

# ABBOTSFORD SCHOOL CHARTER 2020

# ABBOTSFORD



Est 1953

# OUR SCHOOL

# Our Mission

**At Abbotsford School we will create confident, connected, actively involved life-long learners.**

**Abbotsford learners will be:**

- Creative
- Critical Thinkers
- Good communicators
- Able to relate well to others
- Willing to take risks
- Independent
- Resilient
- Able to persevere
- Problem Solvers
- Confident users of digital technologies

# Our Values

At Abbotsford School we encourage and model the values, principles and intent of the New Zealand Curriculum with special emphasis on Respect and Responsibility which underpin our school culture.

- Respect - Whakaute, Kauanuanu, Whakamiha,
- Responsibility - Kawenga, Takohanga, Haepapa



# Our Learning Community

## BOARD OF TRUSTEES

|                  |                         |                   |                         |              |                         |
|------------------|-------------------------|-------------------|-------------------------|--------------|-------------------------|
| Richard Starkey  | (Chairperson)           | Aaron Collins     | (Parent Representative) | Nicole Moore | (Parent Representative) |
| Jamie Munro      | (Parent Representative) | Jerrica Whitfield | (Parent Representative) | Robert Milne | (Staff Representative)  |
| Stephanie Madden | (Principal)             | Kerry Cooper      | (Minute Secretary)      |              |                         |

## STAFF

### Management

|                  |                    |
|------------------|--------------------|
| Stephanie Madden | (Principal)        |
| Maree Schaumann  | (Deputy Principal) |

### Team Leaders

Sue Costelloe  
Jo Hackett  
Luke Herden  
Marlene Turner

### Teaching Staff

Lynn Bailey  
Brigid Bloom  
Rebecca Brown  
Ryan Dowling  
Todd Gorinski  
Carla Kennedy  
Linda Marsh  
Kris McLennan  
Robert Milne  
Laura Paine

Matalaoa Taito  
Nicola Todd  
John Willemsen

### Teaching Assistants

Sue Chilcott  
Keely Halligan  
Alesha Prasad-Sinclair  
Olivia Turnock  
Judith Turnbull  
Virginia Walker

### Support Staff

|               |                  |
|---------------|------------------|
| Kerry Cooper  | (Secretary)      |
| Kevin Russell | (Caretaker)      |
| Tony Bonsor   | (Cleaning Staff) |
| Nicola Heal   | (Cleaning Staff) |

## SCHOOL CONTEXT:

Abbotsford Full Primary School caters for children from years 0-8. It is a decile 8, co-educational school with a roll that builds to approximately 315 pupils each year. The school was established in 1953 and is situated in the semi-rural suburb of Abbotsford, Dunedin. School buildings are set amongst 2.5 hectares of landscaped grounds and playing fields. Facilities include 13 teaching spaces, a library, hall and swimming pool. The school is well resourced and is focussed on providing a wide range of learning opportunities to support students to develop to their full potential.

The school is organised into 4 Teaching Teams; Team Kowhai (New Entrants-Year 1), Team Pohutukawa (Year 2-3), Team Rata (Year 4-6) and Team Ti Kouka (Years 7-8). In 2020, 74.7% of students at Abbotsford School identify as New Zealand European, 19% Maori, 0.3% Pasifika and 6% other ethnic groups.

## Cultural Diversity

Abbotsford School is committed to the implementation of policies and practices that reflect the cultural diversity of New Zealand with particular emphasis on Maori culture and language recognising Ngai Tahu as Manu Whenua.

- Te Reo Maori and Tikanga Maori are integrated throughout the curriculum
- Each class receives weekly Te Reo lessons taught by specialist tutors
- The opportunity to participate in Kapa Haka is offered to all students
- Professional development is provided for all staff
- Maori students achievement is monitored to ensure all Maori students are progressing at expected levels
- A learning environment that supports Maori students learning preferences is fostered
- The Board of Trustees facilitates annual consultation with Maori families to discuss how the school meets the needs of our Maori students.

