

# Heddon Bush School Charter 2017



## Our Mission

*To ready our children for an ever-changing future, encouraging each child to strive to their full potential  
in all areas of growth and development.*



## *Joy in Learning*

<b>Our Vision</b>	To allow each student to reach their full potential, <b>socially, physically, emotionally, intellectually &amp; technologically encouraging confident, connected,</b> and be actively involved life- long learners.
<b>Our Values</b>	<b>Aroha</b> – friendly, helpful, caring, patient, team player, uniqueness <b>Creativity</b> – think outside the box, individual, expressive, a risk –taker. <b>Excellence</b> – takes risks, knows strengths & weaknesses, tries absolute best. <b>Integrity</b> – respectful, thoughtful, honest, tolerant and reliable. <b>Sustainability</b> – an Enviro School, reduce, reuse & recycle.

## Cultural Practice throughout our school is underpinned by the following principles:

Teachers have high expectations, give regular feedback, provide experiences to help all children understand the Treaty of Waitangi and are sensitive to cultural backgrounds with practice that is non-sexist, non-racist, and non-discriminatory.

Plan the curriculum in order to make connections with values, key competencies and learning areas, encouraging students to look to the future for themselves and the world they live in, and providing learning experiences that connect students with the community.

The Board aims to develop the school policies and practices to reflect New Zealand's cultural diversity and the unique position of the Māori culture.

The Board aims to ensure all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for full-time students whose parents request this.

## Special Characteristics & Priorities

**Our School Culture** – we have a learning environment that is built on positive & respectful relationships.

### High Quality of Teaching

Our goal is to ignite a **passion for learning** for all our students and provide a more **personalised approach to learning**.

To continue to improve **academic achievement & facilitate learning** - this is a priority at our school

We have a **great community** and **parental support**

**Pride in our School** - from students, staff, parents and community

Many **opportunities** provided – such as sporting, academic and cultural opportunities which help student to make informed decisions on learning pathways & extra-curricular choices, when moving to High School.

QEII Covenant - **Horner's Donut Nature Reserve & Enviro School** focus

## National Education Guidelines - Heddon Bush School intends to meet NEGS by:



**NEG 1** - classroom environments are flexible and welcoming, programmes reflect children's different talents, while encouraging their areas to develop

**NEG 2** - inclusive; equality for all through diverse programmes offered

**NEG 3** - emphasis on incorporating technology across the curriculum; promote skills that allow children to access knowledge using a variety of mediums

**NEG 4** - emphasis on oral language particularly in the Junior area and for our ELL Students; close home-school links and strong communication

**NEG 5** - literacy and numeracy given a high priority with these being the main curriculum areas until lunchtime; high involvement with Sport Southland; opportunities to participate in extra-curriculum activities - cultural, sporting & academic

**NEG 6** - consistency of best practice teaching pedagogy for reading, writing, maths; formative assessment & summative assessment

**NEG 7** - use of outside agencies; IEPs; an At-Risk register; close monitoring through formative & summative assessment

**NEG 8** - ensure children have fundamental literacy & numeracy so able to achieve recognised qualification in tertiary sector

**NEG 9 & 10** - Te Reo incorporated in classrooms; Kapa haka group; monitoring of Māori achievement; topics may reflect NZ unique position within the Pacific and internationally



