

Sherenden & Districts School 2672

CHARTER 2010-2012

Sherenden & Districts School is rural, state, co-educational, full primary is 35 kms west of Hastings, 21kms up the Taihape Rd.

The original school was founded in 1916. The school has a decile rating of 10 and a current roll of 21 increasing to 29 by the end of the year.

SCHOOL MISSION STATEMENT: 'Sherenden & Districts School provides a quality learning environment in which all children are challenged and supported to perform to their optimum level.'

Sherenden & Districts School Vision

Sherenden & Districts School
is a community working together,
empowering lifelong learners to achieve and
making a positive difference
to their future.



We strive to create students who are:

Self Managers 

Thinkers 

Communicators 

Team Players 

ICT Literate 

Down to Earth 

Risk Takers 

NZC Values Our Values that link back to the NZC Values	Sherenden & Districts School Values <i>We encourage, model and explore our values and the values of the New Zealand Curriculum (NZC pp10)</i>	How the Key Competencies align themselves with our values
Excellence: By aiming high and by persevering in the face of difficulties <i>Excellence, Community Partnerships, Enthusiasm, Pride</i>	Honesty	<ul style="list-style-type: none"> Managing Self Relating to Others
Innovation: Inquiry, and curiosity, by thinking critically, creatively, and Reflectively <i>Innovation</i>	Excellence	<ul style="list-style-type: none"> Managing Self Participating & Contributing
Diversity: As found in our different cultures, languages, and heritages <i>Respect,</i>	Respect	<ul style="list-style-type: none"> Relating to Others
Equity: Through fairness and social justice <i>Respect</i>	Pride	<ul style="list-style-type: none"> Managing Self
Community and participation: for the common good <i>Community Partnerships,</i>	Enthusiasm	<ul style="list-style-type: none"> Participating & Contributing
Ecological sustainability: Which includes care for the environment <i>Innovation, Respect</i>	Innovation	<ul style="list-style-type: none"> Thinking Using Language, symbols and texts Managing Self
Integrity: Which involves being honest, responsible, and accountable and acting ethically and to respect themselves, others, and human rights. <i>Respect, Honesty</i>	Community Partnerships	<ul style="list-style-type: none"> Relating to Others Participating & Contributing
NZC Principles		
<ul style="list-style-type: none"> Learning to Learn Community Engagement Coherence 	<ul style="list-style-type: none"> Cultural Diversity Inclusion Future Focus 	<ul style="list-style-type: none"> High Expectations Treaty of Waitangi

Sherenden & Districts School BOT Charter

Covering the three statutory areas of student achievement, school performance and resources. (Education Act 2001)

Area	Aims	Objectives
Curriculum Delivery	To provide enjoyable learning experiences that stimulate children to strive for personal excellence relative to their individual abilities, in an environment that nurtures self esteem, encourages positive attitudes, and provides opportunities that help remove any barriers to learning.	Optimise each child's potential by using a variety of teaching techniques, which acknowledge and affirm diversity, uniqueness, culture and background.
Student Progress & Achievement	To monitor, record and report on each child's progress and achievements with the prime effects of enhancing their learning, providing accurate information to parents and helping the school to gauge the effectiveness of it's instruction.	Each year the BOT will ensure that purposes and objectives for assessing, recording and reporting on each child's progress, achievements and learning needs occurs.
Curriculum Content	To provide a balanced, well rounded programme based on national curriculum and giving importance to the development of literacy and numeracy skills and making good use of the resources and opportunities available in the local area.	Each year the BOT through the principal will develop, revise or confirm it's curriculum statements in consultation with parents. Plans will set out specific objectives for curriculum delivery and content.
Self Review	To regularly review progress towards the achievement of the school's aims and objectives so that future directions can be planned and priorities set for ongoing improvement and development.	The BOT will have an annual plan and policies for ongoing self review. Information gathered will form the basis for deciding priorities for school development and improvement.
Personnel	To be a good employer, to provide the environment and conditions needed to attract quality staff and encourage high levels of performance, and to have an atmosphere of team spirit in all levels of school operation.	In consultation with the staff, BOT will prepare policies and plans to reflect it's commitment to being a good (EEO) employer. Plans and policies will be reviewed regularly and revised as the need arises.
Finance	To ensure responsible management of the school's finances with priority given to providing the best possible resources and conditions for teaching and learning.	The BOT will prepare an annual budget in consultation with the principal to fund personnel, property and administrative activities. The BOT will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.
Property	To provide a well maintained, attractive, safe and hygienic environment for working and learning, and to develop and upgrade facilities as resources permit.	The BOT will comply with the conditions of any current asset management agreement, and prepare and implement an ongoing plan of property maintenance and development, including provision for safety and hygiene.
Community Partnership	To regularly inform and encourage the involvement of the community in respect to the school's plans, activities and achievements, and to seek their input and views on it's aims and direction.	The school will have a policy with objectives for achieving parent-community support and involvement, and revise as the need arises.
New Zealand's Cultural Diversity	To know and understand the cultural backgrounds and values of children in the school and follow practices that reflect and cater for differing needs.	The school's plans and policies will be implemented in ways that are sensitive to cultural backgrounds and values o individual children and their families.

