

ST ANDREWS SCHOOL CHARTER

2013



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.

Our School Vision

Our district is one which reflects the geographical location in which this community is set – it connects the mountains, sea and land.

This ‘triangle’ is also reflected in our educational vision which seeks to provide a 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.



Our School Principles

The school environment seeks to foster a ‘triangle’ of learning that develop the skills for life-long learning...

We Know	= Knowledge
We Care	= Attitude
We Can	= Skill

Our School Values

Co-o **P**eration

Respect

Citizensh**I**p

Frien**D**ship

Excellence

ST ANDREWS SCHOOL CHARTER AIMS AND OBJECTIVES

The Education Act defines that school charters must include the Board's aim and objectives

AIMS

OBJECTIVES

Student Performance –

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| Curriculum Content | <ul style="list-style-type: none">❑ To give children, within the National Guidelines, the opportunities to learn and progress to the best of their abilities by presenting programmes and activities that are motivating, relevant to their interests, and suited to their individual achievement levels. | <ul style="list-style-type: none">❑ Each year the Principal and staff will develop, revise or confirm aspects of the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the content of the curriculum. |
| Student Progress and Achievement | <ul style="list-style-type: none">❑ To monitor, assess, record and report on children's progress and achievements in ways, which accurately reveal their learning, needs, recognise their achievements, and encourage on-going progress. | <ul style="list-style-type: none">❑ The school's curriculum plan will identify the key purposes, principles and practices for assessing, recording and reporting on children's progress and achievement |

School Performance -

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| Curriculum Delivery | <ul style="list-style-type: none">❑ To provide children with a well-rounded curriculum by ensuring a balanced coverage of the content in each subject and skill area in the national curriculum. | <ul style="list-style-type: none">❑ Each year the Principal and staff will develop, revise or confirm aspects of the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum. |
| Self-Review | <ul style="list-style-type: none">❑ To regularly self-review the school's performance so as to monitor standards and vitalise future direction and progress. | <ul style="list-style-type: none">❑ The Board with the Principal and staff will develop and operate a strategic plan for the management of its operational objectives and development goals. The Board will have a timetable for the ongoing review of its policies and plans. |

Use of Resources -

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| Personnel | <ul style="list-style-type: none">❑ To be a good employer and to promote high levels of staff performance by supporting the provision of staff development programmes intended to enhance the work of the school. | <ul style="list-style-type: none">❑ The Board will prepare policies and plans to appoint quality staff, so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff development and operate a fair and effective performance management |
| Finance | <ul style="list-style-type: none">❑ To use funds to the full advantage of the Schools aims and priorities for children's education and their learning environment. | <ul style="list-style-type: none">❑ The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts. |
| Property & Resources | <ul style="list-style-type: none">❑ To continually update and upgrade teaching and learning resources. To maintain and develop the School's buildings and facilities to ensure a safe, healthy and well-presented environment. | <ul style="list-style-type: none">❑ The Board will comply with the conditions of any current asset management agreement as a good steward of the State's and community's assets and prepare and implement a plan of property maintenance and development, including provision for safety and hygiene. |
| Community Partnership | <ul style="list-style-type: none">❑ To welcome and encourage where appropriate community participation in the life of the school and to inform the community about the school's activities on a regular basis. | <ul style="list-style-type: none">❑ The Board will have a policy concerned with promoting parent-community communications and involvement. |

New Zealand's Cultural Diversity and the unique position of Maori Culture –

Our Charter is required to meet the aims of the Education Act:

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| <ol style="list-style-type: none">1. Developing for the School policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture: and2. The aim of ensuring all reasonable steps are taken to provide instruction in tikanga Maori (Maori Culture) and te reo Maori (Maori language) are provided for full time students whose parents request it. | <ul style="list-style-type: none">❑ All school policies and plans will be implemented in ways that are sensitive to the cultural backgrounds, values and needs of individual children and their families. In consultation with the school's Maori whanau/families, the Board will develop and make available its policies, plans and targets for the advancement of the achievement of Maori students, as required by the National Education Guidelines. |
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STRATEGIC AIMS

for the Period 2013 to 2015

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

STRATEGIC AIMS –

- **Learning to Learn** - To develop, implement, monitor and review programmes and practices that strengthen student achievement.
- **High Expectation** - To provide the opportunities for our students to achieve personal excellence through the principles and values of being future focused with high expectations, learning to learn and engagement.
- **Community Engagement / Inclusion** – To provide a dynamic learning environment for our students by ensuring our students are supported by their families and the wider school community in their educational endeavours
- **Future Focus** - To provide the opportunity for our students to develop the skills for lifelong learning

ANNUAL MONITORING –

- Each year a review of these Strategic Aims will be undertaken by the Principal / Team Leaders.
- This review will be in the form of a report outlining how and when these aims were met during the year.
- This report will be presented to the Board of Trustees in Term Four each year.

THREE YEAR CHARTER DEVELOPMENT STRATEGY

Priority Strategic Goals for the Period 2013 to 2015

This is a 'rolling' plan. Each year's strategic goal/s is confirmed at the beginning of the year.

