

Amisfield School Charter 2018 -2020



Mission:

At Amisfield School
'Together we Achieve'.

Vision:

To be a quality provider of future-
focused education

Values: Respect, Excellence and Commitment.

Amisfield School Priorities:

We believe that encouraging students to do their best and strive for personal excellence enables them to take ownership of, and develop skills for, lifelong learning.

Strategic Goal 1:

Provision of a welcoming and safe environment which sparks creativity and innovation

Our goals to achieve this are:

Strategic Goal 4:

Fostering excellence in Mathematics and Literacy, while providing a balanced range of educational opportunities

Strategic Goal 2:

Enhancement of partnerships with families and whānau aimed at developing individual and collaborative pathways for learning

Strategic Goal 3:

Promotion of individual and cultural identity, recognizing the diverse nature of our community

Strategic Goal 1: Provision of a welcoming and safe environment which sparks creativity and innovation

Expected Outcomes	Actions/ Strategic Priorities
1.1 All children will feel welcome at Amisfield School. Their classroom environment will be a safe place with teachers who respond to their personal and learning needs.	<ul style="list-style-type: none"> Teachers will foster relationships with their students based on mutual trust and respect. Teachers will ensure that school leadership is informed if there are students at risk in their classes. The classroom environment will show evidence of student work Teachers will be in their classes from 8.30 each morning to spend time with their students prior to class and to welcome them. Parents will have the opportunity to share information that may assist teachers in understanding students' needs.
1.2 The PB4L programme will operate in the school and be obvious both in the classroom and the playground	<ul style="list-style-type: none"> Teachers will ensure that the PB4L strategies are used both in the classroom and in the playground. The principal will ensure that students who breach the conditions expected undergo the consequences that are outlined. Parents will be consulted when students are showing signs of continual behaviour interventions.
1.3 Children will feel safe in their environment, Teachers will ensure that children who report any form of abuse: verbal, physical or social will be supported.	<ul style="list-style-type: none"> Teachers will ensure that all students who report abuse have their concerns taken seriously and incidents are investigated. Teachers will also support those students causing concern with the aim of understanding why students are behaving in this way so that the cause can be addressed.
1.4 Relationships with and between teachers and children, children and children will respect the needs of the individual.	<ul style="list-style-type: none"> All staff will ensure that students, parents and other staff are treated with respect. Staff will not discuss students or parents in a disrespectful way.
1.5 Children will be encouraged to take risks with their learning, to be creative and innovative and to try new strategies and ideas.	<ul style="list-style-type: none"> Programmes will offer more inquiry-based learning strategies Programmes will include opportunities for students to create and design. Programmes will give students more choice in their learning. Programmes will include the use of more shared strategies such as Google docs. Programmes will be focused on student-led open-end activities, rather than teacher-designed strategies. A workshop approach will be used for teaching skills.
1.6 Student voice will be valued through teaching and learning processes.	<ul style="list-style-type: none"> Teachers will be expected to encourage student voice and actively ask for feedback. Students will be encouraged to be respectfully honest in the feedback they give.
1.7 Students creative, critical and reflective skills will be encouraged and developed. ICT teaching and learning will be a part of the curriculum and accessible through mobile technologies.	<ul style="list-style-type: none"> Teachers will give students opportunities to be reflective and teach them the skills of evaluating their learning, attitude and work ethic. The school will plan for the continual development of ICT programmes in the school and the introduction and replacement of ICT technologies.
1.8 Ancillary staff, teachers and leaders will ensure that all parents are made to feel welcome in the school.	<ul style="list-style-type: none"> All school staff will ensure that they greet parents, are respectful in their interactions with parents and community and are non-judgemental of parents. The school will ensure that parents have the opportunity to voice their views on communication between the school and parents and that parent views are acted on.

Strategic Goal 2: Enhancement of partnerships with families and whānau aimed at developing individual and collaborative pathways for learning.

