

Amisfield School

Mission Statement

At Amisfield School "Together We Achieve"



Vision

To be a quality provider of future-focused education

Values

Respect
Excellence
Commitment

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.

We achieve this by:

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

Providing a welcoming and safe environment which sparks creativity and innovation

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

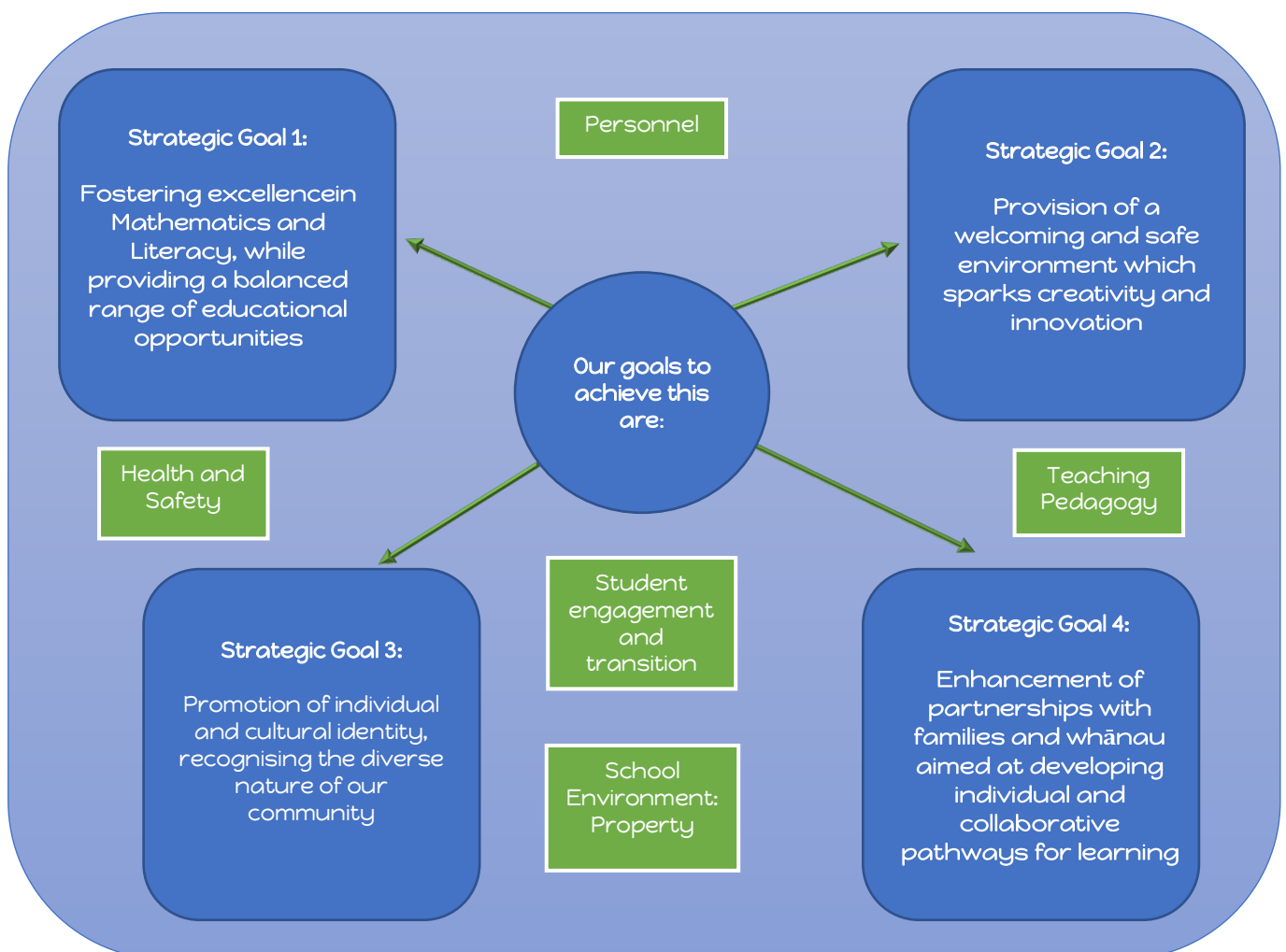
Fostering excellence in Mathematics and Literacy, while providing a balanced range of educational opportunities