Sherenden & Districts School Strategic Goals 2010-2012

GOAL 1

Student Achievement:

We will enhance student achievement by:

-  Developing, implementing and reviewing educational programmes that strengthen student's abilities in numeracy and literacy across all year levels.
-  Developing a culture of learning where ICT is naturally integrated into the teaching and learning process.
-  Developing the key competencies through integrated and planned programmes of instruction with a focus on social development and thinking skills.
-  Developing the students ability to be active constructors of their learning through inquiry based learning opportunities.
-  Focusing on Assess to Learn (AtoL) so that students understand their progress and can identify their next steps in their learning
-  Developing a culture of Physical Activity, Kiwi Sport and health so students are able to make informed life long decisions.
-  Developing and implementing programmes to meet the
-  differentiated needs of students across all learning areas.

GOAL 2

Quality Learning Communities and Environments

We will provide students with quality learning opportunities by:

-  Implementing a school curriculum based on the needs of our students and the New Zealand Curriculum
-  Implementing assessment programs that inform and improve learning.
-  Providing all staff with professional development to enhance student achievement through their improved understanding and use of the New Zealand Curriculum, assessment for learning, integration and inquiry based programmes so as to enhance student achievement.
-  Providing the Board of Trustees with training on governance.
-  Developing the partnership and relationship with our parents and community to enhance student achievement and further develop our school culture.
-  Acknowledging cultural diversity within the school community.

GOAL 3

School Organisation and Structure

We will provide effective conditions for learning by:

-  Upgrading rooms to create quality and modern learning environments throughout the school.
-  Provide access to a variety of ICT's (hardware and software) for teaching, learning and administration purposes.
-  Ensuring that budgets address identified areas of need through the purchasing of quality learning resources.
-  Implementing review cycles to ensure that progress and goals are being achieved and to review our schools future directions.
-  Promote high levels of staff performance through the implementation of performance management and professional development.
-  Upgrade the school grounds/environment creating a quality learning space.

Curriculum

Literacy

- Implementation of National Standards and Revised NZC (NS & RNZC)
- Spelling SAT

Numeracy

- Implementation of NS & RNZC
- Continue to implement NUMP programme
- Lead Teacher Development and up-skilling for Jenny

P.E & Health

- Work a range of Health initiatives to compliment our Gold Active Mark.
- Sport with Rural Cluster and Bigger Rural Cluster

Assessment

Follow Assessment Overview and revise at the end of the year with any amendments needed.

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Finance

- Budget approved for 2010
- Annual Audit
- Board Funded Teacher
- Laptop for teachers
- Specialist Support - SES & RTL
- Lease of student Netbooks and work station.

Property

School House

- Replace shelter where trees were removed from.
- Fan in bathroom
- Maintenance and hazard elimination (exterior paint)

School

- 10YPPA & 5YA
- Touch up paint work
- Cleaning of School
- Roof re-Painting Warrantee Claim

Human Resources

Staffing, professional development, performance management

Staffing

- 1.4 Staffing Allocation
- 0.2 Principal Release
- 0.1 Music Specialist (Prin Rel)
- 0.4 Board Funded Teacher

Performance Management

Ensure staff training as per curriculum plan.

Provisions made in budget for professional development for all staff Appraisal Performance Management system implemented (External appraisal 2010– Allen McMillan) Regular communication with all staff members

Professional Development

- NUMP Lead Teacher
- NUMP Teacher PD
- Ongoing BOT Training
- Inquiry Learning
- Literacy
- National Standards PD

Sherenden & Districts School Management Operational Plan 2010

Health & Safety

- Monthly safety/hazard checks
- Daily Fire Exit Checks
- Drinking water testing
- Pool Tests

Self Review/Reporting

- Principal's BOT Reports
- Community Consultation (As per cycle)
- Introduction of Self Review Tool
- New report formats- 2x year in writing relating to NS's

Partnership with the Community

Regular school/community newsletters
Consultation
Community Learning Evenings/PE & PA Activities
Classroom Assistance

Revolving Parent Teacher Partnership Meetings
Charter
Friends of Sherenden & Districts School

The National Education Priorities

SUCCESS FOR ALL

We provide child centred programmes based on the revised NZC (2007). Student's individual needs are catered for and children are encouraged and assisted to achieve to the best of their ability.