Expected Outcomes	Actions/ Strategic Priorities
2.1 Parents and Whanau are well informed and involved in student learning.	<ul style="list-style-type: none"> Year 1- 3 Interim reports and anniversary dates. Year 4-8 Mid-year Term 2 interim and End of year reports. Goal setting is individual and appointments are made on request of teacher and or parent according to needs. Student learning is shared with families and whanau through portfolios and See-saw. Families and Whanau are encouraged to share in student learning. Teachers will ensure that parents and caregivers have the educational information that is necessary to support their children at home.
2.2 Active and positive parent/ caregiver/ whanau involvement and communication throughout the school	<ul style="list-style-type: none"> The school will actively ensure that there are opportunities each term for parents to be involved in the school. The school will ensure that communication is prioritised giving all those involved opportunities to share information aimed at providing the best possible learning opportunities for our children.
2.3 Parents are able to engage with and further develop their knowledge about their child's learning	<ul style="list-style-type: none"> There will be at least one opportunity during the year for parents to have an evening about an aspect of teaching and learning. Parents will be given opportunities to meet with classroom teachers, both formally and informally to access information to support their child's needs and development. Teachers will share literacy and numeracy information, learning packs and activities with parents to support student learning.
2.4 Friends of the School: develop a strong team that contribute to school life.	<ul style="list-style-type: none"> Friends of the school and school staff will together design a strategic plan to support student extra-curricular activities in the school
2.5 Parents are consulted about matters that affect them, such as uniforms, communication, Board decisions, resourcing and environment.	<ul style="list-style-type: none"> Survey aligning to goals and direction for community developed by the Board to ascertain the views of the community through community surveys.
2.6 Parents will be invited to share in sporting, cultural and learning celebrations throughout the year.	<ul style="list-style-type: none"> Encourage parent helpers, coaches and volunteers through pre meeting sessions before the session is played. Communication in the newsletter about who our coaches are once teams have been finalised. Art show and Community BBQ A whole school event where a combined musical/ cultural evening is held for our school community. - Term 3 Choir, Polyfest, Sports, Leadership, Grandparents' Day
2.7 Parents, whanau and community will have regular communication through a variety of media.	<ul style="list-style-type: none"> Fortnightly Newsletters Regular updates on the website informing of new information. Development of Facebook as a vehicle for delivering updated information Use of the app to continue to provide information for parents
2.8 Continue to develop stronger links with our wider community	<ul style="list-style-type: none"> An integral part of our Kahui Ako Active involvement in events in the Tokoroa community. Development of relationship with Raukawa Trust

Strategic Goal 3: Promotion of individual and cultural identity, recognizing the diverse nature of our community

Expected Outcomes	Actions/ Strategic Priorities
3.1 Incorporate and make explicit Tataiako competencies for students and teachers through all learning opportunities.	<ul style="list-style-type: none"> Classroom programmes will reflect Tataiako competencies. Teachers will have opportunities to develop their own learning and understanding about Maori language and history.
3.2 Development and community dialogue that reflects a shared understanding of Maori culture, beliefs and diversity.	<ul style="list-style-type: none"> Marae Trip whole school bi annually Families and Whanau will have the opportunity to share their hopes and aspirations for their children through culturally relevant communication.
3.3 Focus on development of a successful Kapa Haka group	<ul style="list-style-type: none"> Teacher to be designated with responsibility for cultural programmes. Uniforms to be purchased to promote and value cultural identity Tutor to be hired to ensure that the programme is authentic Students will have opportunities to practise and perform
3.4 Focus on development of a successful Polyfest group	<ul style="list-style-type: none"> Teacher to be designated with responsibility for cultural programmes. Costumes to be designed and made to promote and value cultural identity Tutor to be hired to ensure that the programme is authentic Students will have opportunities to practise and perform
3.5 Development of a strategy for the improvement of student achievement for Maori students	<ul style="list-style-type: none"> Strategy will be developed as to ascertaining the needs of Maori students in literacy and numeracy, ways that the needs are to be addressed, involvement of families and whanau and methods for evaluation of success.
3.6 Use of Maori language in the classroom and integrated into classroom programmes	<ul style="list-style-type: none"> A plan will be developed for Maori language in the classroom and how it will be taught. The plan will also include how it will be integrated into classroom programmes. Teachers will be expected to plan and teach Maori language at a basic level.
3.7 Choice of topics reflects individual cultural identity throughout the year	<ul style="list-style-type: none"> Classroom programmes will be planned to choose topics that are inclusive of all students individual and cultural identity.