## Provision of Te Reo Maori

All reasonable steps will be taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for full-time students whose parents ask for it. The following strategies will be used:

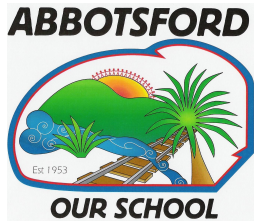
- Contact local rununga or iwi advisors re possible programme support
- Contact the Resource Teachers of Maori to support the student and class teacher
- Contact the Otago University College of Education for advice, resources and guidance with programmes
- Make contact with the Correspondence School to obtain suitable instruction
- Involve the child and whanau in the programme design and content providing financial resources through the operational grant

## Our Strategic Goals

As a result of staff, student and community consultation, and the analysis of school-wide data and self-review processes, the Abbotsford School Board of Trustees has identified the following strategic goals:

- ❖ Provide a high quality, broad curriculum programme, which fosters excellence and personal development, and recognizes each students learning needs
- ❖ Ensure that all parents and whanau are empowered to support students to achieve success in their learning
- ❖ Promote and value community engagement with the school and foster opportunities for the benefit of all
- ❖ Provide a safe, healthy and well-resourced learning environment, ensuring that all facilities are developed and maintained to meet the ongoing needs of the school

# Abbotsford School Strategic Plan 2019 – 2021



## Incorporating

NEG's and NAG's

New Zealand Curriculum

MOE Priorities

Local Goals and Objectives

| Strategic Goals  | Actions in 2019   | Actions in 2020  | Actions in 2021   |
|--|---|--|---|
| <p><b>Our Student's Learning</b></p> <p>Provide a high quality, broad curriculum which fosters excellence and personal development, and recognises each students learning needs.</p> | <ul style="list-style-type: none"> <li>Implement changes from 2018 curriculum reviews</li> <li>Update the "Key Competency" curriculum statement</li> <li>Review and update our "Effective Pedagogy" statement</li> <li>Review the science, Career Education and Social Studies curricula</li> <li>Provide professional learning for staff on Student Agency</li> <li>Staff to carry out a Spiral of Inquiry related to Agency</li> <li>Staff investigate the Digital Technology curriculum</li> <li>Apply for professional development through the MoE to support the implementation of the Digital Technology Curriculum</li> <li>Engage Manawa Enterprises to provide specialist support for Te Reo and Tikanga Maori</li> <li>Embed Tataiko into the culture of Abbotsford School</li> <li>Set targets to raise student achievement in Reading, Writing and Mathematics</li> <li>Provide learning support programmes to accelerate students learning</li> <li>Ensure sufficient levels of differentiation within classroom programmes to ensure gifted students are extended in their classroom learning</li> <li>Provide a programme of professional learning to raise student achievement based on identified needs from the 2018 data</li> <li>Ensure that all opportunities to strengthen our Year 7/8 programme are fully investigated</li> </ul> | <ul style="list-style-type: none"> <li>Implement changes from the 2019 curriculum reviews</li> <li>Review and update the School Vision and Values</li> <li>Review the Mathematics, Arts and Learning Languages curricula</li> <li>Implement strategies from 2019 Professional development on Student Agency</li> <li>Continue to work with Bek Galloway to understand the implications of Student Agency on classroom programmes</li> <li>Provide resources for FLIP Time</li> <li>Implement the digital technology curriculum</li> <li>Provide ongoing professional development</li> <li>Engage Manawa Enterprises to provide Kapa Haka instruction</li> <li>Release Matalaoa Taito to provided Te Reo support in classrooms.</li> <li>Participate in MAC professional learning</li> <li>Continue to embed Tikanga Maori into school practices</li> <li>Provide a programme of professional learning to raise student achievement based on identified needs from the 2019 data</li> </ul> | <ul style="list-style-type: none"> <li>Implement changes from the 2020 curriculum reviews</li> <li>Review the English, Health and PE, and Technology Curricula</li> <li>Embed Student Agency practices across all areas of the Abbotsford School curriculum</li> <li>Embed the digital technology curriculum</li> <li>Review progress towards improved Cultural Competency</li> <li>Provide a programme of professional learning to raise student achievement based on identified needs from the 2020 data</li> </ul> |

