

2019-2021

LUMSDEN SCHOOL CHARTER



Our Vision: *Learning for Life*

This means... We want to empower our children with skills and attributes to contribute positively to our world now, and 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 '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 being able to use Digital Technology to access, identify, organise, present, create, problem-solve and collaborate



The statements and goals outlined in this charter have been driven by consultation with and between the board, staff and community (Term 4, 2018), along with a commitment to the government's National Education priorities.

Our Expectations

We are kind

Kind to ourselves, others, the environment, the Community kind, the Learning kind

We always try our best

School Statement

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

The school roll is 85, of which 60 are New Zealand European, 12 are identified as Māori, 2 Chinese, 3 Filipino, 1 Nepalese, 2 Australian, 1 Sri Lankan, 1 Indian, 2 Dutch, 1 Fijian (February 2021 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 provision of leadership and responsibility opportunities for children, mixed-age Whānau Group activities, and happy and secure learning environment are all examples of our vision and expectations being 'seen', shaping the character of our school.

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 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.

Cultural Diversity

Learning experiences include Te Reo me ona Tikanga and Pasifika are a part of what we do at Lumsden School. Policies and practices for the school reflect New Zealand Cultural diversity and the unique position of te ao Māori is reflected within these.

- Parents of the akonga identified as Māori are consulted as to how the school best supports their tamariki by way of korero 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 Māori.
- 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
- Should parents request that their children be taught in the medium of Te Reo Māori, the school will consult the Ministry of Education while a suitable plan is created for implementation in 2022.



Strategic Plan

Strategic Goals 2019-2021 What do we want to achieve?	Desired Outcomes What will this look like if we get it right?	Where are we now?	Required Actions What do we need to do to get from where we are now to where we want to be? (Resourcing, skills etc.)	Strategic Actions How will we do this? (Refer Annual Plan section)	Monitoring Goal progress How will we know we are getting this right? What will we need to measure?
All students will progress and achieve to their highest educational potential	-Equitable distribution based on gender and ethnicity	<u>December 2020 Data</u> Reading: 87% achieving within or exceeding their NZC level Writing: 73% achieving within or exceeding their NZC level Maths: 72% achieving within or exceeding their NZC level	Accelerate the progress of our 'At Risk' learners in Literacy and Numeracy, so that they are achieving within or beyond their expected NZC level: As at February 2021 <ul style="list-style-type: none"> • Reading -9 students • Writing - 20 students • Maths - 20 students Sustain the 'above expectation' progress of the children who were achieving beyond their expected curriculum levels at the end of 2020.	-Through quality teaching and learning -Through quality transitions -Cultural Responsiveness -Tuakana Teina: younger and older students working together. -PB4L -PE/ Health -Agricultural and Environmental integration throughout curriculum -Wise use of digital technology as a tool -Play based learning	Overall teacher Judgement progress checks (three times annually) to gauge progress against curriculum levels.
All students will be fully engaged in their learning	-Happy contented students -No off task behaviour -Self motivated, inspired focussed learners	An engagement monitoring tool has been set up at start of 2019, using 'Engagement Bands' to assess student engagement levels. While most children are in the upper bands (above 50%) as at March 2019 approximately 20% of students (mostly boys) were less than 50% engaged during independent writing tasks.	School-wide Inquiry into how we can increase student engagement levels, particularly for students staff have identified as being within a low engagement % band. Inquiry will include needs-aligned strategies, and monitoring progress against engagement bands (through teacher observation and moderation, and student voice).	-Wise use of digital technology as a tool -Play based learning	Teacher observations, learning conversation, teachers' peer observations, student voice will indicate engagement shifts.

Annual Implementation Plan

Strategic Goal 1: All students will progress and achieve to their highest educational potential

Outcome	What will we do, When?	Progress
1.1 'At Risk' learners will have made accelerated progress, i.e. more than year's progress in relation to curriculum levels	<ul style="list-style-type: none"> ● Refer Annual Achievement Targets ● At risk students will be monitored closely by the leadership team and class teachers, progress discussed at staff level twice each term, additional supports put in place as required ● PLD for teachers to support learners throughout the year ● Effectiveness of supports put in place reviewed at the end of each term 	
1.2 Children will experience stream-lined transitions from ECE-school, school-school, so that learning momentum is not compromised	<ul style="list-style-type: none"> ● FiNSCoL focus on improving transitions - Cross ECE and school sharing effective practice in line with common understandings about what effective transitions look like ● Monitor effectiveness of transitions through student, teacher and parent voice, along with achievement data ● Encourage visits from children and parents prior to enrollment ● Communicate closely with NSC regarding student data and specific needs 	
1.3 'Above Expectation' students will show rates of progress which match or supersede their previous year's progress rates	<ul style="list-style-type: none"> ● Monitor progress of these students from term to term ● Create learning opportunities which are high-interest and meaningful, aligned with their curiosities and learning styles ● Create conditions for agentic learning ● Foster the development of their learning dispositions ● Extend and enrich through the use of digital technology 	
1.4 Our Māori students will have achieved as Māori, i.e supporting Māori to stand confidently in both worlds	<ul style="list-style-type: none"> ● Commitment to embedding cultural responsiveness in Curriculum Planning (relevant, engaging, rewarding) and Review practices (e.g. Hautu Review Tool) ● Consultation twice yearly, with whānau ● Providing authentic experiences in te ao Māori for all students 	