Strategic Goal Four: Fostering excellence in Mathematics and Literacy, while providing a balanced range of educational opportunities

Expected Outcomes	Actions/ Strategic Priorities
4.1 Increased achievement in Reading, Writing and Maths	<ul style="list-style-type: none"> Data analysed in term 4 each year to identify target groups. Targets will be set according to children identified and progress expected to make. Review will ensure on-going progress for individual learners. SENCO to monitor and communicate progress. Access to outside agencies when appropriate. The school will monitor the on-going learning and progress of all children in reading, writing and maths.
4.2 All children to make good rates of progress working toward their full potential.	<ul style="list-style-type: none"> Student progress will be monitored and teachers will ensure that every endeavour is made to ensure that students work towards their full potential.
4.3 Assessment is targeted and useful for future planning and reporting.	<ul style="list-style-type: none"> Visual (wall) displays will enable students and teachers to connect with their learning/ progress and track their progress. Students can articulate their learning and next steps. The school will ensure that the assessment programme in the school is used to identify and plan for student achievement.
4.4 Formative assessment teaching practices are explicit in the school's teaching and learning programmes.	<ul style="list-style-type: none"> Teachers will keep notes on formative assessment practices that they are using with their students. All summative assessments will also be used formatively by teachers to plan for learning needs
4.5 Students with learning needs are identified and programmes are developed to support their learning.	<ul style="list-style-type: none"> Students with learning needs will have their needs identified. Resourcing, including the use of teacher aides will be linked to identified students and their learning needs. Teachers will ensure that programmes are planned to meet the individual learning needs of their students.
4.6 Professional performance management systems will be based on personal improvement and learning development	<ul style="list-style-type: none"> The performance management system will be developed as a written document and will be shared with the Board of Trustees. The performance management system will reflect the Education Council's Standards for the Teaching profession. Each teacher will have a personal professional development plan. Throughout the year observations, discussion and attestation will be included in the plan Teachers will have opportunities for leadership as well as classroom growth.
4.7 A resourcing commitment to all staff made by the Board of Trustees through the annual budget to develop current pedagogy and knowledge.	<ul style="list-style-type: none"> Throughout the year all staff will have the opportunity to develop in-house, to attend school-wide professional development and to attend relevant courses or go on relevant school visits, depending on both the needs of the school and the needs of the individual.
4.8 An Amisfield School curriculum is developed that meets the community's goals and aspirations and the needs of the students in the school.	<ul style="list-style-type: none"> The school will continue to develop an Amisfield Curriculum in literacy, numeracy and other curriculum areas. Families and Whanau will be consulted and their hopes and aspirations considered in the development of the curriculum. The curriculum will align with the New Zealand curriculum. The curriculum will reflect international best practice.
4.9 In the first two years of school a play-based learning approach will be developed to assist with student learning and development.	<ul style="list-style-type: none"> Teachers will have the opportunity to learn more about the successful use of play-based learning, aimed at improved student outcomes Student motivation and enjoyment will be a key outcome of the programme.

Annual Plan 2019

Educational Priorities

- Development of 'before school programme' – 4 year old programme linking ECE to Amisfield School. Open days April and October.
- Further development of learning motivation, focus on learning (self- management), and general behaviour/ manners through school Mission, Vision statement and development of school values to be a key aspect of this through school assemblies and class follow up.
- ICT : continue the implementation of the ICT plan (year 2)
- Literacy and Numeracy: Moderation and review reflecting target learners achieving below their expected curriculum level, particularly in writing and number. Development of oral language programmes
- Senco register developed, tracked and reviewed to reflect the needs of the school and target areas through specialist teacher/ teaching.
- Leadership: Development of Year 7 and 8 Leadership programme reflecting knowledge and resource development.
- Second Language: Mandarin– specialist teacher working alongside year 5 to 8 students to enhance cultural awareness and language experience.
- PB4L- Ministry of Education contract: reflecting a positive approach to teaching and learning to create a safe space for all learners.

