- Mihi Whakatou new staff and visitors to our school
- Include Waiata in our class singing and assembly programmes
- Engage students in Tikanga and Te Reo through our School Kapahaka
- Promote and celebrate our Kapahaka students through performances and competitions
- Include in our classroom teaching and learning programmes specific areas of skills and knowledge of Te Reo and Tikanga
- Identify opportunities in each "Big Idea" integrated topic for development of a Maori perspective, Tikanga and Te Reo
- Provide opportunities for any pupil who requires higher levels of Te Reo and Tikanga as part of their school programme
- Provide staff with the opportunity to undertake professional development in Te Reo and Tikanga

For our Maori students We Will:

- Retain and value our kapahaka group to celebrate Te Reo and Tikanga
- Recognise and respect the cultural needs of the student
- Plan for class programmes that provide opportunities for pupils to include a Maori perspective, in their learning
- Identify and report on the achievement of Maori students to ensure that there is equity
- Annually report to, and consult with, the parents of Maori pupils

For our Community We Will:

- Promote practices that recognise Te Reo as an official language of New Zealand - use of greetings / mihi at school functions, singing of national anthem in Maori and English, inclusion of Waiata at prize giving and other School wide and community events
- Have our Kapahaka perform to our community
- Host hangi for our families and community to share
- The St Andrews Primary School Strategy for Maori Student Achievement follow the school Maori Student Achievement policy in accordance with the legal requirements

If Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme the staff and family will discuss and explore the following options:

- Further explain the existing programmes
- Investigate further extending the existing programmes
- Investigate dual enrolment with Correspondence School

STRATEGIC AIMS for the Period 2015 to 2017

This strategic section sets out the Board of Trustees key aims and direction over the next three years

Strategic Aim 1: Curriculum Delivery

All students will achieve personal excellence, delivered through a full and balanced education which reflects our mission and values and is underpinned by the New Zealand Curriculum.

2015	2016	2017
1.1 Review curriculum plan and delivery	1.1 Refine curriculum plan and delivery	1.1 Review and refine the curriculum
1.2 Our school mission and values embedded into school curriculum and delivery	1.2 Review and refine our school mission and values within our school curriculum delivery	1.2 Review the school mission and vision statements

Strategic Aim 2: Student Achievement

All students are successfully able to progress throughout their learning as evidenced by assessment and evaluations in relation to the New Zealand Curriculum, National Standards and other identified school and community priorities.

2015	2016	2017
2.1 BOT development and Training	2.1 BOT development and Training	2.1 BOT development and Training
2.2 Imbed current moderation and assessment practices	2.2 Review and revise current moderation and assessment practices	2.2 Review and revise current moderation and assessment practices

2015	2016	2017
2.3 Collate and use student management data to identify school wide targets. Review school wide data collection for all assessments to meet the current needs. PD for staff on the student management system	2.3 Review our assessment collection and procedures. PD for staff on the student management system	2.3 Analyse assessment collection ensuring it is meeting the needs of improving student progress
2.4 Develop further the ICT capacity within the school that supports classroom learning by staff and students	2.4 Provide extended opportunities for students to access ICT to support student learning	2.4 Review the ICT use and access throughout the school

Strategic Aim 3: Community Engagement

We welcome and encourage members of our community to participate in the life of the school to support the students learning.

2015	2016	2017
3.1 Implement community consultation plan	3.1 Review and refine the community consultation process.	3.1 Community consultation on engagement. Conduct survey on engagement.
3.2 Aim for engagement of all families in the school reporting process.	3.2 Review and modify the form of communication to encourage maximum participation from the community	3.2 Analyse parent / caregiver engagement

Annual Plan 2015 - Curriculum Delivery

Strategic Aim 1: Curriculum Delivery

All students will achieve personal excellence, delivered through a full and balanced education which reflects our mission and values and is underpinned by the New Zealand Curriculum.

Annual Aim 1.1 Review curriculum plan and delivery				
Actions	Led By	Resources/Budget	Timeframe	Evaluation
Review the literacy teaching across the school through the PLD (Professional Learning Development)	Principal / DP / Staff / Rose Regenvanu	PLD Contract	Whole Year	
Review the delivery of the curriculum using a digital focus	Principal / DP / Vicki / Vaughan	ICT Budget	Term 2 Review Term 4 Review	

Annual Aim 1.2 Our school mission and values embedded into school curriculum and delivery				
Actions	Led By	Resources/Budget	Timeframe	Evaluation
All classes to be using and incorporating the school values.	Principal / Gina / Staff	Curriculum Budget	Every term	
The school mission and vision to be evident throughout the	Principal / Gina / Staff			

Strategic Aim 2: Student Achievement

All students are successfully able to progress throughout their learning as evidenced by assessment and evaluations in relation to the New Zealand Curriculum, National Standards and other identified school and community priorities.