| Strategic Goals   | Actions in 2019   | Actions in 2020   | Actions in 2021  |
|---|---|---|--|
| <p><b>Our Community</b></p> <p>Ensure that all Parents and Whanau are empowered to support students to achieve success in their learning</p> <p>Promote and value community engagement with the school and foster opportunities for the benefit of all.</p> | <ul style="list-style-type: none"> <li>• Provide parents and whanau with information on how they can support their child with learning to read</li> <li>• Introduce “Early Reading Together” programme for parents attending Wednesday Wonderland</li> <li>• Investigate the Learning to Read programme</li> <li>• Improve communication with parents – investigate text alerts, Facebook option</li> <li>• Update Website</li> <li>• Extend the use of seesaw to share learning with parents and whanau</li> <li>• Hold Whanau Hui and Consultation Group Meetings</li> <li>• Further utilise the strengths within our parent and wider school community to support students learning</li> <li>• Investigate opportunities for students to become involved in projects that benefit the wider Abbotsford community</li> </ul>  | <ul style="list-style-type: none"> <li>• Provide parents and whanau with information on how they can support their child with learning in mathematics</li> <li>• Provide Early Reading Together programme</li> <li>• Trial Learning to Read programme</li> <li>• Review our reporting to parents procedures</li> <li>• Investigate the parent portal in EDGE</li> <li>• Develop the use of Seesaw as a tool to communicate learning (Student Learning Journals)</li> <li>• Consult with the community around Homework</li> <li>• Develop a database of parents who are prepared to help, identifying areas of expertise.</li> <li>• Utilise community support in the “You Choose” and FLIP Time programmes</li> <li>• Work with the Greater Green Island Community Group to support community projects</li> <li>• Introduce a community newsletter (written by students) to be distributed to letter boxes in the Abbotsford area</li> <li>• Regularly contribute to the Greater Green Island Informer</li> </ul> | <ul style="list-style-type: none"> <li>• Provide parents and whanau with information on how they can support their child with learning to write</li> <li>• Investigate aspects of the Mathematics Home-School Partnership programme</li> <li>• Implement changes to reporting procedures</li> <li>• Use EGDE to share learning and assessment information with parents / caregivers</li> <li>• Share student learning via Seesaw</li> <li>• Investigate ways to include the community further through the middle school – possibly introducing passion projects</li> </ul> |
| <p><b>Our Learning Environment</b></p> <p>Provide a safe, healthy and well-resourced learning environment, ensuring that all facilities are developed and maintained to meet the ongoing needs of the school</p>  | <ul style="list-style-type: none"> <li>• Embed restorative practices into the culture of the school.</li> <li>• Support parents to understand the restorative philosophy</li> <li>• Carry out “Well Being At School Survey” and put in a plan of action around any areas of concern</li> <li>• Complete the upgrade of the junior classes</li> <li>• Complete remedial work on the roof of the senior block</li> <li>• Replace roofing over deck outside senior block</li> <li>• Remove sky-lights in middle block</li> <li>• Carry out an exterior paint</li> <li>• Paint the interior of toilet blocks</li> <li>• Install bi-fold doors between Rooms 1 and 2</li> <li>• Upgrade the dental clinic space for small group work</li> <li>• Redevelop the play area under the Oak tree</li> <li>• Create scooter parking</li> <li>• Complete the library garden</li> <li>• Provide additional furniture that supports Innovative Learning practices in Rooms 1-8</li> <li>• Purchase additional iPads and ChromeBooks</li> </ul> | <ul style="list-style-type: none"> <li>• Further investigate ways to develop students resilience</li> <li>• Investigate options for additional property money (Toilet upgrade, Bi-Lingual Signage, Pavement outside Junior Classes,)</li> <li>• Apply to the Contestable Sustainability Fund</li> <li>• Plant harakeke for each class in the Native Section</li> <li>• Implement findings from the Peripitus Study</li> <li>• Investigate storage options for teacher resources</li> <li>• Consult with the community to find safe drop off points and develop a Safe Walking Plan (DCC)</li> </ul>   | <ul style="list-style-type: none"> <li>• Investigate mindfulness practices and how they can benefit our students</li> <li>• Complete identified projects</li> <li>• Develop plans for an outdoor classroom area in the Native section</li> <li>• Investigate shade options for the pool area / along with funding opportunities to improve the pool facilities</li> <li>• Provide furniture that supports Innovative Learning In Rooms 9-11</li> <li>• Investigate interactive screens / tables for the Junior classes</li> </ul>  |