Amisfield School Charter 2020-2022



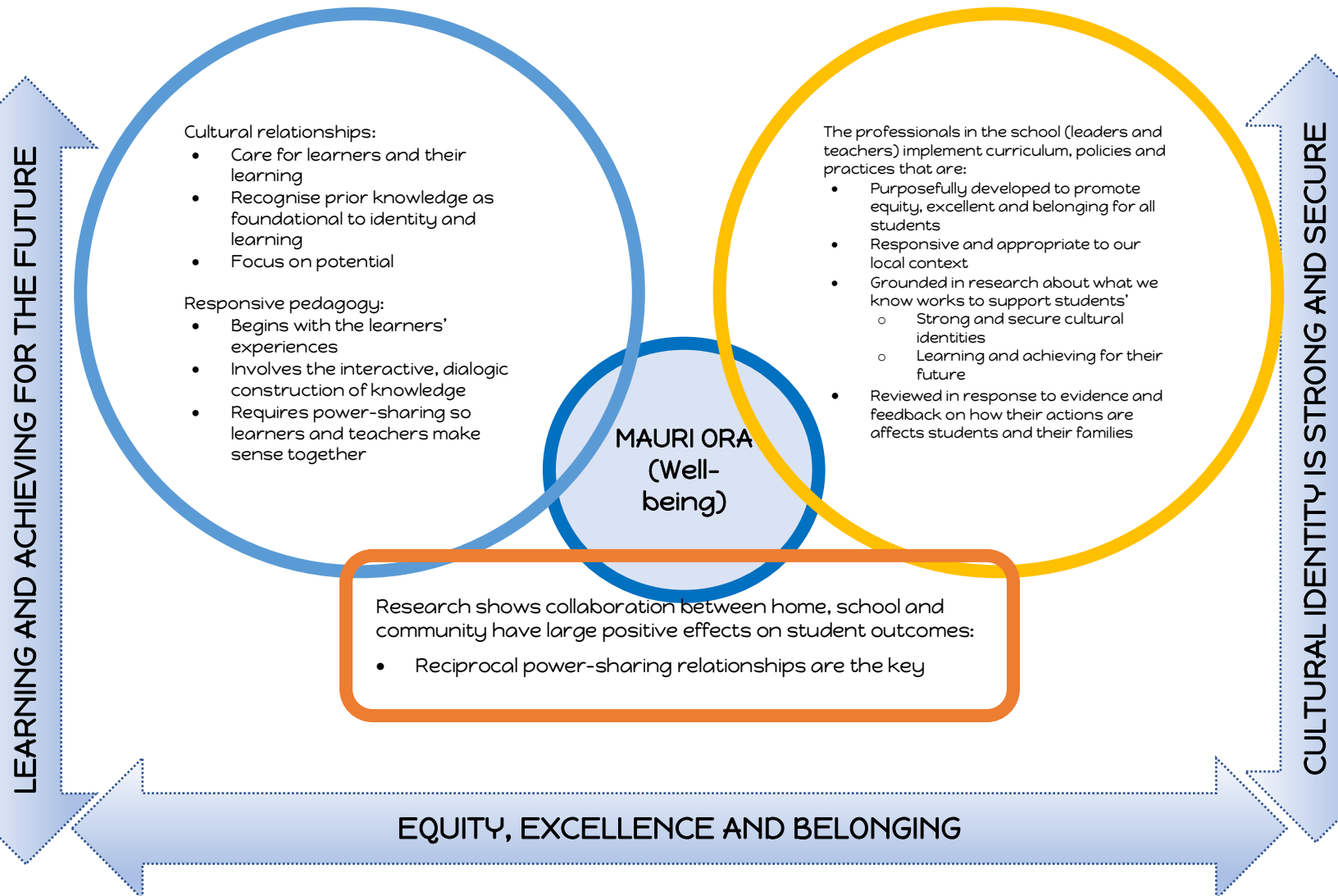
Amisfield School Priorities:

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.



Amisfield School: Our Context for Change

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. To do this we need to create a learning environment that is built on cultural relationships, responsive pedagogy, embedded in local context and community.