Community

- Quality reporting to parents includes progress and achievement information in plain language.
- A least two parent education evening offered in 2019– Strategic plan and educational initiatives.
- Quality communication with community via regular newsletter, social media and Website.
- School office foyer TV developed so that more information is loaded to share with visitors in conjunction with School Website.
- Promotion of the FOS through newsletter and foyer display.
- Parent Goal setting: Interviews mid-year Year 1– 3 reporting aligned with anniversaries, 6 monthly and yearly. Yr 4-8 mid and end of year.
- School based events; assemblies, sports days, cultural events and special school events.
- Use of facilities for community agencies where applicable—eg Kip McGrath

Maori Dimension and Cultural Diversity

- Expectations for Te Reo use in classes.
- Classroom use of bilingual name tags for objects developed.
- Continue to develop and enhance relationship between Raukawa Trust and school.
- Provide a safe environment for Maori, Pacifica students to reflect their heritage and cultural diversity.
- Emphasis on social and emotional well-being for all our students

Governance

- Further development of learning motivation, focus on learning (self-management), and general behaviour/ manners through school wide Amisfield Values programme. School foundation values to be a key aspect of this through PB4L.
- Regular reviews focusing on quality assessment data and raising student achievement with a particular focus on target area; writing and number
- Professional development programmes reported on to Board each term.
- Policy review continued and confirmed using School Docs
- Financial matters reported on and discussed at monthly meetings. Variations to budget reported and agreed.
- Timely returns of audit and roll return information to MOE.
- On-going effective Human Resource Management via Principal including annual review of job descriptions and performance agreements.

Environmental Priorities

- 10YA: Planning for 2019: repairs to decking, upgrades of roof and some electrical work, main block redevelopment
- Regular building and playground safety checks.
- On-going maintenance of all buildings and grounds.
- Continuation of cyclical Maintenance to ensure buildings and grounds are presentable. Painting of some areas.
- Upgrade of hall facilities to enable more use for cultural events
- Completion of first stages of bike and scooter track.

Targets 2019

BASE-LINE DATA

After 1 year at school	0	0.0%	13	48.1%	14	51.9%	0	0.0%	27
After 2 years at school	0	0.0%	5	27.8%	13	72.2%	0	0.0%	18
After 3 years at school	0	0.0%	7	50.0%	7	50.0%	0	0.0%	14
End of year 4	0	0.0%	6	21.4%	22	78.6%	0	0.0%	28
End of year 5	2	7.1%	9	32.1%	17	60.7%	0	0.0%	28
Year of year 6	3	12.5%	8	33.3%	12	50.0%	1	4.2%	24
End of year 7	5	25.0%	6	30.0%	9	45.0%	0	0.0%	20
End of year 8	4	40.0%	3	30.0%	3	30.0%	0	0.0%	10

The 2018 writing data was of particular concern. We understand that the changes in the way we collected the data, relying on the assessment from "Write That Essay" highlighted the challenges our students were finding with the writing craft.

Our analysis of the data shows that, while students have good reading word recognition this does not transfer into their spelling. A focus on spelling, along with a variety of key strategies will ensure that students are successful in writing.

STRATEGIES

1. Monitoring for all students with the aim of identifying and supporting those with learning needs;
2. Teacher programmes focused on student learning needs and delivered through culturally-responsive programmes;
3. Professional development for teachers in writing, both in-school and within the Kahui Ako;
4. Workshop sessions to address student learning in writing, particularly in year 5 to 8;
5. ALIM approach to teaching with problem-solving and non-ability grouped teaching;
6. Emphasis on developing strong relationships with students and programmes based on students interests;
7. Improve the quality of the writing programmes, by addressing students' bank of known spelling words.

TARGETS

School-wide

- To implement, monitor and review a spelling programme in the school to increase student writing vocabulary by 30% over the year.
- To improve student writing across the school to 65% of students at or above their curriculum level.

Year 1:

- Through incorporating play based learning in the literacy programme, focus on skills towards improving phonetic awareness so that all students will know their letters and corresponding sounds.

Year 2 and 3:

- To move 20% of students who are currently below to at for their writing.

Year 4 and 5:

- To move 10% of the current students to at from below and at least 10% from at to above in writing.
- To increase their writing vocabulary by 50%.

Year 6 and 7:

- To reduce of the number of students below their curriculum level in writing to 15%.

Year 8:

- To move Maori Students by 20% from BELOW to AT in literacy and numeracy.