



# Charter

2016-2018

Lumsden School Board of Trustees

## Our Vision

Our vision is about what we want our children to do, be, and know by the time they leave Lumsden School:

### Learning for Life

This means....We want to empower our children with skills to contribute positively to our world now, and in the future

This will be demonstrated by....

- Children showing a desire to learn and being inspired and motivated to further their knowledge, skills and understandings
- Children having confidence in themselves and being prepared to move outside their learning 'comfort zone'
- Children having a strong foundation of numeracy and literacy as a springboard for ongoing learning
- Children relating well with others and being 'team players'
- Children showing respect to peers and adults, not just because they 'have to'
- Children being able to use technology to access, identify, organise, and present relevant information
- Children who have the skills and confidence to express their ideas orally and in writing
- Specialised programmes for nurturing the life skills of special needs children
- Programmes aimed at nurturing the potential of ALL children



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## Our Values

### Responsibility

- Having the integrity to be responsible for own actions and consequences, reliable, being accountable for own actions and choices, and having good judgement
- Being responsible to strive for excellence – perseverance, resilience, taking risks and realising potential
- Responsibility to think for oneself – think outside the square, be reflective, curious and innovative

### Respect

- Having the integrity to be honest, trustworthy and loyal
- Compassion, respect for peers, property and elders; showing empathy, self respect and an awareness of others' needs and beliefs
- Respect for diversity of people's views, beliefs and cultures; tolerance
- Having a sense of community – reciprocal partnerships between home, school and children underpinned by respect and a sense of belonging (whānaungatanga), also manaakitanga (respect and hospitality to visitors)

*The statements and goals outlined in this charter have been driven by consultation with and between the board, staff and community, along with a commitment to the government's National Education priorities.*



## School Statement

Lumsden School is a rural contributing school set in Northern Southland.

The school roll is 78, of which 57 are New Zealand European, 11 are identified as Maori, 2 Chinese, 2 Filipino, 2 Fijian, 1 Nepalese, 1 Cook Island Maori, 1 Australian, 1 Sri Lankan (February 2017 figures).

The school is valued as an important place within the wider community. Many individuals and community groups assist with academic, cultural, and sporting opportunities for our children, there being a strong partnership between the community and the school.

Our 'Enviroschool' participation, provision of leadership and responsibility opportunities for children, mixed-age 'House' system activities, and happy and secure learning environment are all examples of our vision and values being 'seen', shaping the character of our school.

Numeracy, literacy, key competencies and positive values and attitudes are seen as pivotal in developing children's motivation and skills for 'learning for life'.

## National Education Priorities

Lumsden School recognises and is committed to the Government's National Education Priorities:

- > Success for all
- > A safe learning environment\*
- > Improving literacy and numeracy
- > Better use of student achievement information
- > Improving outcomes for students at risk
- > Improving Māori student outcomes
- > Reporting student achievement in relation to National Standards

(\* In line with Health and Safety Act 2016)

The school integrates the National Education Priorities at Governance and Operational levels by giving them full consideration when planning school developments or school/class programmes. Literacy and mathematics are recognised as curriculum priorities. Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes.

Teaching and learning at Lumsden School is driven by the NZ Curriculum and clear school expectations based on trustworthy data with a strong evidence base.

## Cultural Diversity

The Board takes ensures learning experiences including Te Reo me ona Tikanga and Pasifika. When developing policies and practices for the school, consideration is given to reflect New

Zealand Cultural diversity and the unique position of the Māori culture is reflected within these

- > Parents of the akonga identified as Māori are consulted with as to how the school best supports their tamariki by way of korerorero and shared kai with staff.
- > Results from school assessments and surveys are collated and recorded and Māori children's progress is tracked. Feedback about student achievement is shared with the board, teachers, and whanau of Māori children.
- > Relationships are established with outside expertise to support our understandings and practices within Te Ao Maori
- > Teaching staff are encouraged and fully supported with professional development to extend their current Te Reo me ona Tikanga capabilities and understandings.
- > Components of Te Reo ona me Tikanga are integrated into all appropriate aspects of the school curriculum and school life.
- > Māori akonga are tracked for Te Reo development and proficiency throughout their schooling