# Abbotsford School Annual Improvement Plan 2020

|  |                             |  |
|--|-----------------------------|--|
| <b>Year: 2020</b>  | <b>Target Area: Reading</b> | <b>Resourcing:</b><br>10.5 hours teacher time per week (Annual Staffing)<br>4 hours per week Teaching Assistant time (\$3,360) |
| <b>Strategic Goals:</b><br><br>Provide a high quality, broad curriculum programme based on the NZC, which fosters excellence and personal development, and recognizes each students learning needs<br>All parents and whanau will be empowered to support students to achieve success in their learning  |                             |  |
| <b>Background Baseline Data / Historical Position:</b><br><br>At the end of 2019, reading data for each year level was collated. Overall Teacher Judgments were made using: teacher observations and conferences, running records, STAR, PAT Reading Comprehension and Reading Vocabulary, e-AsTTle and Six Year Observation Surveys.<br><br><b>Achievement Results:</b><br><br>Across the school 86% of students achieved at or above the expected curriculum level with 33% above expected level<br>Across the school 85% of Maori students achieved at or above the expected curriculum level with 24% above expected level<br>Across the school 100% of Pasifika students achieved at or above the expected curriculum level with 67% above expected level<br><br><b>Learning Support Programmes:</b><br><br>Abbotsford School provides a wide range of programmes to support students to learn to read. These include:<br>Talk to Learn (Year 1) Buddy Reading (Year 2) Reading Recovery (Year 2) Tutor reading (Year 3-6) Quick 60 (Year 3-6) Book Club (Year 7-8) |                             |  |
| <b>Target:</b> That the 26 students working below the expected curriculum level at the end of 2019 will be working at the appropriate curriculum level by the end of 2020  |                             |  |



| <b>Planned Actions for Raising Achievement</b>   | <b>Responsibility</b>   | <b>Resources</b>  | <b>Timeframe</b>  | <b>Progress Reports</b>   | <b>Outcomes</b>  | <b>Review</b> |
|--|---|---|---|---|--|---------------|
| <p><b>Year 2-3 (18 students)</b></p> <ul style="list-style-type: none"> <li>• 5 students will participate in the reading recovery programme</li> <li>• 6 students will participate in the Quick 60 programme</li> <li>• 4 students will be given an older reading buddy. They will have a 10 minute buddy reading session each day</li> <li>• 3 children will attend Tutor Reading sessions 4 days per week</li> <li>• All students' progress will be monitored and discussed at team meetings</li> <li>• These students will have guided reading sessions at least 3 days times week</li> </ul> | <p>RR Teacher</p> <p>Literacy Support Teacher</p> <p>Team Pohutukawa leader</p> <p>Classroom teachers</p> | <p>7.5 hours per week</p> <p>4 hours TA</p> <p>Volunteer tutors</p> <p>1 hour Literacy Support for monitoring</p> | <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 2-4</p> <p>Terms 1-4</p> | <p>Progress of students to be discussed at team meetings</p> <p>A report will be given to the Principal on progress of the targeted children at the end of each term</p> <p>A report to the BOT will be given at Mid – Year and End of Year</p> | <ul style="list-style-type: none"> <li>• That all identified students will show accelerated progress in reading</li> <li>• Clear assessment information will be available</li> <li>• Analysis of progress will be carried out regularly with the support of all adults working with the child</li> <li>• Everyone is clear about next steps in learning</li> </ul> |               |
| <p><b>Year 4-6 (3 students)</b></p> <ul style="list-style-type: none"> <li>• 3 children will attend Tutor Reading sessions 4 days per week</li> <li>• All students' progress will be monitored and discussed at team meetings</li> <li>• These students will have guided reading sessions at least 3 times per week</li> </ul>   | <p>Literacy Support Teacher</p> <p>Classroom teachers</p>   | <p>0.5 hours Literacy Support</p> <p>Volunteer Tutors</p>   | <p>Term 1-4</p> <p>Terms 1-4</p>                                    |   |  |               |
| <p><b>Year 7-8 children (5 students)</b></p> <ul style="list-style-type: none"> <li>• Students will be given e-Readers that they can use at home and school</li> <li>• Students will attend a book club session each week where they will be supported to choose suitable reading material, and discuss books read</li> <li>• These students will have a guided reading session with their teacher at least 3 times per week</li> </ul>  | <p>Literacy Support Teacher</p> <p>Classroom teachers</p>   | <p>1.5 hours Literacy Support</p>   | <p>Terms 2-4</p> <p>Terms 1-4</p>                                   |   |  |               |

