

# Springston School Charter 2019-2020



'Inspiring excellence and outstanding character'

## Articulate: "Express yourself"

A Springston learner is articulate because we value effective communication.

## Accepting: "Respect and value others"

A Springston learner is accepting because we value cooperation and diversity.

## Accountable : "It's up to me"

A Springston learner is accountable because we value personal responsibility.

## Adaptable: "Willing to change"

A Springston learner is adaptable because we value flexibility and innovation.

## Adventurous: "Take a risk"

A Springston learner is adventurous because we value curiosity and challenge.



## Springston School Charter 2019-2020

# ***Inspiring Excellence and Outstanding Character***

School ID: 3516  
email: principal@springston.school.nz

Period: 2019 - 2020  
Phone: 03 329-5724

### **Charter and Strategic Plan**

and in this strategic plan expand on the actions and measures taken and required for each of the strategic areas of the charter. The school will also focus on 'business as usual' as this is taken as a basic requirement and expectation. Beyond this it will follow the national curriculum covering all curriculum areas and with a special emphasis on achievement in literacy, numeracy and science. School priorities will be identified through the school's programme of self review, Community Consultation and analysis of student needs. The school will meet obligations of the National Administration Guidelines through its strategic plan. Learning will be at the centre of all learning. Focus will be on developing quality relationships within and across our community and providing rich and powerful teaching and learning experiences based on effective "Best Practice" research. The charter objectives have been developed after consultation with our community, research into best practice, participation in up to date research and consideration of the vision, values and beliefs of the revised New Zealand Curriculum. This charter was ratified at the Springston Board of Trustees on 4th April 2018. This document is dynamic and under continual review. We, the school and community seek to provide the best educational opportunities for the pupils of Springston School.

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(Principal)

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is a Grade U4, state, co-educational, full primary school located just 25 km from Christchurch. The westward migration has seen a considerable increase in the size of the school. The opening roll for 2019 was 218 and the roll is expected to be operating. The school presently operates 10 classrooms, which are divided into four Learning Teams. By the end of the year there will be 15 two relocatable classrooms were upgraded to flexible learning environments. Plans this year exist to develop a further two relocatable classroom blocks to ensure they reflect the principles of a modern learning environment. The Ministry of Education funded four new teaching spaces were completed and fully operational classrooms with permanent spaces.

has several part time teachers including a SENCO, ORS, and Leadership release. The school has a strong focus on learning and the coordinator undertakes this role. The Deputy Principal and Team Leaders share the responsibility for curriculum, achievement, and the school. Teachers are supported by a dedicated group of support staff which includes the Office Manager, Learning Support, and a Library Assistant.

has a strong commitment to the Treaty of Waitangi and teaching programmes reflect this. 7.4% of students identify as Māori and the school caters for over 50 Year 1-8 students. In 2013 all teaching staff completed Level 2 Te Ara Reo through the Wānanga and many have continued their learning and completed Level 3.

Resources are provided to support students in their learning at Springston School and to raise achievement. The Board of Trustees and the school operates a comprehensive teaching inquiry programme that looks at Best Practice. *"Best practice comes from people, it comes from teachers thinking differently about teaching and learning, having professional conversations about what they do."* (Hattie 2009)

The focus on pastoral care at Springston School, focused on the needs of the children and raising student achievement. Pastoral care at the school is based on the principles of Restorative Practice, with the Peer Mediation Programme being implemented designed in line with the latest pedagogy in the New Zealand Curriculum. Springston operates a thematic/big idea learning programme.

is supported by our community who fundraise to support the purchase of resources, as well as playing a welcoming role with visitors.

The school has a positive relationship with the staff and wider community, They have undertaken professional development to improve learning outcomes for all students.

Springston Strategic Goals 2019-2020  
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Inspiring Excellence and Outstanding Character

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**Articulate**  
“Express Yourself”

Springston children are articulate learners and communicators who think, question, challenge and share their ideas effectively. They are open to new learning, able to reflect and negotiate change together.

**Adaptable**  
“Willing to Change”

Springston children are receptive to change. They are able to apply their knowledge and skills in a forward thinking progressive manner. They are receptive to ideas and are willing to utilise and apply them as needed. Springston children will employ social and cooperative skills constructively and will adapt to ~~with different situations~~

**Accepting**  
“Respect and Value Others”

Springston children respect and value others. They understand differences and have a global perspective. Springston children have a sense of self worth and empathy towards others, They are aware that their words and actions effect others.

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A Springston Learner is Articulate because we value **effective communication**

A Springston Learner is Adaptable because we value **flexibility and innovation.**

A Springston Learner is Accepting because we value **cooperation and diversity.**

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**Key Performance Indicators**

- Student Achievement
- Quality Relationships
- Professional Excellence
- Quality Learning Experiences
- Pride in and engagement with the environment

Springston Strategic Goals 2019-2020  
Community

Environment

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**Because we believe:**

Our pro-active approach will allow us to build and maintain links within and beyond the school and enhance a collective understanding of our vision.