Annual Aim 2.1 BOT development and Training				
Actions	Led By	Resources/Budget	Timeframe	Evaluation
Undertake training for new board members as they arrive on to the board	NZSTA Training	Bot training	When required	

Annual Aim 2.2 Imbed current moderation and assessment practices				
Actions	Led By	Resources/Budget	Timeframe	Evaluation
Undertake school wide in the PLD (Professional Learning and Development) project	Rose Regenvanu / Principal / Gina / Staff	PLD Budget	Whole Year	
Undertake the ALL (Accelerated Literacy Learning) Project	CORE education / University of Canterbury / Principal / Gina / Karen	ALL Budget	Whole Year	
Schoolwide assessment timeframe reviewed	Principal / Gina / Staff	Assessment Budget	Term 1 Review Term 3 Review	

Annual Aim 2.3 Collate and use student management data to identify school wide targets. Review school wide data collection for all assessments to meet the current needs. PD for staff on the student management system

Actions	Led By	Resources/Budget	Timeframe	Evaluation
School assessment practices and procedures reviewed	Vicki / Principal / Rose / Gina / Staff	Assessment Budget	Term 2	
Review the use of the school Student Management System - Assembly. Look at the data being entered and how this could be improved	Vicki / Principal / Rose / Gina / Staff	Assessment Budget	Term 2	

Annual Aim 2.4 Develop further the ICT capacity within the school that supports classroom learning by staff and students

Actions	Led By	Resources/Budget	Timeframe	Evaluation
Implement Chromebooks into the Year 5 - 8 classrooms. Review the impact on student motivation and engagement and against National Standards	Principal / Vicki / Vaughan	ICT Budget	Term 1	

Annual Aim 2.4 Develop further the ICT capacity within the school that supports classroom learning by staff and students				
Integrating and using ICT across the curriculum to support student learning	Principal / Staff	Professional Development Budget	Whole Year	
Using digital devices to record outcomes of students work	Principal / Staff	Professional Development Budget	Whole Year	
Use class blogs to share student and class work. Encourage parents / caregivers to be looking at and commenting on the student blogs.	Principal / Staff	Professional Development Budget	Whole Year	

Strategic Aim 3: Community Engagement

We welcome and encourage members of our community to participate in the life of the school to support the students learning.

Annual Aim 3.1 Implement community consultation plan				
Actions	Led By	Resources/Budget	Timeframe	Evaluation
Notices and newsletters delivered in a variety of ways to ensure that we are able to connect with as many parents / Caregivers as possible	Principal / Staff	Curriculum Budget	Whole Year	

Annual Aim 3.2 Aim for engagement of all families in the school reporting process.				
Actions	Led By	Resources/Budget	Timeframe	Evaluation
Review the way parents / caregivers are reported to in year 1 - 3. (40, 80 and 120 weeks) Detail a plan to allow parents to know when and how they will be reported to	Gina / Melissa / Principal	Assessment Budget	Term 1	

Student Achievement Targets - 2015. Strategic Aim: Student Achievement

Annual target 1: To increase the number of students in Year 4 achieving at or Above National Standards in writing				
Baseline Data: Analysis of school-wide data in December 2014 identified concerns in the achievement of our Year 4 students in writing. Data from a variety of assessment tools, observation and conversations showed that 4 students (50%) are either below or well below the National Standards.				
Target: The target group to make accelerated progress towards achieving At or Above the National Standard for writing by the end of the year.				
Actions	Led By	Budget	Timeframe	Evaluation
Review and analyse data with students and determine the particular learning needs of the target students	Principal / DP /Staff		Term 1	