*Note - Should parents request that their children be taught in the medium of Te Reo Māori, the school will; Refer to Resource Teacher of Māori for advice and assistance; support an application for dual enrolment at the Correspondence school; provide professional development to increase staff capability to teach Te Reo*





## Strategic Goals 2016 – 2018

<b>Goal 1: That all children will make at least a year's progress every year in relation to the National Standards and the New Zealand curriculum</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<i>Strategies (detailed in annual planning)</i>			
Target ALiM 2 students achievement in Mathematics (NAG 1)	✓		
Target student achievement in Writing (Nag 1)	✓	✓	✓
Target Senior Reading (Year 5, 6) achievement	✓	✓	
Team effectiveness professional learning focus (NAG 3)	✓		
Literacy professional learning focus (NAG 3)	✓		
Review delivery of Integrated Learning Areas	English, Health and PE	Technology, The Arts	
Develop the use and effectiveness of ICT as a teaching and learning tool (NAG 3, 4)	✓	✓	
<b>Goal 2: Children's learning success will be maximised through a safe, high quality learning environment</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<i>Strategies</i>			
Parent Contributions to maintain/assist the implementation of high quality learning experiences (NAG 4)	✓	✓	✓
'Friends of the School' – To include broader participation of parents to enhance children's learning (NAG 1)	✓	✓	
Review and develop Health and Safety monitoring systems in line with Health and Safety 2016 Act (NAG 5)	✓		



<b>Goal 3: We will provide all children with a rich variety of high interest, meaningful learning experiences to improve achievement outcomes</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<u>Strategies</u>			
To continue to develop teaching and learning to cater for high achievers and Gifted and Talented children (NAG 1)	✓	✓	
To extend Te Reo me ona Tikanga experiences in line with the vision of Ka Hikitia (NAG 1)	✓	✓	
To provide safe EOTC experiences which develop key competencies as well as academic outcomes (NAG 1)	✓	✓	✓
To provide quality instruction in swimming (NAG 1, 5)	✓	✓	✓
To plan and implement integrated learning which caters for a range of learning styles and appeals to student interests (NAG 1)	✓	✓	✓
To make liaise with Northern Southland College to enrich senior children's learning and improve transition (NAG 1)	✓	✓	✓
<b>Goal 4: Children and staff will enjoy a safe and positive Lumsden School culture that is continually fostered</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<u>Strategies</u>			
New board members are fully inducted and supported in their roles (NAG 3)	✓	✓	
Staff EEO surveys completed (NAG 3, 5)	✓	✓	✓
Student emotional safety and well-being surveys completed (NAG 5)	✓	✓	✓
Behaviour management procedures linked to school values (NAG 5)	✓	✓	✓
House system used to promote whānaungatanga and tuakana teina relationships along with student leadership and co-operation (NAG 1)	✓	✓	✓
Maintain a deliberate positive tone and celebration of achievement and self-worth within our school for all students (NAG 1, 5)	✓	✓	✓
Provide a range of school-wide learning experiences and opportunities for children beyond their own classroom walls and school hours (NAG 1)	✓		