We will establish effective and reciprocal relationships. These will be supported by clear and open communications, enabling all to be fully informed.

Our school will be open to the community to promote learning anytime, anywhere and with anyone.

**Because we**

At Springston create environ  
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learners.

Our environm  
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They will prom  
belonging and  
will challenge  
all learners.

*When we belo  
work together  
together. we u  
importance of*

## National Priorities

will determine its priorities by focusing on national priorities.

### **are currently determined to be:**

student achievement for all learners through the implementation of high quality teaching and learning programmes reporting of student achievement and progress through the implementation of the National Curriculum.

is to learning for all learners.

ment of knowledge, understanding and competencies for all learners that allow full participation and make p  
r changing world.

the Springston Curriculum in line with the NZC with a particular focus on literacy, numeracy, inquiry based le  
cation programmes.

ng Support programmes to ensure all needs are identified and learning programmes developed to ensure su  
g Maori and Pasifica, and students with special educational needs.

### **will be identified through:**

programme of self review.

vement targets and priorities.

chool's assessment data.

i the school community.

integrates the National Education Goals and National Education Priorities at governance and operation level  
consideration when planning school developments and programmes.

## **Community of Learning – Kahui Ako**

is a member of the **Ngā Mātāpuna o Ngā Pākihi** Kahui Ako/Community of Learning, who collaborate on  
ves.

r became a Community of Learning. The goal for each member organisation of the CoL is “to be an active a  
na o Ngā Pākihi Kāhui Ako, working to enhance learning opportunities for all students.”

**Vision:** *Together We Achieve an engaged community of successful learners.*

The **Ngā Mātāpuna o Ngā Pākihi CoL** values are:

- Innovation
- Resilience
- Empowerment
- Confidence
- Reflection
- Creativity
- Curiosity
- Empathy
- Sustainability

hed a Stewardship Group, which includes representation from the Board members and Principals from our s  
representative.

ad Principals were appointed and the first Achievement Challenges were approved by the Minister of Educa  
acher positions were appointed and in 2019 work on implementing the achievement challenge focus areas v

## **Springston School** **Improving Educational Outcomes for Māori Students**

is appropriate to the community, will develop procedures and practices that reflect New Zealand's cultural diversity and values. The school will honour its obligations under the Treaty of Waitangi and the memorandum of understanding between the school and the community.

In recognition of the unique position of the Māori culture, Springston School will take all reasonable steps to provide instruction in tikanga (Māori customs and traditions) for students whose parents request it.

In order to improve education outcomes for Māori students by:

• consultation with the school's Māori community to develop policies, plans and targets for improving the achievement of Māori students in both formal and informal whanau hui.

• monitoring the achievement information of Māori students and comparing with other students to see if it is meeting reasonable expectations identified below or well below the standard.

• providing a consistent school wide Te Reo Māori and Tikanga Māori programme in all classes.

• using different learning styles and using a variety of thinking tools.

• using behaviour management strategies consistent with the principles of Restorative Practice.

• providing a Kapahaka group to perform at the Cultural Festival.

• providing a teacher release to attend and support Kapahaka.

• providing an opportunity for on-going programme of Professional Development for staff on Te Reo and Tikanga. This will be provided through various channels.

When whanau request a higher level of tikanga or te reo Māori than is currently evident in our school's Māori programme, the following options are available:

• continue with the existing programmes

• modify existing programmes if and as appropriate.

• transfer a child to a neighbouring school for parts of the day/programme.

• enrolment with Correspondence School.

• provide school support and resources to further enhance inclusion of te reo and tikanga within the child's classroom.

• explore other schools who may offer programmes closer to the local runanga or whanau's expectations.