Strategic goals for subsequent years are tentative pending 'opportunity' adjustments and confirmations at the commencement of the year.

Appropriate forms of documentation for each goal are provided in Annual Plans.

Titles Area	Strategic Goal	2013 <i>Confirmed</i>	2014 <i>Tentative</i>	2015 <i>Tentative</i>
ENGLISH	To develop, implement, monitor and review programmes and practices that strengthen student achievement	<p>Student Achievement Target – To improve students in Years 1-8 capabilities to create, construct and communicate meaning in written forms for various purposes and audiences (National Standards area of Writing)</p> <p>Student Achievement Target – To improve students in Years 1-8 Capabilities to decode words accurately and comprehend what they are reading. (National Standards area of Reading)</p>	<p>Student Achievement Target – To improve students in Years 1-8 capabilities to create, construct and communicate meaning in written forms for various purposes and audiences (National Standards area of Writing)</p> <p>Student Achievement Target – To improve students in Years 1-8 Capabilities to decode words accurately and comprehend what they are reading. (National Standards area of Reading)</p>	<p>Student Achievement Target – To improve students in Years 1-8 Capabilities to decode words accurately and comprehend what they are reading. (National Standards area of Reading)</p>
MATHS	To develop, implement, monitor and review programmes and practices that strengthen student achievement	<p>Student Achievement Target – To improve students in Years 1-8 capabilities to progress in their Mathematic Skills (National Standards area of Mathematic)</p>		<p>Student Achievement Target – To improve students in Years 1-8 capabilities to progress in their Mathematic Skills (National Standards area of Mathematic)</p>
STUDENT ENGAGEMENT	To provide the opportunities for our students to achieve personal excellence through the Principles and Values of being Future Focused, with High Expectations, Learning to Learn and Engagement.	<p>Student Achievement Target – To improve students in Years 1-8 capabilities to reflect on their own learning processes and how they learn.</p>	<p>Student Achievement Target – To improve students in Years 1-8 capabilities to explore significant future focussed issues, such as sustainability, citizenship, enterprise and globalisation.</p>	<p>Student Achievement Target – To improve students in Years 1-8 capabilities to acquire knowledge of te reo Maori.</p>

ANNUAL CHARTER PLAN 2013

For Advancing Student Achievement through School Performance and Resource Management

This plan sets out performance targets for each of the goals identified in the school's 3 year Strategic Plan. These goals are based on analysis of priority needs in our school. At the conclusion of the planning year results will be reported against each target. School Management is responsible for developing, implementing and monitoring programmes and procedures directed towards achieving the targets. The Board does not require that those programmes and procedures be stated in this plan, but expects to be kept informed of such actions as the year progresses.

The Education Standards Act (2001) stipulates three areas for goals and targets: student achievement, school performance, use of resources.

<p style="text-align: center;">2013 Goal</p> <p><i>Taken directly from the 3 year Strategic Plan. Goals are statements which focus on a small number of selected areas for special attention. In turn, Targets specify the particular aspects of those goals to receive attention in a given year</i></p>	<p style="text-align: center;">2013 Target</p> <p><i>Targets are like objectives and by regulation only relate to Annual section of the Charter. They are statements of specific performance intentions which allow a judgement to be made about how successful those intentions turn out.</i></p> <p><i>Where appropriate targets will connect the interrelated aspects of student achievement, school performance and resource management stipulated by the Education Act.</i></p>	<p style="text-align: center;">2013 Results</p> <p><i>Outcomes in relation to targets (stated as "success criteria") are reported in this column at the conclusion of the Annual Charter Plan year. The results include a brief summary of key reasons when performance is markedly higher or lower than targeted</i></p>
<p>Goal Title – English (Writing)</p> <p>To improve students in Years 1-8 capabilities to create, construct and communicate meaning in written forms for various purposes and audiences (National Standards area of Writing)</p>	<p>Student Achievement Target (1) All students who are achieving below the National Standards in writing will make more than one year's progress from the start to the end of the Year.</p> <p>School Performance Target (1) To strengthen teacher's intervention strategies relevant to students needs through introductory and follow up Professional Development, staff meetings to work through techniques and activities.</p> <p>Use of Resources Target (1) To target funding and time to support our teachers to undertake relevant and appropriate interventions to effect change</p>	<p>The School has processes for collating data and tracking every students progress in relation to our student achievement target.</p> <p>The School has systems for tracking performance and use of resources. The Boards Analysis of Data Report on the Targets for 2013 will be presented to the Board of Trustees as part of the Boards Annual Report.</p>
<p>Goal Title – Mathematics</p> <p>To improve students in Years 1-8 capabilities to progress in their Mathematic Skills (National Standards area of Mathematic)</p>	<p>Student Achievement Target (2) All students who are achieving below the National Standards in Mathematics will make more than one year's progress from the start to the end of the Year.</p> <p>School Performance Target (2) To strengthen teacher's intervention strategies relevant to students needs through introductory and follow up Professional Development, staff meetings to work through techniques and activities.</p> <p>Use of Resources Target (2) To target funding and time to support our teachers to undertake relevant and appropriate interventions to effect change</p>	