## Annual Plan: Strategies for improving student achievement

### NAG 1: Curriculum (SPG = Strategic Plan Goal)

Desired Outcome/Strategy	2017 Implementation What will we do? When?	Outcomes
<p>Target Year 2 and Year 6 achievement in Literacy (SPG 1)</p> <p>Review and improve the delivery of Technology and The Arts across the school, and report to the BOT on students achievement in these areas ( SPG 1)</p> <p>Develop the use and effectiveness of ICT as a teaching and learning tool (SPG 1)</p> <p>Extend Te Reo me ona Tikanga experiences in line with the vision of Ka Hikitia (SPG 3)</p> <p>Begin to work together with Community of learning Schools to achieve shared Achievement Challenges to improve Student Learning</p> <p>Implement new behaviour management procedure to lift student engagement in learning (academic and key competencies) (SPG 4)</p> <p>Review and improve reporting format for reporting to parents and the child/ren's achievement</p>	<p>Ref Achievement Target Plan (over)</p> <ul style="list-style-type: none"> <li>• Allocate professional learning time (Staff meetings) to update areas of the Technology and The Arts Curriculum through an Inquiry Process, in line with best practice and programme development . Technology (Term 2); The Arts (Terms 3)</li> <li>• Whole School professional development focus— MoE-funded PLD (40 hours) along with school budget allocation (40 hours) to work with facilitator Mark Herring to focus on effectively using ICT as a tool for teaching and learning. Action plan for this to be completed March 2017</li> <li>• Implement strategies in line with Ka Hikitia and its 5 main principles. Monitor our progress using Hautu self review tool. Scheduled P.D. Staff meeting termly to co-implement and support teachers to extend own knowledge, understanding, confidence.</li> <li>• CoL leadership roles allocated March 2017. CoL schools involved in action planning to implement achievement challenge strategies following these appointments</li> <li>• Implement strategies inline with our new school behaviour management plan. Staff professional development with the new plan and how it works, with support from MoE Behaviour Advisor. Staff to each have a behaviour management procedure booklet specifically detailing our behaviour plan and resources to use. Andrew to support staff as needed with this. (Ongoing)</li> <li>• Review and implement new reporting format that is clear for parents and students and reflects our schools vision. Use of MUSAC design team to support this (Term 1)</li> </ul>	





## NAG 2: Documentation and Self Review

Desired outcome/Strategy	2017 Implementation What will we do? When?	Outcomes
<p>Develop a Governance Framework as a guiding document for Board of Trustees</p> <p>Review delivery of Technology, The Arts (SPG 1)</p> <p>Review and improve Emergency Management practices</p> <p>Review policies and procedures as per review timetable</p>	<ul style="list-style-type: none"> <li>• Work with NZSTA advisor to review and develop a Governance Framework</li> <li>• Review Integrated teaching and learning practices to check and ensure alignment with Essence Statements and school-wide goals. Technology term 2; The Arts term 3.</li> <li>• Review Integrated teaching and learning practices to check and ensure alignment with Essence Statements and school-wide goals. Technology term 2; The Arts term 3.</li> <li>• Implement new knowledge about Health and Safety Act (documentation, practices, reporting etc) (Terms 1 –3). Hold Emergency Day drills with support from Emergency Services (Term 1)</li> <li>• As per policy/procedure review timetable (ongoing)</li> </ul>	

## NAG 3: Personnel and Employment

Desired outcome/Strategy	2017 Implementation What will we do? When?	Outcomes
<p>All teachers develop greater confidence, skills and knowledge in the use of digital learning to improve achievement.</p> <p>All teachers will be gathering evidence to demonstrate good practices against Practising Teacher Criteria</p> <p>All teachers will be able to use the Progress and Consistency Tool effectively to support overall teacher judgements about student achievement</p> <p>There will be Māori representation on the Board of Trustees to support the vision of Ka Hikitea</p> <p>Induct new Board members to support them in their new roles (SPG 4)</p>	<ul style="list-style-type: none"> <li>• All-teacher PLD focus, working with facilitator from Using Technology Better, including allocated staff meeting time for peer support and sharing good practice. Provision of opportunities for staff to attend relevant workshops/courses; Use of specialist support for advice and guidance; Incorporation into Teacher Inquiry practices.</li> <li>• Allocated staff meeting time for peer support and sharing how we are collecting evidence. Use of Tataiako alongside PTCs to help develop teacher competencies.</li> <li>• Professional learning around use of PaCT tool for improving OTJ accuracy and consistency (Mentor school—Otatarā). Use for Writing 2017, timed in conjunction with data gathering for reporting (twice a year)</li> <li>• Co-option of Māori parent who has strong interest in Māori students achieving success as Māori</li> <li>• STA information provided to new members, along with opportunities to attend induction workshops. 'Buddy' with current members to learn about aspects of their role.</li> </ul>	