|   |                             |  |
|---|-----------------------------|--|
| <b>Year: 2020</b>   | <b>Target Area: Writing</b> | <b>Resourcing:</b><br>2.5 hours teacher time per week (Annual Staffing)<br>5 hours per week Teaching Assistant time (\$4200) |
| <p><b>Strategic Goal:</b></p> <p>Provide a high quality, broad curriculum programme based on the NZC, which fosters excellence and personal development, and recognizes each students learning needs<br/>All parents and whanau will be empowered to support students to achieve success in their learning</p>  |                             |  |
| <p><b>Background Baseline Data / Historical Position:</b></p> <p>At the end of 2019, writing data for each year level was collated. Overall Teacher Judgments were made using teacher observations, current classroom work and samples of writing that had been marked using our revised writing rubrics and AsTTle writing.</p> <p><b>Achievement Results:</b></p> <p>Across the school 70% of students achieved at or above expected curriculum level with 12% above curriculum level<br/> Across the school 67% of Maori students achieved at or above expected curriculum level with 9% above curriculum level<br/> Across the school 100% of Pasifika students achieved at or above expected curriculum level with 67% above curriculum level</p> <p>83% of Maori girls were writing at or above expected curriculum level<br/> 46% of Maori boys were writing at or above expected curriculum level</p> <p>55% of Year 1 students were writing at expected curriculum level</p> |                             |  |
| <p><b>Target 1:</b> That the 11 Maori Boys who were below expected level in writing at the end of 2019 will make accelerated process by the end of 2020</p> <p><b>Target 2:</b> By the end of Year 1, 75% of students will be writing at expected level</p>   |                             |  |

| Planned Actions for Raising Achievement  | Responsibility  | Resources   | Timeframe   | Progress Reports   | Outcomes   | Review |
|--|---|---|---|--|--|--------|
| <p><b>Target 1: Maori Students (11 students)</b></p> <p>Two language experience groups will be set up. One junior and one senior. They will meet each week to engage in activities to stimulate writing topics for the classroom.</p> <p>Whilst together the groups will explore descriptive vocabulary, recording in a notebook to support students once they go back to their classrooms</p> <p><b>Target 2: (Year 1)</b></p> <p>All parents who attend Wednesday Wonderland will participate in the Early Reading to Learn programme.</p> <p>Students with low entry literacy skills will be identified after 6 weeks at school.</p> <p>Students who are identified will be given additional, targeted in class assistance with: Jolly Phonics, Big Books, Poems, Shared and Interactive Writing.</p> <p>Those students with a stanine 1, 2 or 3 in either concepts about print or Letter Identification will be retested after 6 months at school. If sufficient progress has not been made they will be given additional 1-1 assistance.</p> <p>Parents of those students who remain in stanines 1-3 after 6 months at school will be invited to attend "Reading Together" parent sessions.</p> | <p>Literacy Support Teacher</p> <p>Literacy Support Teacher</p> <p>Deputy Principal</p> <p>New Entrant Teachers</p> <p>Classroom teachers</p> <p>Deputy Principal</p> <p>Deputy Principal</p> | <p>1.5 hours per week teacher time</p> <p>5 hours teacher time per term</p> <p>Teaching Assistant time as required</p> <p>5 hours teacher time per term</p> | <p>Terms 2-4</p> <p>Terms 1-4</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Terms 2-4</p> | <p>AsTTle data will be collected pre and post intervention</p> <p>A Pathway for learning will be set up.</p> <p>Progress of students to be discussed regularly at team meetings</p> <p>A report will be given to the Principal on progress of the targeted children at the end of each term</p> <p>A report to the BOT will be given at Mid-Year and End of Year</p> | <ul style="list-style-type: none"> <li>• That all identified students will show accelerated progress in writing</li> <li>• Clear assessment information will be available</li> <li>• Analysis of progress will be carried out regularly with the support of all adults working with the child</li> <li>• Everyone is clear about next steps in learning</li> </ul> |        |

|  |                                 |  |
|--|---------------------------------|--|
| <b>Year: 2020</b>  | <b>Target Area: Mathematics</b> | <b>Resourcing:</b><br>1.5 hours per week teacher release (Annual Staffing) |
| <b>Strategic Goals:</b><br><br>Provide a high quality, broad curriculum programme based on the NZC, which fosters excellence and personal development, and recognizes each students learning needs<br>Ensure all parents and whanau are empowered to support students to achieve success in their learning   |                                 |  |
| <b>Background Baseline Data / Historical Position:</b><br><br>At the end of 2018, mathematics data for each year level was collated. Overall Teacher Judgments were made using classroom observations and conferences, JAM, Gloss, IKAN, PAT, and AsTTLe.<br><br><b>Achievement Results:</b><br>Across the school 79% of children achieved at or above the expected curriculum level, with 18% above expected level<br>Across the school 80% of Maori students achieved at or above the expected curriculum level, with 15% above expected level<br>Across the school 100% of Pasifika students achieved at the expected curriculum level, with 67% above the expected level |                                 |  |
| <b>Target 1:</b> That the 10 Year 7/8 students who were below expected level in mathematics at the end of 2019 will make accelerated progress by the end of 2020.  |                                 |  |