• agreed action

## Springston Annual Plan 2019

**earner**  
**: Self motivated role models who demonstrate empathy and resilience**

|                                       | What needs to happen   | Who is responsible                                    | Timeframe             |
|---------------------------------------|--|---|-----------------------|
| or above<br>Curriculum<br>Writing and | <p><i>Improved performance against the New Zealand Curriculum, especially outcomes for Māori and Pacifica students, to make at least 2 sub levels of progress.</i></p> <ul style="list-style-type: none"> <li>● Review 2018 targets.</li> <li>● Target groups identified.</li> <li>● Achievement target action plans developed.</li> <li>● Introduction of Accelerated Maths learning practices.</li> <li>● Individual Action Plans (IAPs) created for target students.</li> <li>● Report progress to BOT and community.</li> </ul>  | Principal<br>DP and Team<br>Leaders<br>Teaching staff | Term 1<br><br>Ongoing |
| urate OTJ<br>dent                     | <p><i>To have a common and shared understanding of what criteria and evidence is used to determine OTJs across the Community of Learning school.</i></p> <ul style="list-style-type: none"> <li>● Share and discuss the current practice for determining OTJs within the school</li> <li>● Moderate practices within the school.</li> <li>● Explore moderation with other schools in our cluster.</li> <li>● Develop a common understanding of the expectations of the achievement expected, so teachers can make accurate and confident assessments of student achievement.</li> </ul>              | Principal<br>DP and Team<br>Leaders<br>Teachers       | Ongoing               |
| nt and                                | <p><i>Students will demonstrate positive behaviour traits through our A+ Characteristic values.</i></p> <ul style="list-style-type: none"> <li>● Share our expectations with students clearly.</li> <li>● Lower the number of behaviours on our new SMS; particularly swearing, non-compliance and bullying type behaviours.</li> <li>● Wellbeing???</li> <li>● Redo the NZCER Well-being in Schools survey.</li> <li>● Gather data and report to the Board.</li> <li>● Continue using A+ Characteristics during Community Time sessions to provide opportunities to practice our values.</li> </ul> | Principal<br>DP<br>Teaching staff                     | Ongoing               |

# Springston School Strategic Plan 2019

## Community Leading engaged, connected school and community partnerships

|                                   | What Needs to Happen   | Who is Responsible                      | Timeframe |
|-----------------------------------|--|---|-----------|
| Highly engaged<br>the life of the | <p><i>Families will feel a sense of partnership with the school and be involved in their children's learning.</i></p> <ul style="list-style-type: none"> <li>● Regular engagement with our Maori students and whanau to determine community goals and aspirations.</li> <li>● Develop a plan for offering parent workshops, Connect seminars, and observation opportunities.</li> <li>● Provide opportunities for children to present at seminars.</li> <li>● Have 100% engagement of our school SMS and reporting system.</li> <li>● Establish a new entity to connect with parents to build positive partnerships.</li> <li>● Increase the Year 6 retention by having Springston School the school of choice.</li> <li>● Complete the Board's 'Community Strategic' review.</li> </ul> | Principal<br>Staff<br>BOT               | Ongoing   |
| Committed<br>community of         | <p><i>As a partner in the Ngā Mātāpuna o Ngā Pākihi Kahui Ako, work to enhance learning opportunities for all students.</i></p> <ul style="list-style-type: none"> <li>● As a Principal on the CoL team, attend collaboration meetings.</li> <li>● Show leadership with the CoL, offering assistance where needed.</li> <li>● Be willing and open to share data and school practices.</li> <li>● Support the across school and within school leaders.</li> <li>● Incorporate CoL Achievement challenges in our curriculum plan.</li> </ul>   | Principal<br>Teaching Staff<br>Students | Ongoing   |

# Springston School Annual Plan 2019

**Environment**

**Dynamic, inspirational and nurturing learning environment**

|  | What needs to happen  | Who is responsible   | Timeframe   |
|--|---|--|---|
| <p>Tool building at the needs</p>                | <p><i>Establish a long term property plan and development for Springston that reflect the principles of a modern learning environment.</i></p> <ul style="list-style-type: none"> <li>● The Board to prioritise projects to be completed and allocate funding where necessary.</li> <li>● Plan and design changes to be made, including a timeframe for implementation.</li> <li>● Tenders to go out and contractors appointed.</li> <li>● Preferable that work is completed outside term time.</li> <li>● Classes are managed with the least disruption as possible.</li> </ul>  | <p>Board of Trustees<br/>Principal<br/>Project Manager</p> | <p>Term 1 2<br/>Architect<br/>procurement<br/><br/>Term 3 -<br/>process :</p> |
| <p>Contribute to their strategic objectives.</p> | <p><i>Staff strive to improve their teaching practise to enhance the outcomes for their akonga.</i></p> <ul style="list-style-type: none"> <li>● Wellbeing???</li> <li>● All teaching staff develop a PIT inquiry. Present at the end of each Term..</li> <li>● Engage with the professional development in Maths provided by the outside facilitator appointed with the funded PLD.</li> <li>● ALiM intervention is established and advances student achievement.</li> <li>● Monitor student progress against the set goals.</li> <li>● Assess the progress students make in the Maths curriculum by using the teacher practice rubric.</li> </ul> | <p>Focus Group<br/>Teaching staff<br/>ALiM teacher</p>     | <p>On-going</p>   |