A SAFE LEARNING ENVIRONMENT

A safe, stimulating teaching and learning environment is provided for staff and students. This maintained by the monitoring, and regular review of school policies, procedures and practises.

BETTER USE OF STUDENT ACHIEVEMENT INFORMATION

Comprehensive assessment evidence is gathered to evaluate the progress and achievement of students and assist teachers to plan appropriate programmes, many of which are individualised. Teachers use standardised tests, exemplars, feed forward and feedback statements and children are self and peer assessing. Learning Intentions and Success Criteria are integral parts of all learning and assessment. We implemented a new assessment file for each child at the beginning of 2008 that clearly tracks achievement in Numeracy and Literacy. These are based on the Matrix for writing and Matrices for Mathematics. Current Running Records are housed in this file and provide the next step learning goals for daily guided reading.

IMPROVING OUTCOMES FOR STUDENTS AT RISK Students who are identified as being at risk or those with special learning needs are provided with support through RTLB, GSE, Teacher Aide, Reading Recovery, Correspondence School and when applicable a BOT funded teacher.

IMPROVING MAORI OUTCOMES

The achievement of Maori Students is analysed and appropriate targets are identified. Ongoing reporting on the achievement of Maori students ensures their performance is monitored and programmes are appropriate to their needs. Due to the size of our school, often these are not able to be shared with BOT as data identifies individual children. However we consult with parents individually on their progress.

IMPROVING LITERACY AND NUMERACY

Our major focus this year is to improve the quality of children's writing and maths. Writing is an ongoing target from last year. This year we have identified through testing that spelling needs to be an area of focus. Children are aware of their next step learning goal and writing is a focused session with all children having feed forward/backwards and the opportunity to share at the end of each session. Mathematics continues to be a Student Achievement Target in 2010.

We are addressing these targets by personalised structured learning in Mathematics and Literacy. With the Board funding a second teacher, we are able to ensure that children receive the best quality education available, targeted specifically to their own learning needs.

PHYSICAL ACTIVITY

In 2010 we received a 'GOLD ACTIVEMARK' though Sport HB and Sparc. P.E & P.A plans ensures regular quality physical activity for all students that develop skills, fitness and attitudes of healthy living. We have a new overview which links into the Curriculum in Action books and allows flexible planning to the needs of our children.

We have both competitive and non competitive events with a cluster of rural schools and ensure our students have the opportunity to participate in events with Hastings Town and Country Schools. Our year 7/8 girls are playing netball with a Napier Intermediate School team and many of our children's parents have involved them in extra curricular sport with external clubs. Children in our school are affiliated with other local clubs and results are posted in the school newsletter.

PROVIDING CAREER GUIDANCE

Sherenden and Districts School provides career guidance in the context of unit studies and in the school technology programme.

All students are encouraged to develop sound work ethics and to have a strong self belief in their abilities.

GIFTED AND TALENTED Students who are identified as gifted and/or talented have the opportunity to attend the One Day School.

IMPROVING OUTCOMES FOR STUDENTS

All students have the opportunity to be involved in a musical production, gymnastics festival, interschool sports events, music, dance and drama sessions with a specialist teacher, technology challenges, ICT, EOTC. Every second year, Year 7 and 8 students have the opportunity to attend the Young Leaders Conference.

Year 7 and 8 students attend Flaxmere College each Tuesday for technology sessions in graphics, material and food technology as well as drama and Spanish lessons.

REPORTING Parents are reported to twice a year in writing. For year 1-3, we report to parents on the anniversary of them starting school and at the 6 month point every year. We use 2 report formats and have an overview which we are trialling in 2010.