# Strategic Aims 2017 — 2019



Strategic Goals	2017	2018	2019
<p>1. Ensure <i>all</i> students are reaching their full potential and their unique learning needs are being met through a rich and varied curriculum, in a positive &amp; safe learning environment which fosters students social, physical and emotional development.</p>	<p>Review our behaviour management policies and procedures.</p> <p>Review our maths curriculum delivery &amp; assessment across the school.</p> <p>Develop a strategic plan and implement new technologies for student use, introduce the use of google classroom in the senior room.</p> <p>Research &amp; develop approaches to best cater for our students who arrive and leave throughout the school year.</p> <p>Review our Key Competencies &amp; School Values &amp; Motto.</p> <p>Continue to develop as an Enviro school, using this as a vehicle for practical problem solving opportunities for our students.</p> <p>Look to increasingly provide students with learning opportunities in areas they are passionate about.</p> <p>Development of leadership programme for senior students.</p>	<p>Professional learning needs identified &amp; provided for.</p> <p>Leadership programme for senior students continues.</p> <p>Continue to maintain, reflect on &amp; develop our programmes of work to support target groups of students.</p> <p>Reflect on IT development &amp; strategic plan. Establish next steps.</p> <p>Continue to increasingly provide students with learning opportunities in areas they are passionate about.</p> <p>Continue to develop our focus on best meeting the needs of our cohort of students who may leave or join us during an academic year.</p> <p>Enviro school focus continues, providing students to share their learning in this area &amp; extend their leadership skills</p>	<p>Professional learning needs identified &amp; provided for.</p> <p>Leadership programme for senior students continues.</p> <p>Continue to maintain, reflect on &amp; develop our programmes of work to support target groups of students.</p> <p>Continue to increasingly provide students with learning opportunities in areas they are passionate about.</p> <p>Continue to develop our focus on best meeting the needs of our cohort of students who may leave or join us during an academic year.</p> <p>Enviro school focus continues, providing students to share their learning in this area &amp; extend their leadership skills</p>
<p>2. Continue to focus on building <i>educationally powerful connections</i> &amp; communications with parents &amp; whānau to improve learning outcomes for our students.</p>	<p>Consult with school community and seek feedback on our communication relating to learning e.g. reporting &amp; conferences etc. Continue to develop the use of SMS for reporting.</p> <p>Continue to work on developing educationally powerful connections with whānau.</p> <p>Continue to hold a morning tea each term to welcome new families to the community.</p>	<p>Continue to work on developing educationally powerful connections with whānau. Using technology as a way to share learning goals &amp; progress with parents.</p> <p>Consultation of school families to occur in a variety of ways.</p> <p>If it has been successful continue to hold a morning tea each term to welcome new families to the community.</p>	<p>Look for ways to share students learning electronically with families.</p> <p>Consultation of school families to occur in a variety of ways that are most effective for our community.</p> <p>If it has been successful continue to hold a morning tea each term to welcome new families to the community.</p>
<p>3. Focus on improving &amp; developing our appraisal, inquiry, reflection and self -review systems to continue to improve practice.</p>	<p>School wide curriculum reviews to be undertaken by both Principal and lead teachers with student input.</p> <p>Development of knowledge relating to Tātaiako, continue to use the Interlead Appraisal connector as a tool to manage teacher &amp; Principal appraisals.</p> <p>Board to review their promotion of parent engagement.</p>	<p>School wide curriculum reviews to be undertaken by both Principal and lead teachers and involve students and school families.</p> <p>Continue to develop and sustain a culture of a professional learning community.</p>	<p>School wide curriculum reviews to be undertaken by both Principal and lead teachers and involve students and school families.</p> <p>Continue to develop and sustain a culture of a professional learning community.</p>

# Documentation to Support Strategic Aims



## Student Achievement

The following documentation supports Heddon Bush School in improving student achievement:

- \* School Policies & Procedures
- \* Assessment Overviews
- \* Professional Learning Plan
- \* School Signposts
- \* Student records, profiles, formative & summative assessments and reports
- \* Writing, Maths, Reading and Māori Achievement data to inform annual plans and targets
- \* Assembly Student Management System
- \* Curriculum Plans and Overviews
- \* Annual Targets and Plan
- \* School Curriculum Review
- \* Teachers programmes of work, planning, Long Term Plans

## Curriculum Support

The following documentation supports Heddon Bush School in improving curriculum support systems and fostering good community partnerships:

- \* Staff Development overviews
- \* Weekly Newsletter
- \* Board of Trustees reports
- \* School website/Facebook Page
- \* School Information booklets
- \* Home - School Newsletters
- \* Published Writing Books
- \* School brochure

## School Management

The following documentation supports Heddon Bush School in developing good management practices and systems:

- \* Charter
- \* Annual Plans
- \* Performance Management Plans
- \* Annual Budget
- \* BoT Roles and Responsibilities
- \* Meeting minutes - staff, BoT
- \* Strategic Plans
- \* School policies and procedures
- \* EEO Plan
- \* Ten Year Property Plan
- \* School Information and organisation booklets
- \* Self- Review Plan