<p>Goal Title – Student Engagement To improve students in Years 1-8 capabilities to reflect on their own learning processes and how they learn.</p>	<p>Student Achievement Target (3) All students will reflect on their own learning processes and how they learn.</p> <p>School Performance Target (3) To strengthen teacher's intervention strategies relevant to students needs through introductory and follow up Professional Development, staff meetings to work through techniques and activities.</p> <p>Use of Resources Target (3) To target funding and time to support our teachers to undertake relevant and appropriate interventions to effect change</p>	
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Please Note: In developing these targets, care has been taken to ensure that they comply with the Education Act. The Target take notice of internationally supported evidence that makes clear that stable, sustainable and true improvement in students' achievement, particularly for those with special learning and personal needs, cannot be achieved in a single year alone. It requires time, resourcing and continuous focussed attention on improvement by the school with the support of the home. The home situation is an inseparable and critical variable. At St Andrews School we track the progress and achievement of every student, at each year level, in reading, writing and numeracy skills through their successive years of schooling. We take the position that satisfying our Charter Aim, it is a matter of cumulative, sustained annual progress across all years – it cannot be achieved in one year alone. Our target has been developed with full knowledge of and in compliance with the requirements for target setting and reporting as stated in Education Act (1989) Sec. 6 (4) and Sec.87 and NAG 2A. Our data systems foresee the need for detailed analysis in respect to the Target.

ADDITIONAL SUPPORTING DOCUMENTATION

Target:
All students who are achieving below the National Standards in writing will make more than one year's progress from the start to the end of the Year.

<i>What will be done?</i>	<i>Who is responsible?</i>	<i>When will it be done?</i>	<i>Budget</i>	<i>How did we get on?</i>
<ul style="list-style-type: none"> ▪ Teacher Professional Development led by literacy leader and outside facilitator. 	Literacy Leader Staff PLD Facilitator	Term 2 Onward	Staff Development \$6140	
<ul style="list-style-type: none"> ▪ Teacher Meetings and classroom observations/Professional Reading and facilitation through P.D. 	Literacy Leader Staff PLD Facilitator	Term 2 Onward		
<ul style="list-style-type: none"> ▪ Trial and Review Writing Achievement Criteria. Align Writing Criteria with National Standards. (S.A .Framework) 	Literacy Leader Principal Staff	Full Year		
<ul style="list-style-type: none"> ▪ Use Raising Achievement Information in Writing to inform teaching and set consistent expectations across the School. 	Literacy Leader Principal Staff	Full Year		
<ul style="list-style-type: none"> ▪ Target Teacher Aide Time to reflect next steps learning in line with achievement data (SENCO) 	Literacy Leader Staff	Full Year		

Target:

All students who are achieving below the National Standards in Mathematics will make more than one year's progress from the start to the end of the Year.

What will be done?	Who is responsible?	When will it be done?	Budget	How did we get on?
<ul style="list-style-type: none"> Teacher Professional Development led by Numeracy leader and outside facilitator. 	Numeracy Leader Staff Numeracy Facilitator	Term 2 Onward	Staff Development \$6140	
<ul style="list-style-type: none"> Teacher Meetings and classroom observations/Professional Reading and facilitation through P.D. 	Numeracy Leader Staff PLD Facilitator	Term 2 Onward		
<ul style="list-style-type: none"> Trial and Review Knowledge and Strand Achievement Criteria. Align Numeracy Criteria with National Standards. (S.A .Framework) 	Numeracy Leader Principal Staff	Full Year		
<ul style="list-style-type: none"> Use Raising Achievement Information in Mathematics to inform teaching and set consistent expectations across the School. 	Numeracy Leader Principal Staff	Full Year		
<ul style="list-style-type: none"> Target Teacher Aide Time to reflect next steps learning in line with achievement data (SENCO) 	Numeracy Leader Staff	Full Year		
<ul style="list-style-type: none"> Consolidate Numeracy Goals set in 2012. Centralise resources and complete Flashcard resource in line with Strategy Progressions 	Numeracy Leader	Full Year		

Target:

All students will reflect on their own learning processes and how they learn.

What will be done?	Who is responsible?	When will it be done?	Budget	How did we get on?
<ul style="list-style-type: none">Principles consulted upon with the Board of Trustees and Staff	Board of Trustees Principal Staff	Term 2	Staff Development \$6140	
<ul style="list-style-type: none">Where possible, each Inquiry will have meaningful context for learning based around the local community.	Board of Trustees Principal Staff Community	Term 2		
<ul style="list-style-type: none">Where opportunities arise, school will be involved in community events or using community expertise.	Board of Trustees Principal Staff Community	Term 2		
<ul style="list-style-type: none">Trial St Andrews Curriculum Framework to pull together School Wide Criteria and Key Competency development.	Whole Staff	Full Year		
<ul style="list-style-type: none">Monitor Teacher use of the Curriculum Framework so that planning, teaching and assessment are consistent and School wide.	Whole Staff	Full Year		
<ul style="list-style-type: none">Trial and use different "learning processes" across the different learning areas.	Whole Staff	Full Year		

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 2013 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 2013 will be presented to the St Andrews School Community at the 2014 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.