Strategic Goal 1: Fostering excellence in Mathematics and Literacy, while providing a balanced range of educational opportunities

Expected Outcomes	Actions / Strategic Priorities	2020 to 2022
1.1 <i>Increased achievement in Reading, Writing and Maths</i>	<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 out-side agencies when appropriate. The school will monitor the on-going learning and progress of all children in reading, writing and maths. 	<ul style="list-style-type: none"> 2020- continuation of the identification programmes for all learners as risk 2020- introduction of Learning Support Teacher will make for a new approach to working with these students and their families Ongoing monitoring of all students will continue with reports to the board regularly
1.2 <i>All children to make good rates of progress working toward their full potential.</i>	<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. 	<ul style="list-style-type: none"> Assessment procedures will continue to be outlined to teachers and they will ensure that all children make good rates of progress, allowing for intervention where needed
1.3 <i>Assessment is targeted and useful for future planning and reporting.</i>	<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. 	<ul style="list-style-type: none"> 2020 - assessment will be used to identify and plan for student achievement in reading, writing and maths. Collated information will be shared with the BOT regularly.
1.4 <i>Formative assessment teaching practices are explicit in the school's teaching and learning programmes.</i>	<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 	<ul style="list-style-type: none"> Teacher plans will include formative assessment and show how plans have been altered to meet student learning needs
1.5 <i>Students with learning needs are identified and programmes are developed to support their learning.</i>	<ul style="list-style-type: none"> Students with learning needs will have their needs identified. Resourcing, including the use of learning assistants 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. 	<ul style="list-style-type: none"> 2020 - teachers will plan for specific programmes to meet student learning needs. This will include programmes delivered by learning assistants.

<p>1.6 Professional performance management systems will be based on personal improvement and learning development</p>	<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 teaching and learning. 	<ul style="list-style-type: none"> • 2020- the performance management system for both teaching and non-teaching staff will be reviewed and developed to meet new employment legislation
<p>1.7 A resourcing commitment to all staff made by the Board of Trustees through the annual budget to develop current pedagogy and knowledge.</p>	<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. • Opportunities will be provided for professional learning for leadership as well as curriculum 	<ul style="list-style-type: none"> • 2020- professional learning will include: <ul style="list-style-type: none"> ○ Oral language ○ Written language ○ Play-based learning ○ Inquiry ○ Collaborative classrooms ○ Using digital technologies
<p>1.8 An Amisfield School curriculum is developed that meets the community's goals and aspirations and the needs of the students in the school.</p>	<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. 	<ul style="list-style-type: none"> • The local curriculum will continue to be developed. For 2020 this will include: <ul style="list-style-type: none"> ○ Literacy, including oral language, written language and handwriting ○ The use of inquiry and play-based learning in classroom programmes
<p>1.9 A play-based learning approach will be developed to assist with student learning and development especially in the first two years of school.</p>	<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. 	<ul style="list-style-type: none"> • In classrooms, but particularly in Years 1 and 2 teachers will become more familiar with using play-based learning as a vehicle for learning • Use of EDUCA and learning stories will share learning with families and whanau

Strategic Goal 2: Provision of a welcoming and safe environment which sparks creativity and innovation

Expected Outcomes	Actions / Strategic Priorities	2020 to 2022
2.1 <i>All children will feel welcome at Amisfield School. Their class-room environment will be a safe place with teachers who respond to their personal and learning needs.</i>	<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. 	<ul style="list-style-type: none"> Teacher handbook will make it clear of the expectations for staff about students at risk, classroom environment and time spent in classrooms. The leadership team will monitor and review implementation. Regular review of classroom environments. Parent meetings detailed at least twice during the year
2.2 <i>The PB4L programme will operate in the school and be obvious both in the classroom and the playground</i>	<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. 	<ul style="list-style-type: none"> Staff meetings twice a term will monitor PB4L in the school - 2020 Teacher given leadership responsibility for PB4L Regular review of the PB4L programme
2.3 <i>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.</i>	<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. 	<ul style="list-style-type: none"> 2020 survey on student health and well-being to identify areas where children are feeling most comfortable, and also those where children are at risk.
2.4 <i>Relationships with and between teachers and children, children and children will respect the needs of the individual.</i>	<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. 	<ul style="list-style-type: none"> Monitoring of interactions between staff and students, between students and between staff and parents should ensure mutual respect is apparent.