| <b>Planned Actions for Raising Achievement</b>   | <b>Responsibility</b>      | <b>Resources</b>                     | <b>Timeframe</b> | <b>Progress Reports</b>   | <b>Outcomes</b>  | <b>Review</b> |
|--|----------------------------|--------------------------------------|------------------|---|--|---------------|
| <b>Target 1:</b> Set Up Target Mathematics groups<br><br>Students will be seen for an extra 20 minutes per day, 4 days per week, for 15 weeks.<br><br>The Mathematics Lead teacher will support the classroom teacher with assessment and programming ideas. | Year 7/8 classroom teacher | Release for Mathematics lead teacher | Terms 2-4        | Progress reports will be discussed regularly between the classroom teacher and the Mathematics Lead Teacher.<br><br>A report will be given to the Principal at the end of each term<br><br>A report will be given to the BOT at the end of each 15 weeks. | <ul style="list-style-type: none"> <li>• That all identified students will show accelerated progress in maths</li> <li>• Clear assessment information will be available</li> <li>• Analysis of progress will be carried out regularly with the support of all adults working with the child</li> <li>• Everyone is clear about next steps in learning</li> </ul> |               |

## 2020 Operational Plans to Achieve the Strategic Vision

| Teaching and Learning Progress and Achievement (NAG 1)   | Strategic planning<br>Self-Review /Reporting (NAG 2)  | Personnel<br>(NAG 3)  | Finance / Asset Management<br>(NAG 4)  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Implement changes from the 2019 curriculum reviews</li> <li>• Review and update the School Vision and Values</li> <li>• Review the Mathematics, Arts and Learning Languages curricula</li> <li>• Implement strategies from 2019 Professional development on Student Agency</li> <li>• Continue to work with Bek Galloway to understand the implications of Student Agency on classroom programmes</li> <li>• Implement the digital technology curriculum</li> <li>• Provide ongoing professional development</li> <li>• Engage Manawa Enterprises to provide Kapa Haka instruction</li> <li>• Release Matalaoa Taito to provided Te Reo support in classrooms.</li> <li>• Participate in MAC professional learning</li> <li>• Continue to embed Tikanga Maori into school practices</li> <li>• Set targets to raise student achievement in Reading, Writing and Mathematics</li> <li>• Provide learning support programmes to accelerate students learning</li> <li>• Ensure sufficient levels of differentiation within classroom programmes to ensure gifted students are extended in their classroom learning</li> </ul> | <ul style="list-style-type: none"> <li>• 2020 Charter developed based on the community consultation</li> <li>• 2020 Annual Plan developed and reviewed at regular intervals</li> <li>• 2020 Targets set in Reading, Writing and Mathematics</li> <li>• Analysis of Variance reported to the MoE by March 1st</li> <li>• 2019 Annual Report completed by the 1<sup>st</sup> May</li> <li>• BOT members to attend relevant STA training</li> <li>• Review and update the School Vision and Values</li> <li>• Review the Mathematics, Arts and Learning Languages curricula</li> <li>• Review Personnel and Resources Policy and Procedures</li> <li>• Carry out Whanau Consultation</li> <li>• Meet with the Parent Consultation Group</li> <li>• Review our reporting to parents procedures</li> <li>• Investigate the parent portal in EDGE</li> <li>• Develop the use of Seesaw as a tool to communicate learning (Student Learning Journals)</li> <li>• Consult with the community around Homework</li> </ul> | <ul style="list-style-type: none"> <li>• Provide all teaching staff with ongoing professional development into Student Agency</li> <li>• Support staff to continue their Spiral of Inquiry focused on Student Agency</li> <li>• Engage with MoE funded Digital Technology professional development (20 hours)</li> <li>• Participate in MAC (Maori Achievement Collaborative) professional learning</li> <li>• Provide opportunities for staff to share practice through 4 Minute Walk Trough's</li> <li>• Engage Ros McQuillan Mains to carry out the Principal Appraisal</li> <li>• Principal to oversee staff appraisal processes</li> <li>• Develop a database of parents who are prepared to help at school, identifying areas of expertise</li> <li>• Utilise community