Sherenden & Districts School Community Consultation Record

Date	Consultation	Medium	Present
September 2008	Values Consultation	Values covered at Maths Parent evening and feedback forms	10 Forms received
February 2009	Vision Consultation	Feedback questionnaire	BOT Members only responded.
February 2009	Revise all the NAG's	BOT Meeting and Policies Rotated- Newsletter invites parents to BOT each meeting.	BOT
March 2009	Health	Meeting at school with Health Nurse attending.	4 parents
May 2009	Charter Consultation	Newsletter Charter available to view.	BOT
June 2009	Health- puberty consultation	Newsletter reminders Meeting at school- PHN to attend.	3 Parents
August 2009	Revised NZC final presentation	Newsletter reminders Community meeting at school	All families represented except 1.
November 2009	Strategic Goals	Letter sent home with goals attached	Nil feedback- BOT then discussed and we implemented these.
May 2010	Charter Consultation	Newsletter	Sighted individually by BOT, all happy. No other parent interest.

BOT SELF REVIEW CYCLE 2010-2012

<u>Year</u>	<u>February</u>	<u>March/April</u>	<u>June/ July</u>	<u>August/ September</u>	<u>October/ November</u>	<u>December</u>
<u>2010</u>	<p>Nag 1 Policy: Delivering the Curriculum</p> <p>Student Achievement Targets</p> <p>Review Budget</p>	<p>Nag 1 Policy: Special Needs</p> <p>Charter</p> <p>Standardised Assessment Data</p>	<p>Nag 2 Policy: Documentation and Self Review</p> <p>Self Review Tool: What do our students know & what do they need to learn to do?</p>	<p>Nag 3 Policy: Appointments</p> <p>Self Review Tool: What levels of analysis do we need?</p>	<p>Nag 3 Policy: Appraisal and Professional Development</p> <p>Self Review Tool: How have we as a BOT contributed to a range of outcomes for all students?</p>	<p>Analysis of Variance</p> <p>Budget</p>
<u>2011</u>	<p>Nag 3 Policy: Complaints</p> <p>Student Achievement Targets</p> <p>Review Budget</p> <p>Set Meeting Dates</p>	<p>Nag 3 Policy: EEO</p> <p>Charter</p> <p>Standardised Assessment Data</p>	<p>Nag 3 Policy: Equity</p> <p>Reporting progress towards National Standards in Reading, Writing and Maths</p>	<p>Nag 3 Policy: Parent & Family involvement</p> <p>Self Review Tool: How does information on student achievement inform our own learning needs and those of leaders and teachers?</p>	<p>Nag 3 Policy: Principal Performance Appraisal Policy & Procedures</p> <p>Self Review Tool: What evidence is there that agreed strategies are in place for meeting our achievement targets relating to the standards?</p>	<p>Analysis of Variance</p> <p>Budget</p> <p>Reporting according to National Standards- Reading, Writing and Maths</p>
<u>2012</u>	<p>Nag 4 Policy: Property & Finance</p> <p>Student Achievement Targets</p> <p>Review Budget</p> <p>Set Meeting Dates</p>	<p>Charter</p> <p>Standardised Assessment Data</p>	<p>Nag 6 Policy: Legislation & Regulation</p> <p>Reporting progress towards National Standards in Reading, Writing and Maths</p>	<p>Nag 6 Policy: Treaty of Waitangi</p> <p>Self Review Tool: What evidence is there that students have progressed in relation to expectations from NZC & NS's?</p>	<p>Nag 5 Policy: Health & Safety</p>	<p>Analysis of Variance</p> <p>Budget</p> <p>Reporting according to National Standards- Reading, Writing and Maths</p>

CULTURAL DIVERSITY AND MAORI DIMENSION

New Zealand is founded on a partnership between races, so staff and students need to develop an understanding of different cultures.

The Maori are the Tangata Whenua of Aotearoa and their language and culture are a living part of New Zealand society. All New Zealanders should therefore recognise and understand the bi-cultural heritage of New Zealand.

At Sherenden and Districts School any request for delivery of a Te Reo / Tikanga programme will be met according to available resources and resource personnel. Suitably qualified staff will be employed when possible to ensure the correct language and Tikanga are taught and upheld.

Members of the Maori Community are invited to attend annual planning meetings either with the school parents and caregivers or if they choose, with their Iwi. Their views and concerns are taken into consideration when future planning takes place. Each Maori family has been individually consulted through Parent/Teacher Partnership Meetings.

NB: Due to the size of our school and number of Maori students, reporting to the BOT on Maori pupil results identifies individual pupils, therefore this is not highlighted. The Principal is aware at all times of Maori student achievement and monitors this closely, consulting with parents where there are concerns.