# Strategic Actions for 2017



Strategic Aim	Action	Completed by	Self -Review/Reporting
<p>1.Ensure all students are reaching their full potential and their learning needs are being met through a rich and varied curriculum, in a positive &amp; safe learning environment.</p>	<p>-Review our behaviour management policy and procedures. Look into alternative approaches and plan implementation.</p>	<p>2017</p>	
	<p>-Develop a new reporting template for reporting in the first three years of school using Assembly.</p>	<p>Term 3</p>	
	<p>- Review our maths curriculum delivery and assessment across the school. Make changes and provide professional development as necessary.</p>	<p>Term 3</p>	
	<p>-After analysis of data, allocate targeted learning programmes accordingly &amp; use of teacher aid hours. Reflect on last year's programmes and decide on the best course of action for our current students. This involves extra support for some cohorts and extension for others. (Including the ALL programme.) This is to be reviewed each term as needs will change.</p>	<p>2017</p>	
	<p>-Monitor closely all those students identified as at risk, using Assembly to do this. Work with Assembly to create a template to do this.</p>	<p>Ongoing Term 1</p>	
	<p>-As with all students data will be gathered &amp; used to make diagnostic, formative &amp; summative assessments on students levels &amp; progress and will be used as evidence to support next learning steps decisions.</p>	<p>Ongoing</p>	
	<p>-Focus &amp; prioritise incorporating Key Competencies &amp; review our School values with the students.</p>	<p>2017</p>	
	<p>-Continue researching examples of leadership programmes/opportunities we can develop and implement some.</p>	<p>2017</p>	
	<p>-Continue to work with our PLG schools Drummond, Waianiwa, Wallacetown &amp; Thornbury. Teachers &amp; principals to meet once a term. Sharing and reflecting on practice.</p>	<p>2017</p>	
	<p>-Planting day with school community at donut with school community</p>	<p>Term 1 or 4</p>	

Strategic Aim	Action		Self -Review/Reporting
<p>1. Ensure all students are reaching their full potential and their learning needs are being met through a rich and varied curriculum, in a positive &amp; safe learning environment.</p>	<ul style="list-style-type: none"> <li>-Begin to incorporate Enviro School philosophies throughout school.</li> <li>-Board to continue to fund 0.4 teacher and two teacher aids to enable flexibility in staffing, ensuring we can release and use staffing to best benefit students learning.</li> <li>-Deep Cove camp held in Feb for Year 7&amp;8 students</li> <li>-Complete regular safety checks of grounds &amp; playgrounds</li> </ul>	<p>Ongoing</p> <p>2017</p> <p>Term 1</p> <p>2017</p>	
<p>2. Continue to focus on building educationally powerful connections &amp; communications with parents &amp; whānau to improve learning outcomes for our students.</p>	<ul style="list-style-type: none"> <li>-Junior teacher to meet with each new entrant parents once new entrant assessment complete for individual conference.</li> <li>-Continue to include online &amp; in our newsletter structured specific ways that parents can support learning at home with both literacy &amp; numeracy.</li> <li>-Develop collaborative relations with parents, being specific in requesting parents support with learning at home particularly for those students identified as being at risk.</li> <li>-Hold morning teas each term to welcome new families to the school.</li> <li>-Survey school families to get feedback on our communication relating to learning e.g. reporting &amp; conferences etc.</li> </ul>	<p>2017</p> <p>2017</p> <p>2017</p> <p>2017</p> <p>Term 3</p>	
Strategic Aim	Action		Self -Review/Reporting
<p>3. Focus on improving &amp; developing our appraisal, inquiry, reflection and self - review systems to continue to improve practice.</p>	<ul style="list-style-type: none"> <li>-Board of Trustees to review their promotion of parent engagement. Using the 'Parental Engagement Student Achievement' article in STA news Oct 2016 as a starting point.</li> <li>-Continue to develop our use of the Appraisal Connector as a tool to reflect, goal set and record professional learning and direct the appraisal process to improve teaching practice. Develop our understanding of Tātaiako within the Teachers Council framework.</li> <li>-Set learning goals, record &amp; reflect on progress towards reaching them as part of our appraisal process.</li> </ul>	<p>2017</p> <p>2017</p> <p>2017</p>	

