

# Longburn School Charter

## 2015 – 2017

School ID: 2388

### Our Motto...

“Sowing seeds of possibility... on a pathway to potential”  
*'Pumanawa ai i te ara pai'*

### Our Mission Statement...

Through a range of opportunities, we will encourage our learners to develop the knowledge, skills, attitudes and values to strive towards their greatest potential.

Our Beliefs...	Our Core Values...
<p>We believe our learners will reach their full potential if we work together to...</p> <ul style="list-style-type: none"> <li>• Establish and expect strong relationships and values.</li> <li>• Develop a safe and stimulating child-centred learning environment.</li> <li>• Involve the whole community in learning.</li> <li>• Identify and cater for individual learning needs, styles and personal interests.</li> </ul>	<p><b>RESPECTFUL</b> – Take care of ourselves, others and the environment. Be considerate of others, showing a commitment to one another, our community, our environment; to the people and beliefs that are important.</p> <p><b>RESPONSIBLE</b> – In making the right choices, showing self-control and being accountable for one’s actions. Thinking critically, creatively, and reflectively.</p> <p><b>POSITIVE</b> – Aim high, always giving your best and persevering in the face of difficulties.</p> <p><b>LEARNERS</b> - Seek knowledge and use initiative. Have a social and environmental conscience (and use it).</p>



## Introduction...

On the 13<sup>th</sup> of June 1877, this school, then known as Karere School, was opened on Reserve Road, Longburn. In 1910 the school was shifted to its present site and renamed 'Longburn School'. We have a long and full history that we are proud of. Our history has helped shape us.

Longburn School is a semi-rural, full primary, decile 4 school, located within the Palmerston North City Boundary. The school is set in well established and landscaped grounds at Carey Street, in the Longburn village. This settlement also includes a service station, local dairy and hotel, Rural Supply store, community hall and several factories (inclusive of Fonterra and Goodman Feilder). The school also currently hosts numerous community activities, including a St John's Youth Group, a fitness group, and the Longburn Community Committee meetings, with the potential and intention to host more.

We are a well resourced school that is part of the Te Kawau Cluster. We participate fully in all interschool activities on offer, giving our learning community members opportunities to socialise and compete within our cluster group.

The school is committed to supporting learners as they develop their potential, especially in the core areas of literacy and numeracy. The school utilises the 'Walker Learning Approach' to deliver much of its curriculum. Our curriculum delivery is further enhanced through the development and implementation of e-learning, promoting technological literacy for our 'Asian Century' learners to utilise throughout life. The diverse range of students are supported by an enthusiastic team of teachers, support staff, BOT, PTA and wider learning community members who are committed to providing a quality education.

The school supports learning needs through stimulating and needs based classroom programmes, with additional resources sourced for identified individualised learning programmes. We strategically plan to ensure that our learning environment is able to cater effectively for the wide range of community learning needs, both in the present and the future.



## Recognising New Zealand's Cultural Diversity...

Longburn School, as appropriate to its community, will develop policies, plans and practices that reflect New Zealand's cultural diversity and the unique position of Maori.

Longburn School will consult with parents, the community and the local iwi and at all times adhere to the principles and intent of Te Tiriti O Waitangi.

In recognising New Zealand's diversity, and in particular the unique position of Maori within the community, Longburn School promotes the provision of learning opportunities in Tikanga Maori [Maori culture] and Te Reo Maori [Maori language], along with increasing the general 'cultural capital' of its community.

Through growing our intercultural understanding our knowledge and interest in our ever-changing world develops, strengthening our cultural capital.

To achieve this the school learning programmes and culture will:

- Be a 'whanau' friendly environment.
- Foster 'Te Reo Maori' (and other relevant cultures and language) through school signage and classroom environments.
- Incorporate planned teaching and learning of Te Reo me ona Tikanga Maori (Maori language and culture), and other relevant cultures and languages as able.
- Utilise opportunities to gain, further develop, or share knowledge and experience of others language and culture (through participation in relevant learning experiences and activities both on and offsite (eg powhiri, marae visits, other cultures visiting and visits to their places of origin as able, ....).
- Identify and use local resources to support this learning.
- Have relevant practices embedded in daily school life (eg whanau time, tuakana-teina, Kapa Haka, te ao kori, hosting of foreign interns , teachers, students and delegates...).
- Have relevant Maori (and other) role-models visit and interact with children (celebrating their success)

If a parent or guardian requests a higher level of tikanga and / or Te Reo (or other language) than is at present evident in our school, the school and whanau will explore possibilities, which could include one or more of the following...