STUDENT ACHIEVEMENT TARGETS 2010

Focus 1 -Written Language

Historical Data: In 2008, diagnostic testing showed that we had 71% of children in Year 4-8 are spelling below their chronological age. This became a 2009 target but we didn't reach our goal. 69% of children in Year 4-8 are still behind their chronological age.

The total age difference for the same 13 children is now 5.3 years below their chronological age.

61% are now within ≤6months of their chronological age or above.

Aim: By the end of Term 4 2010 we aim to have 63% of our children, spelling at or above their chronological age.

1 child has identified learning needs and has an IEP in place.

Actions:

- Children will have personalised spelling lists according to their learning needs
- Spelling will be tested weekly and results will be monitored
- An emphasis will be placed on accuracy of spelling in all written work.
- Children will be re-tested at the end of term two to see what gains have been made and to modify programmes if need be.

ICT will be integrated into writing programme to help motivate reluctant spellers through use of the spell check facility.

Assessment Tools:

Spelling age test; beginning, middle and end of year. NB: There are 2 versions of this test. Children will be tested on Test B at the end of the year and Test A- Beginning and middle.

Spelling in writing sample will be assessed and recorded against Matrix levels for individuals. (Blue files)

STUDENT ACHIEVEMENT TARGETS 2010

Focus 2 -Maths

Historical Data: In 2008 we identified Number Knowledge and Strategy as a focus due to the results of PAT and NUMP diagnostic testing. We achieved our target to improve the percentage of children achieving below the expected stage in Maths.

However in PAT testing last year we have found that children did not make the gains in stanine that we had expected. 35% of our children are achieving at or below a Stanine 4 which is up to the fortieth percentile in the country. When analysing the data, we found that children showed gaps in their knowledge of geometry and statistics and this part of the test that let them down.

We completed ASTTLE testing in April 2009 and found that children between Years 4 and 8 had enormous gaps in their geometric knowledge/operations and statistics. As a group they are sitting below the national norms.

The end of year results showed that 66% of our students are now achieving within the expected range for their age. 17% of pupils are still achieving below the expected level and 17% of children are exceeding expectations.

Aim: As a group, to achieve at the National Norm line for Curriculum Function (Statistics and Geometry) in ASTTLE testing by the end of Term 4, 2010.

Actions:

- Children to receive 1:1 and small group teaching according to their individual needs at the time.
- Children will be involved in the learning process and have a clear understanding of where they are at and what they need to do to improve.
- Maths programmes will be planned to teach to the children's needs. This information is derived from testing and teacher observation.
- Teachers mark children's work regularly providing written and oral feedback and feed forward statements related to their Learning Intentions.
- 60% of our maths for Year 4-8 children will be based on number and 40% will be spent on Geometry and Statistics where juniors will be a 70-30 mix.
- Use of ARB's to monitor progress in these areas.
- Professional Development
- Professional Readings
- Assistance from Maths Advisor

Unpack the National Standards for Mathematics and attend appropriate P.D.

Assessment Tools

- ASTTLE Testing Dec 2010
- PAT Maths
- Assessment Resource Bank
- Teacher observation

Sherenden & Districts School ANALYSIS OF VARIANCE 2009

2008 TARGET	MARCH 2009 DATA	DECEMBER 2009 DATA	EVALUATION
<p><u>Written Language:</u> <u>Aim:</u> By the end of the year we aim to have 63% of our children, spelling at or above our chronological age.</p>	<p>71% of children in Year 4-8 are spelling well below their chronological age. The total age difference for 13 children was 10.7 years below their chronological age.</p>	<p>69% of children in Year 4-8 are still behind their chronological age. The total age difference for the same 13 children is now 5.3 years below their chronological age. 61% are now within ≤ 6 months of their chronological age or above.</p>	<p>Whilst we did not achieve our aim, significant gains have been made across the board. This target may have been a little unrealistic over a 1 year time period. At the beginning of the year we will test the children again and establish another target for spelling as it is still an area of need.</p>
<p><u>Maths:</u> <u>Aim:</u></p>	<p>At the beginning of Term 1 all children were tested using GLOSS (Numeracy Project Material). The results from this showed that 42% of our children were achieving below the expected level for NUMP.</p>	<p>Every child has been GLOSS tested in December on form D. The results showed that 66% of our students are now achieving within the expected range for their age. 17% of pupils are still achieving below the expected level and 17% of children are exceeding expectations.</p>	<p>This data shows definite gains made over the year. Children are involved in a well planned and structure Maths programme. They have taskboard activities that reinforce new learning. By full NUMP testing the children earlier in the year, we have been able to teach to the children's individual needs.</p>