Strategic Goal 2: All students will be fully engaged in their learning

Outcome	What will we do, When?	Progress
1.1 All students will show high learning-focus % time, and those with a low % in Term 1 will have increased it throughout the year.	<ul style="list-style-type: none"> ● Teachers to monitor engagement levels of students in their class through a school-wide monitoring system, updated termly ● Students identified as having low learning-focus % have needs-aligned strategies to increase motivation and focus. Student voice used to help inform these strategies ● Use of new break-out spaces to foster learning engagement 	
1.2 All students will have improved capacity to engage in collaborative and problem-solving skills	<ul style="list-style-type: none"> ● Implementation of meaningful play-based learning activities, in the Junior School in particular ● Use of digital technology to provide enriching and high-interest collaborative and problem-solving learning activities ● Actively seeking real-life contexts to enrich children's opportunities to engage in collaborative problem solving ● Digital curriculum to be implemented and refined 	
1.3 There will be increased positive behaviour for learning	<ul style="list-style-type: none"> ● Year 2 PB4L training for all teachers ● Implementation of school-wide acknowledgement system to embed positive culture in relation to our school expectations: <i>We are Kind, We always try our best.</i> ● School-wide data collection system in place to monitor student behaviour and help inform behaviour teaching 	
1.4 Children will all be able to state what is important to their well-being/ Hauora, and what has fostered it during the year	<ul style="list-style-type: none"> ● School-wide PLD focus on developing Health and PE with attention to all strands of this curriculum ● Teaching and learning underpinned by the principles of Whare Tapa Whā, with deliberate strategies to support children to strengthen all four 'tapa' (walls) - Tinana (Physical), Wairua (Spiritual), Whānau (Family), and (Henengaro) Mental Health ● Use of Google Form to harvest Student Voice 	

Achievement Target and Planned Actions 2021

Strategic Goal: All students will progress and achieve to their highest educational potential			
Annual Objective: 'At Risk' learners will have made accelerated progress, i.e. more than a year's progress in relation to curriculum levels.			
Target: The group of 20 students who have been identified as 'not on track' to achieving at their expected curriculum level in Writing will all have made over a year's progress in terms of curriculum level criteria by the end of the year. A secondary target group of 6 students within this group of 20 who have not already received additional learning support will be monitored and reported on separately.			
Current Progress Point (Start of 2021)		Targeted progress Point (End of 2021)	
2 x Year 2 children working Pre-Level 1		At level 1	
8 x Year 4 children working within Level 1		Within Level 2	
4 X Year 5 children working at early level 2 or below (2 at Level1)		Early Level 3	
6 x Year 6 children at level 2 or below (2 at early level 2))		Within Level 3	
Planned Actions for Accelerated Outcomes:			
When	What	Who	Indicators of Progress
Term 1	Identify specific next steps with regards to each child's writing skills	Class Teachers	Tracking system commenced for Target Group with initial learning information
	Implement and provide additional supports as required to supplement classroom programme	Class Teachers, Literacy Tutor	Timetable implemented to include support for targeted children. Feedback and data received from Literacy Tutor
	Liaise with parents to discuss goals and strategies, and how parents can help	Class Teachers	Parents informed and involved in supporting their child's learning focus
Term 1-4	PLD (led by principal) to support consistency in moderation and in making writing OTJs	Class Teachers, Principal	Consensus of level based on evidence
Term 2-4	Review progress termly; Staff meeting sessions twice termly dedicated to writing	Principal, Class Teachers	Inclusion of Writing Target Review and progress on staff meeting agendas and minutes
	PLD opportunities for staff to support implementation of teaching strategies to accelerate progress	Teachers, support staff	Staff will have accessed external expertise, implemented any new strategy and fed back at staff meeting
	Implement strategies to increase engagement levels and monitor these levels throughout the year	Class Teachers	Engagement tracking system will show positive engagement shifts throughout the year, and this will correlate with improved learning outcomes