<p><i>2.5 Children will be encouraged to take risks with their learning, to be creative and innovative and to try new strategies and ideas.</i></p>	<ul style="list-style-type: none"> • Programmes will offer 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. 	<ul style="list-style-type: none"> • 2020 - teacher in charge of inquiry learning to support staff with the programmes in classrooms • 2020 - emphasis on developing Amisfield School curriculum to include creativity and design • 2020- use of Mindlab and Google classroom strategies for staff • 2020 - use of teacher aides in classrooms to allow for collaborative teaching with workshop approach
<p><i>2.6 Student voice will be valued through teaching and learning processes.</i></p>	<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. 	<ul style="list-style-type: none"> • 2020- survey and review of student voice
<p><i>2.7 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.</i></p>	<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 digital technologies programmes in the school and the introduction and replacement of ICT technologies. 	<ul style="list-style-type: none"> • 2020- professional learning in digital technologies to continue for term 1 • 2020- update of the ICT strategic plan following survey from families and community
<p><i>2.8 Ancillary staff, teachers and leaders will ensure that all parents are made to feel welcome in the school.</i></p>	<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-judgmental 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. 	<ul style="list-style-type: none"> • At least one survey each year to ascertain the view of parents • Regular monitoring of communication, such as Facebook, newsletters, Skool loop to find audience preferences • 2020- staff seminar on working with parents in a culturally responsive way.

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

Expected Outcomes	Actions / Strategic Priorities	2020 to 2022
3.1 <i>Incorporate and make explicit Tataiako competencies for students and teachers through all learning opportunities.</i>	<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. 	<ul style="list-style-type: none"> 2020- all classrooms will have programmes that reflect cultural responsive practice 2020- Teachers will have opportunities for professional learning in Maori language and culture through local initiatives
3.2 <i>Development and community dialogue that reflects a shared understanding of Maori culture, beliefs and diversity.</i>	<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. A cultural kete will be developed that outlines programmes and expectations for the school All programmes will reflect the community values, history and tikanga of Raukawa 	<ul style="list-style-type: none"> 2021 - Marae Trip Hui - Term 2 instead of Marae trip connected to wellbeing survey Cultural kete developed with Kahui Ako Waiata and karakia introduced across Kahui Ako Programmes planned for all classrooms, beginning in 2020 to include local history and culture
3.3 <i>Focus on development of a successful Kapa Haka group</i>	<ul style="list-style-type: none"> A 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 	<ul style="list-style-type: none"> 2020- teacher responsible for cultural programmes 2020 - uniforms have been budgeted for over last two years but not purchased so this needs to be a priority Tutor has been budgeted for in 2019 but no work done to find suitable person
3.4 <i>Focus on development of a successful Polyfest group</i>	<ul style="list-style-type: none"> A 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 	<ul style="list-style-type: none"> 2020- teacher responsible for cultural programmes As Kapa Haka for uniforms and programmes
3.5 <i>Development of a strategy for the improvement of student achievement for Maori students</i>	<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. 	<ul style="list-style-type: none"> 2020- hui in term 2 to work with whanau on local needs School to collect relevant data to share with families on student achievement

		and priorities for learning for hui
3.6 <i>Use of Maori language in the classroom and integrated into classroom programmes</i>	<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. 	<ul style="list-style-type: none"> • 2020- plan for Maori language and culture developed. Share with the Board and community at end of 2020
3.7 <i>Choice of topics reflects individual cultural identity throughout the year</i>	<ul style="list-style-type: none"> • Classroom programmes will be planned to choose inquiries that are inclusive of all students individual and cultural identity. 	<ul style="list-style-type: none"> • Inquiry topics to include cultural identity for 2020 and teachers give feedback on outcomes
3.8 <i>Provision of Te Reo Maori</i>	<ul style="list-style-type: none"> • A teacher to be designated to support Te Reo Maori for students • Teachers will have the opportunity to attend professional learning in a local context 	<ul style="list-style-type: none"> • 2020- teacher hired to teach Te Reo for all classes and support Kapahaka

Strategic Goal 4: Enhancement of partnerships with families and whānau aimed at developing individual and collaborative pathways for learning.