Annual target 1: To increase the number of students in Year 4 achieving at or Above National Standards in writing				
Take part in the ALL Professional Develop course for 2015	Principal / DP /Karen	ALL Budget	Whole Year	
Regular meetings to discuss progress of target students.	Principal / DP /Staff		Progress reports written in principals report	
Plan programme to support learning	Principal / DP /Staff	Teacher Aide	Term 1	
Use of outside learning agencies to ensure that they have the best possible ability to access the curriculum	Principal / DP /Staff		Term 1	
Moderate and analyse the data from the target group to show progress	Principal / DP /Staff		Term 1	
Teachers to reflect on and improve practice with goals linked to appraisal	Principal / DP /Staff		Term 1/2	
Provide professional development opportunities for teachers to reflect and improve on current teaching practice	Principal / DP /Staff	Professional Development	Term 2/3	
Student involvement through setting goals and reflection of their learning in writing	Principal / DP /Staff		Term 1 - 4	
Ongoing assessment analysis with end of year data to be completed	Principal / DP /Staff	Assessment	Term 4	

Annual target 2: To increase the number of boys achieving at or above the National Standard in writing				
Baseline Data: Analysis of school-wide data in December 2014 identified concerns in the achievement of our boy students in writing. Data from a variety of assessment tools, observation and conversations showed that 53% (22/42 students) are either well below (10/22) or below (12/22) the National Standards for writing.				
Target: The target group to make accelerated progress towards achieving At or Above the National Standard for writing by the end of the year.				
Actions	Led By	Budget	Timeframe	Evaluation

Annual target 2: To increase the number of boys achieving at or above the National Standard in writing				
Review and analyse data with students and determine the particular learning needs of the target students	Principal / DP /Staff		Term 1	
Regular meetings to discuss progress of target students.	Principal / DP /Staff		Progress reports written and reported through the principals report	
Plan programme to support learning	Principal / DP /Staff	Teacher Aide	Term 1	
Moderate and analyse the data from the target group to show progress	Principal / DP /Staff		Term 2	
Teachers to reflect on and improve practice with goals linked to appraisal	Principal / DP /Staff		Throughout the year	
Provide professional development opportunities for teachers to reflect and improve on current teaching practice	Principal / DP /Staff	PLD - Professional Development	Throughout the year	
Student involvement through setting goals and reflection of their learning in writing	Principal / DP /Staff / Students		Term 1 - 4	
Ongoing assessment analysis with end of year data to be completed	Principal / DP /Staff		Term 4	

[Charter Document](#)

The Charter Document should be read in conjunction with a number of other key documents which include:

- 5 and 10 year property plans/programme
- The St Andrews Curriculum
- The St Andrews School Strategic Planning Document

- The Budget
- Maori Achievement Policy

BACKGROUND INFORMATION ON THE STUDENT ACHIEVEMENT GOAL & TARGETS

- To meet the requirements of the NAG's (*in particular* NAG 2 & NAG 2A) we need an on-going programme of self-review of student achievement in each curriculum area.
- For our school this is achieved through our TRIENNIAL EFFECTIVENESS REVIEW PROGRAMME. Within this there is an annual curriculum review of student progress in Mathematics and Literacy and a three year review of the other curriculum areas. This meets the requirement (NAG 2 & NAG 2A) to provide an on-going programme of self-review and to report to the school's community on the achievement of students as a whole.
- In all the BOT Curriculum Reports mention will be made of how the class programmes are meeting the learning needs of the students identified as achieving ABOVE and BELOW their expected level.
- At the BOT Annual Meeting the Goals/Targets identified for 2015 are shared with the parent community
- Individual sharing of pupils needs with parents at student/parent interview and at students' report time
- The School has data systems for tracking every student's progress in relation to our student achievement target, and systems for tracking school performance and use of resources Targets. The Board's Analysis of Variance Report on the Targets for 2015 will be presented to the St Andrews School Community at the 2016 BOT Annual Meeting as part of the Board's Annual Report. This report will include school-level data on National Standards under the three heading stipulated in NAG 2A. It will also include the numbers and proportions of students at, above, below or well below the standards, including Maori, Pasifika and by gender (where this does not breach an individual's privacy) and how students are progressing against the standards as well as how they are achieving.

Charter Undertaking

Charter Undertaking - In accordance with Section 63 of the Education Standards Act (2001), the St Andrews School Board of Trustees undertakes to take all reasonable steps (not inconsistent with any enactment, or the general law of New Zealand) to ensure that (a) the school is managed, organised, conducted, and administered for the purposes set out or deemed to be contained in this charter; and (b) the school, and its students and community, achieve the aims and objectives set out in the school charter. This charter has been approved by the Board following consultation with the community and consideration of obligations set down by the National Education Guidelines.

The Board of Trustees sent this copy of the 2015 St Andrews School Charter to the Ministry of Education Christchurch March 2015