- Dual enrolment at the Correspondence School.
- Providing further opportunities within the child's classroom using; extra resources (including human and digital resources).
- Using local 'Specialists' i.e. Maori Advisor.
- Other negotiated actions.

## Procedural Information...

Longburn School's cycle of reporting will follow the process outlined below: -

January – 1 <sup>st</sup> March	Board ratification of the previous years 'Variance Report' and a copy sent to the Ministry of Education. The Updated Charter, Annual Plan, and Student Achievement Targets ratified by the Board and a copy sent to the Ministry of Education.
May	Annual Report presented at Board AGM and copies sent to the Ministry of Education by 31 <sup>st</sup> May.
December /January	The Variance Report and Charter (inclusive of next year's annual plan) prepared, ready to present to BOT at next meeting (prior to 1 <sup>st</sup> March).

Longburn School will consult with its community, including its Maori community, on a regular basis as part of its three year cycle of self-review. The current Charter was developed in consultation with students, parents, staff and the wider community.

Targets for student achievement will be identified by analysis of school wide assessment data and information gathered through staff discussion. It will be moderated against a variety of National tools, utilising information available about National trends and National priorities.

The Annual Report will be lodged with the Ministry of Education each year after completion.

The Longburn School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter, to take full account of the National Education Guidelines and to meet all statutory obligations. The Board, following consultation with the community, has approved this Charter.



#### *Personnel, Finance and Property:*

Longburn School Board of Trustees will...

- Act as a good employer to teaching and non-teaching staff
- Prepare a budget to monitor and control school expenditure
- Allocate funds to meet the school's priorities so that student achievement is enhanced
- Implement the 5 year / 10 year property plans to ensure the school's facilities provide a safe, healthy learning environment.

#### **Our Local Goals...**

1. To provide a safe and stimulating child-centred learning environment, fostering a sense of self-worth, identity and respect.
2. To provide quality learning programmes, fostering a high level of personal achievement whilst cultivating the individual's passion.
3. To provide a meaningful, relevant, varied and challenging curriculum, enabling learners to become independent, lifelong learners.
4. To develop and nurture, within our learners, the skills, knowledge and cultural capital to enable them to be successful in our ever changing world.
5. To promote and nurture partnerships and relationships, with the school being the hub of the community.

#### **Strategic Plan Goals...**

Longburn School undertakes to achieve the Goals [NEGS], Guidelines [NAGS] and curriculum [NZCF] of the National Education Guidelines and the National Priorities through the following plan...

**Goal 1:** To provide a safe and stimulating child-centred learning environment, fostering a sense of self-worth, identity and respect.

#### Strategies

- Know our akonga well enough to cater for their needs, interests and abilities.
- Review, further develop and reinforce current behaviour management system (PB4L/Restorative Practice), ensuring all school community members are familiar with school's 'Behaviour Management System'.
- Promote emotional well-being and self-worth (efficacy) eg. through celebrations
- Ensure the physical environment is maintained in a safe manner through relevant systems and practices.
- Enhance the physical environment to make more stimulating: inside and out eg. displays, wall of fame, nature reserve, outdoor artwork, playground equipment,...

**Goal 2:** To provide quality learning programmes, fostering a high level of personal achievement whilst cultivating the individual's passion.

#### Strategies

- Provide regular opportunities for relevant professional development for all staff.
- Seek 'best practice' – identify and implement programmes/initiatives that engage, motivate and raise achievement levels, ultimately enhancing opportunities for success.
- Offer a range of learning experiences that enhance learning for all akonga, utilising 'expert teachers and/or programmes' as relevant (e.g. Zero Waste, Life Ed, LEARNZ, DARE, ....)
- Offer extension activities and opportunities to further enhance learning.
- Further develop assessment strategies to inform learning and that best meet Longburn School's literacy and numeracy needs and National Standards requirements.
- Utilise, and further develop, programmes that have proven successful within the learning environment (where relevant): eg. cross-grouping, AVAILL, individualised programmes for identified students
- Establish consistent schoolwide programmes and expectations, with learners setting realistic and achievable goals.



## Longburn School's Strategic Plan 2015 - 2017

Respectful, Responsible, Positive Learners  
**LONGBURN SCHOOL RIPPLE EFFECT**



**Goal 3:** To provide a meaningful, relevant, varied and challenging curriculum, enabling learners to become independent, lifelong learners.

