

Heddon Bush School Charter 2019



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.*



Where learning is fun

Our Vision	To allow each student to reach their full potential, socially, physically, emotionally, intellectually & technologically encouraging confident, connected, and actively involved life- long learners.
Our Values	We are Kaitiaki (guardians) – looking after and doing our best for our environment We show Aroha – kindness, empathy & maintain our positive relationships We show Respect – to ourselves, each other & our environment We strive for Excellence – doing our best all of the time

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

Teachers build positive teacher/student relationships, 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 students have fundamental literacy & numeracy skills so they are 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 2019 — 2021



Strategic Goals	2019	2020	2021
<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 & safe learning environment which fosters students social, physical and emotional development.</p>	<p>Professional learning needs identified & provided for.</p> <p>Provide our senior students with opportunities to lead and develop these skills.</p> <p>Continue to maintain, reflect on & develop our programmes of work to support target groups of students.</p> <p>Development of both the IT strategic plan & implementation plan for the Digital Technologies curriculum.</p> <p>Continue to increasingly provide students with learning opportunities in areas they are passionate about.</p> <p>Continue to focus on best meeting the social & academic 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 & extend their leadership skills</p>	<p>Professional learning needs identified & provided for.</p> <p>Continue to maintain, reflect on & 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 & extend their leadership skills</p> <p>Implement the Digital Technologies Curriculum.</p>	<p>Professional learning needs identified & provided for.</p> <p>Continue to maintain, reflect on & 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 & extend their leadership skills</p>
<p>2. Continue to focus on building <i>educationally powerful connections</i> & communications with parents & whānau to improve learning outcomes for our students.</p>	<p>Continue to work on developing educationally powerful connections with whānau.</p> <p>Continue to develop our use of our SMS to support student learning.</p> <p>Maintain and continue to develop our open communication between School & whānau.</p>	<p>Look into ways to share students learning electronically with families.</p> <p>Continue to develop use of SMS relating to communication between home and school.</p> <p>Consultation of school families to occur in a variety of ways that are most effective for our community.</p>	<p>Introduce electronic sharing of learning between home and school</p> <p>Consultation of school families to occur in a variety of ways that are most effective for our community.</p>
<p>3. Focus on improving & developing our appraisal, inquiry, reflection and self -review systems to continue to improve practice.</p>	<p>School wide curriculum reviews to be continued by both Principal and lead teachers. Look for ways to involve students and school families more in this process.</p> <p>Continue to develop and sustain a culture of a professional learning community.</p> <p>Board of Trustees will engage in professional development NZSTA provides.</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>

SMS = Online Student Management System

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
- * Ten Year Property Plan
- * School Information and organisation booklets
- * Self- Review Plan



Strategic Actions for 2019



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 & safe learning environment.</p>	<p>-Continue to develop our IT strategic plan and implement the new technologies across the classrooms. Using Google Classroom, Google doc etc as a tool for learning, planning and teaching.</p>	2019	
	<p>-After analysis of data, professional discussion and reflection, allocate targeted learning programmes accordingly & the use of teacher aide hours to meet the learning needs. Reflect on last years' programmes and decide on the best course of action for our current students. This involves extra support for some cohorts and extension for others. This is to be reviewed each term as needs will change.</p>	2019	
	<p>-Monitor closely all those students identified as at risk, using our team drive to record data. As with all students data will be gathered & used to make diagnostic, formative & summative assessments on students' levels & progress and will be used as evidence to support next learning steps decisions.</p>	2019	
	<p>-Make sure our revised values are at the fore of all we do, integrating them into our daily life at school, look at ways to improve this.</p>	On- going	
	<p>-Document our school leadership programme for the senior students</p>	2019	
	<p>-Continue to work with our PLG schools Drummond, Waianiwa, Wallacetown & Thornbury. Teachers & principals to meet once a term. Sharing and reflecting on practice.</p>	2019	
	<p>-Monitor and establish indicators for our restorative approach to behaviour. Complete a more formal reflection at the end of the year or earlier if needed.</p>	2019	
	<p>-Teach and encourage positive learning mindsets throughout our school. This includes growth mindset, a sense of belonging and provide learning opportunities that have purpose and relevance for our students.</p>	2019	

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 & safe learning environment.</p>	<ul style="list-style-type: none"> - Continue to work on our maths focus, we plan to continue to consolidate on our learning in 2018, using learning progressions for planning, developing pathways for at risk students using sets to assess and teach using real life contexts and a balance of open ended questions. -Planting days to be held at Horner's Donut with the community invited. -Continue to incorporate Enviro School philosophies throughout school. -Board to continue to fund two teacher aides to enable flexibility in staffing, ensuring we can release and use staffing to best benefit students' learning. -Deep Cove Camp held for the Year 7&8 in June -Complete regular safety checks of grounds & playground & water testing. -Purchase more furniture to update our learning environment. 	<p>2019</p> <p>2019</p> <p>On going</p> <p>2019</p> <p>Term 2</p> <p>2019</p> <p>2019</p>	
<p>2. Continue to focus on building educationally powerful connections & communications with parents & whānau to improve learning outcomes for our students.</p>	<ul style="list-style-type: none"> -Junior teacher will continue to meet with each new entrant parents once new entrant assessment complete for individual conference. Teachers will make contact with families of students who are new to the school throughout the year also to discuss how they have settled and their learning. -Continue to include online & in our newsletter structured specific ways that parents can support learning at home with both literacy, numeracy & other areas also. -Develop collaborative relations with parents, being specific in requesting parents support with learning at home particularly for those students identified as being at risk. 	<p>2019</p> <p>2019</p> <p>2019</p>	

Strategic Aim	Action		Self -Review/Reporting
3. Focus on improving & developing our appraisal, inquiry, reflection and self -review systems to continue to improve practice.	-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.	2019	
	-Set learning goals, inquiries, record & reflect on progress towards reaching them as part of our appraisal process.	2019	
	-Focus on continuing to develop our positive team culture and values. Investigate and research more about the TEAL approach. Self-management, wholeness and our evolutionary purpose.	2019	
	-As a team work on our communication approaches, how can we improve this across the school.	2019	