## Springston School: Inspiring Excellence and Outstanding Character

|   |  |   |
|---|--|---|
| <p><b><u>Implementation and Self Review</u></b></p> <p>Annual Plan<br/>Annual Review and Reporting<br/>Annual Review Schedule</p> <p>Reporting Action Term 1<br/>Annual Review Schedule</p> <p>Linc-Ed Term 1/2</p> | <p style="text-align: center;"><b><u>Nag 1: Curriculum</u></b></p> <p style="text-align: center;">Annual Review / Ongoing focus</p> <p>Develop review plan and action.<br/>Report on Annual Achievement targets progress- Reading, Writing, Maths<br/>2019 Curriculum Report to the BOT: Based on Wellbeing and Character Growth.</p> <p><u>Assurance</u><br/>Literacy support Term 4</p> <p><u>Reviews:</u><br/>Curriculum and Student Ach Term 2<br/>Education Outside the Classroom Term 4</p> <p><u>Consult:</u><br/>Health Education Term 2</p> | <p style="text-align: center;"><b><u>Nag 5: Health and Safety</u></b></p> <p><u>Assurances:</u><br/>Risk Management<br/>Medicines and Injuries<br/>Abuse Reporting Procedures<br/>Evacuation Procedure/Emergency<br/>Digital Tech and Cyber Safety<br/>Safety Management System<br/>Physical Restraint<br/>Surrender and Retention of Prop<br/>Swimming Pool</p> <p><u>Reviews:</u><br/>Alcohol, Drugs and Harmful Substances<br/>Swimming Pool<br/>Emergency Planning and Procedures<br/>Health, Safety and Welfare<br/>Sun Protection</p> |
| <p><b><u>Employer Responsibility</u></b></p> <p>Teachers Term 1<br/>Term 1<br/>Term 3 Staff Term 4<br/>ICTs and Police Vetting Term 4</p> <p>Parent Term 3</p>  | <p style="text-align: center;"><b>Springston School Annual Plan for 2019<br/>'Business as Usual'</b></p>   | <p style="text-align: center;"><b><u>Nag 6: Administration</u></b></p> <p>Roll Returns (March &amp; July)</p> <p><u>Assurances:</u><br/>Length of School Year, Annual<br/>Student Attendance Audit</p> <p><u>Review:</u><br/>Legislation and Administration</p>   |
| <p><b><u>Finance and Property</u></b></p> <p>14</p> <p>Planning and implementation<br/>Annual Assurance Terms 2 &amp; 4</p>   | <p style="text-align: center;"><b><u>Nag 1: Curriculum</u></b><br/>Developments</p> <p>Maths PLD and ALiM development<br/>Health: Wellbeing focus school wide<br/>School Culture: Adding student voice and CoL profile<br/>Kapa Haka: Strengthening<br/>Music: Senior choir in Music Festival, Juniors at Kids 4 Kids<br/>Linc-Ed SMS - goal setting, student access, 100% parent view<br/>Leadership Training and Pathways Awards Yr 7&amp;8</p>  | <p style="text-align: center;"><b><u>Other Events/Items/Consultations</u></b></p> <p>Community Surveys<br/>Parent Conference 'Connect'<br/>Te Taumutu Runanga Hui<br/>New Parent Support entity<br/>Learning Celebrations<br/>Goal Setting Meetings/ 3-Way Learning</p>   |

## Achievement Target Groups for 2019

groups have been identified based on individual student data collected, using overall teacher judgements (OTJs) from observations made at the beginning of this year.

student's achievement in the crucial areas of Reading, Writing and Mathematics, so students are progressing and tracking curriculum level for their cohort by the end of the year. Our change of SMS and from National Standards to National Curriculum new norms for students achievement and which students are of concern.

have been set with a cohort of students within classes, for whom teaching practices need to change to see more success. These students will be closely monitored by team leaders and programmes modified to improve their learning.

**1 Writing Target:** 85% of students will be at or above the expected curriculum band in Reading and Writing. They will make at least 2 sub-levels of progress.

Including, but not exclusively;

Identify students to include in the target cohort; those below or at risk of not achieving.

Recorded on an achievement register which will include individual plans for student improvement.

Additional teacher and support staff time; e.g. library staff input.

Intensive reading and intensive reading programmes; 5+ and 7+ to be implemented.

**2:** Raise student achievement to 90% at or above the expected curriculum band in Maths.

Including but not exclusively;

Professional development in Mathematics, including a teacher inquiry into their own practice.

Learning in Maths (ALiM) implemented for targeted students.

Identify their target students and those at risk of not achieving and record them on the achievement register.

## Target for Māori and Pacifica students

**Students identified as Maori and Pacifica:** who are not achieving and those at risk of not achieving the expected curriculum bands will make accelerated progress across the curriculum.

A group of 5 students  
Three in Y1-3  
One boy in Yr 8 with learning needs  
One at risk of not achieving in Yr 7/8

A group of 4 students  
One in Yrs 1-3  
One well below in Yrs 4-6  
Two in Yrs 7/8, including one with learning needs

A group of 2 students  
One in Yrs 1-3  
One in Yr 8 with learning needs