Expected Outcomes	Actions / Strategic Priorities	2020 to 2022
4.1 <i>Parents and Whanau are well informed and involved in student learning.</i>	<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. Teachers will share student learning with families and whanau through portfolios and EDUCA. Students will take increasing responsibility for their own entries into EDUCA. 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. 	<ul style="list-style-type: none"> 2020 - monitoring of EDUCA and the interactions between home and school. Review the effectiveness. 2020- senior students to upload their own work in EDUCA. 2020- March, goal setting for all children with individual plans for learning on shared Google docs - updated during the year.
4.2 <i>Active and positive parent/caregiver/ whanau involvement and communication throughout the school</i>	<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. 	<ul style="list-style-type: none"> Plan for the year to be completed during Term 1 to include all activities where parents can be involved including annual timetable for sporting and cultural events.
4.3 <i>Parents are able to engage with and further develop their knowledge about their child's learning</i>	<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. 	<ul style="list-style-type: none"> 2020 - Term 2 - Parent evening on play-based and inquiry learning 2020- calendar for the year to include reporting and sharing meetings 2020 -monitoring of parent information home and sharing of learning
4.4 <i>Friends of the School: develop a strong team that contribute to school life.</i>	<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 	<ul style="list-style-type: none"> 2020- Term 1. FOS and staff will meet to plan for the year's events

4.5 <i>Parents are consulted about matters that affect them, such as uniforms, communication, Board decisions about resourcing and environment.</i>	<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. 	<ul style="list-style-type: none"> 2020- Board newsletter each term along with survey to enhance consultation between the board and the community
4.6 <i>Parents will be invited to share in sporting, cultural and learning celebrations throughout the year.</i>	<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 should be considered every second year at least Choir, Polyfest, Sports, Leadership, Grandparents' Day are integral to school activities 	<ul style="list-style-type: none"> 2020- Term newsletter from sports co-ordinator to request coaches, share dates for sports and outline policies and procedures 2020 - community barbecue in February 2020 - Art Show at the end of Term 1 Kapahaka and Polyfest tutors to be employed 2020- Grandparents/whanau day term 3
4.7 <i>Parents, whanau and community will have regular communication through a variety of media.</i>	<ul style="list-style-type: none"> Regular Newsletters Regular updates on the website informing of new information. Development of Facebook as a vehicle for delivering up-dated information Use of the app to continue to provide information for parents 	<ul style="list-style-type: none"> Newsletters mostly fortnightly Newsletter put on website when issued Facebook and Skool Loop to update information quickly
4.8 <i>Continue to develop stronger links with our wider community</i>	<ul style="list-style-type: none"> An integral part of our KahuiAko Active involvement in events in the Tokoroa community. Development of relationship with Raukawa Trust 	<ul style="list-style-type: none"> Continue to attend meetings with Kahui Ako and Raukawa

Strategic Goals: Other Factors

Domain	Strategic goals	Core activities and strategies for Achieving Goals: 2020 to 2022
Teaching Pedagogy and Student engagement and transition	<ul style="list-style-type: none"> To ensure that the pedagogical approaches used by teachers are responsive to students' cultures and prior learning, are aimed at critical thinking, and engage students in learning. To ensure that the transition from Early Childhood to school is planned for, considered and addressed 	<ul style="list-style-type: none"> Play-based learning Collaborative classrooms The use of Inquiry learning Digital technologies Development of a local curriculum
Property and Health and Safety	<ul style="list-style-type: none"> To be responsive to the needs of the school and wishes of the school community To meet the health and safety requirements of relevant legislation To plan for maintenance and improvement of the school's buildings and assets within the guidelines required by the Ministry of Education 	<ul style="list-style-type: none"> Garden to Table project Fruit trees in the back playground Next stages of the bike and scooter track completed Innovative funding for modern learning environments Replace carpets in most classrooms Library to take over print resources Re-house print resources and catalogue in library Library upgrade Removal of wall between room 5 and the library Replacement of school bells and phones to allow for more safety aspects in the school Upgrade of bell and alarm systems to better provide for health and safety requirements
Personnel		<ul style="list-style-type: none"> Revisit the appraisal programme for all staff to meet the changes in legislation
Development of school identity	<ul style="list-style-type: none"> To continue the PB4L programme in the school with the aim of teaching and reinforcing expectations of behaviour using positive strategies Encourage FOS to run extra-curricular projects that bring the school together, such as potato day, planting trees, developing the grounds, bike days 	<ul style="list-style-type: none"> Signage for PB4L evident in the school Design a sports uniform for all children Include the motto in Maori as well as English Make new signs for all areas of the school (own designs) Translation of Together we Achieve (Raukawa) Purchase of Sports uniforms
Digital Technologies in our school	<ul style="list-style-type: none"> To develop the ICT strategic plan for the next three years to cater for the improved use of digital technologies in the school 	<ul style="list-style-type: none"> Purchase and updating of Ipads and Chromebooks Revisiting BYOD