## NAG 4: Finance and Property

Desired outcome/Strategy	2017 Implementation What will we do? When?	Outcomes
<p>Provide sufficient ICT resources so that every child in the school has quality opportunities to develop their digital learning skills (SPG 1)</p> <p>To plan and action a property project to improve the school environment through the use of current 5 Year Property Allocation.</p> <p>To liaise with Friends of Lumsden School to fundraise to assist meeting budget priorities (SPG 2)</p>	<ul style="list-style-type: none"> <li>Commence 3 year Leasing Cycle through Equico in line with our ICT Strategy and to support our PLD plan (iPads, Chrome Books) to increase children's quality access to digital learning opportunities (Devices acquired Term 1)</li> <li>Liaise with School Support (Property Manager) and MOE for 5 Year planning, including update of 10ypp</li> <li>Board rep attending FoLS meetings. FoLS minutes tabled at BOT meetings.</li> <li>BOT—FoLS communication re fundraising needs and priorities.</li> </ul>	

## NAG 5: Health and Safety

Desired outcome/Strategy	2017 Implementation What will we do? When?	Outcomes
<p>New guidelines for managing Student behaviour put into practice (SPG 4)</p> <p>Review and improve Emergency Management systems</p> <p>Provide quality instruction in swimming (SPG 3)</p> <p>Implement police vetting to include parent helpers attending EOTC experiences.</p>	<ul style="list-style-type: none"> <li>New school behaviour procedure developed and put into a user-friendly 'hand book' and familiarise with staff—Term 1. Ongoing review of new guidelines with support from MoE Behaviour Adviser.</li> <li>Update Emergency Plan into one user-friendly 'hand book' and familiarise with as staff. Hold an emergency day in liaison with Lumsden Police to practise procedures in Term 1.</li> <li>Students to participate in Swim Safe lessons (10 lessons) with a qualified instructor—Ang Rye leading the programme in Term 1.</li> <li>Put information out to parents inviting them to consent to vetting should they wish to participate in EOTC events as helpers—Term 1</li> </ul>	





# Student Achievement Targets

**Curriculum Area:** Literacy

**Baseline Data:**

**Strategic Goal:** That all children will make at least a year's progress or more in relation to the National Standards and the New Zealand Curriculum.

December 2016 data shows that 6 of this year's Year 2 students (4 boys, 2 girls) were 'below' in Reading, and the same students were also 'below' in writing.

**Achievement Targets:**

- ⇒ That by the end of the year, all Year 2 children who were 'below' their National Standard in Reading and Writing in December 2016, will be 'at' their National Standard for both.
- ⇒ That by the end of the year, all Year 6 children who were 'below' their National Standard in Reading and Writing in December 2016, will be 'at' their National Standard for both.

The data also shows that 3 out of 8 of this year's Year 6 students were 'below' in Reading in December 2016. All are boys. Two of these boys were also 'below' in writing.

Action	Who	Costs	Timeframe	Expected Outcomes
Use of new Progress and Consistency Tool (PaCT) to achieve greater consistency of Teacher Judgement	All teachers		Begin Term 1	Progress over time will be clearly seen and needs identified and addressed. Children will be able to explain own learning steps.
Set as achievement challenge within community of Learning (As agreed at CoL meeting Feb 2016)	Principal and teachers		Ongoing	Increased teacher knowledge, understanding and confidence, and improvement in outcomes for boys as a result.
Use of Teacher Aide support in these classes to support writing development, as these children have a high level of dependency.	Room 1 and 4		Ongoing	Increased support for, and engagement by learners to foster progress
Use of Literacy Tutor will also provide an important 'boost' to those children achieving 'below' their standard.	Jennifer (Tutor)		Ongoing	Progress of 'at risk' learners accelerated through supplementary teaching.
The RTLit specialist will work with teacher and with individual students. ( 5 of the 8 Year 6 students)	Room 3		Ongoing	Progress of 'at risk' learners accelerated through supplementary teaching.
School-wide spelling Programme (Bring Spelling Alive)	All Teachers		Ongoing	Increased achievement through sequential development steps, school-wide consistency and effective monitoring system
Digital Learning PLD to include sub-focus on improving Boys Literacy	All teachers		Ongoing	Increased engagement and achievement for Target groups in Literacy