support in "YouChoose and FLIP Time programmes</li> </ul> | <ul style="list-style-type: none"> <li>• Present 2020 budget</li> <li>• Prioritize asset requirements for 2020</li> <li>• Operate within annual grants</li> <li>• Maximize funding through Community Grant applications</li> <li>• Support the Parent Community in their fundraising activities</li> <li>• Purchase resources for FLIP Time</li> <li>• Purchase Science Resources</li> <li>• Investigate options for additional property money (Toilet upgrade, Bi-Lingual Signage, Pavement outside Junior Classes,)</li> <li>• Apply to the Contestable Sustainability Fund</li> <li>• Complete remedial work on the roof of the junior and senior blocks</li> <li>• Replace roofing over deck outside senior block</li> <li>• Remove sky-lights in middle block</li> <li>• Install bi-fold doors between Rooms 1 and 2</li> <li>• Redevelop the play area under the Oak tree</li> <li>• Create scooter parking</li> <li>• Complete the library garden</li> <li>• Plant Harakeke for each class in the Native Section</li> <li>• Provide additional furniture that supports Innovative Learning practices in Rooms 1-8</li> <li>• Investigate storage options for teacher resources</li> </ul> |
|  | <b>Health and Safety<br/>(NAG 5)</b>  | <b>Legislation<br/>(NAG 6)</b>  | <b>Charter Update (NAG 7)<br/>Analysis of Variance (NAG 8)</b>   |
| <ul style="list-style-type: none"> <li>• Provide a programme of professional learning to raise student achievement based on identified needs from the 2019 data</li> <li>• Ensure that all opportunities to strengthen our Year 7/8 programme are fully investigated</li> <li>• Provide parents and whanau with information on how they can support their child with learning in mathematics</li> <li>• Provide Early Reading Together programme</li> <li>• Trial Learning to Read programme</li> <li>• Implement findings from the Peripitus Study</li> <li>• Work with the Greater Green Island Community Group to support community projects</li> </ul>   | <ul style="list-style-type: none"> <li>• Investigate ways to develop student resilience</li> <li>• Carry out emergency evacuation drills each term</li> <li>• Maintain the Hazard Register</li> <li>• Embed restorative practices into the culture of the school.</li> <li>• Support parents to understand the restorative philosophy</li> <li>• Carry out "Well Being At School Survey" and put in a plan of action around any areas of concern</li> <li>• Consult with the community to find safe drop off point and develop a Safe Walking Plan</li> </ul>   | <ul style="list-style-type: none"> <li>• Maintain roll, register and enrolment procedures</li> <li>• Monitor student attendance regularly</li> <li>• Approve term dates and school instructional hours for 2020</li> <li>• Submit roll return information to the Ministry on March 1<sup>st</sup> and July 1<sup>st</sup></li> <li>• Submit the accounts to the Auditor by March 31st</li> </ul>  | <ul style="list-style-type: none"> <li>• Charter developed and submitted to the MOE by 1<sup>st</sup> March</li> <li>• Analysis of variance for 2018 targets submitted to the Ministry of Education by March 1st</li> <li>• 2018 Annual report developed and submitted to the MOE by 1<sup>st</sup> May</li> </ul>   |

## Communication

- Improve communication with parents – investigate text alerts, Facebook etc.
- Update the website
- Extend the use of Seesaw to share learning with parents and whanau
- Introduce a community newsletter (written by students to be distributed to letter boxes in the Abbotsford area)
- Regularly contribute to the Greater Green Island Informer

## Supporting Documentation

This Charter document should be read and considered in conjunction with a number of key documents. These include:

- The Governance Manual
- The Policies and Procedures Manual
- The School Curriculum Plan
- The School Assessment Plan
- The Performance Management Programme
- The Professional Development Plan
- The Annual Budget
- The 10 Year Property Plan
- The 5 Year Property Programme
- The Health and Safety Management Manual

***This Charter has been developed after full consultation with our school community (students, staff, parents and whanau). Consultation was carried out through surveys, focus group discussions, and a SWA T analysis. Data analysis and self-review information was also carefully considered in the preparation of this Charter.***