#### Strategies

- Learning based on the interests and needs of our akonga.
- Provide curriculum and curriculum design that allows for greater natural integration of different learning areas so that learning is authentic and inquiry is recognised as central/important to learning.
- Create collaborative teaching/learning/assessment approaches – consistency, relevance, meaningfulness and ensuring purpose.
- Offer a wide range of experiences and access to people from the wider community (experts).

**Goal 4:** To develop and nurture, within our learners, the skills, knowledge and cultural capital to enable them to be successful in our ever changing world.

#### Strategies

- PD for staff to enhance teacher capability to facilitate learning in the areas of language, culture and ICTs.
- Ensure that all learning aims to further build on the key competencies of our akonga.
- Relationship building and effective communication to play an integral part of learning programmes and activities for our akonga.

**Goal 5:** To promote and nurture partnerships and relationships, with the school being the hub of the community

#### Strategies

- Further promote and encourage the involvement of our school and wider communities in supporting the learning needs of our children.
- Host 'whole school community' events
- School based opportunities to share learning with the community
- Outside groups utilising facilities for benefit of the community
- School hosting more cluster and wider community events.
- Create fun stimulating environment in and out of school, e.g. nature reserve, use of hall, play/picnic area
- Establish adult learning opportunities for the community (eg ICT class, Hobby Groups,...).

### Improvement Targets 2015...

This section reflects the targets set in order to raise student achievement and provide the basis for the Board’s annual self-review, end of year reporting and future planning.

**Maths:**

*To increase the number of students, mainly Year 4 and Maori students, achieving at and above the National Standards in Maths.*

**Reading:**

*To increase the number of students, mainly those in Year 2 and 3, achieving at and above the National Standards in reading.*

**Writing:**

*To increase the number of students, mainly boys and Maori students, achieving at and above the National Standards in the area of writing.*

<p><b>Current Situation</b>  <b>Student achievement data / learning behaviours of identified students.</b></p>	<p><b>Whole School...</b>  <b>Achievement data that was gathered and analysed in 2014 shows that, in relation to the National Standards in Writing:</b>          Unfortunately we were unable to achieve our target in Writing. The following movements were seen of individual students that would have impacted on our 2014 data compared to our 2013 data:</p> <ul style="list-style-type: none"> <li>• 2 students who were ‘below’ NS are now achieving ‘at’ NS.</li> <li>• 6 students remain achieving ‘below’ NS.</li> <li>• 5 students are new to the school or data (50% of the Yr 3 cohort being reported on).</li> <li>• 5 students were ‘at’ NS and are now ‘below’ NS.</li> </ul>	<p><b>Whole School...</b>  <b>Achievement data gathered and analysed in 2013 shows that, in relation to the National Standards in Reading:</b>          Unfortunately we were unable to achieve our target in Reading. The following movements were seen of individual students that would have impacted on our 2014 data compared to our 2013 data:</p> <ul style="list-style-type: none"> <li>• 1 student who was ‘well below’ NS in 2013 in now achieving ‘below’ NS.</li> <li>• 3 students who were ‘below’ NS in 2013 are now achieving ‘at’ NS.</li> <li>• 3 students remain ‘below’ NS.</li> <li>• 7 students (50%) included in the data who are achieving below NS are new to the school or data.</li> </ul>	<p><b>Whole School...</b>  <b>Achievement data gathered and analysed in 2013 shows that, in relation to the National Standards in Maths:</b>          We achieved our target in Maths for the Yr 3 cohort. The following movements were seen of individual students that would have impacted on our 2014 data compared to our 2013 data:</p> <ul style="list-style-type: none"> <li>• 6 students who were ‘below’ NS are now achieving ‘at’ NS.</li> <li>• 10 students remain achieving ‘below’ NS.</li> <li>• 2 students are new to the school or data.</li> <li>• 1 student who was achieving ‘at’ NS in now achieving ‘below’.</li> </ul>
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<b>Achievement Targets</b>	<b>To increase the number of students, mainly boys and Maori students, achieving at and above the national standards in the area of writing.</b>	<b>To increase the number of students, mainly those in Year 2 and 3, achieving at and above the national standards in reading.</b>	<b>To increase the number of students, mainly Year 4 and Maori students, achieving at and above the national standards in Maths.</b>
<b>Teaching &amp; Learning</b> Teaching and learning practices relating to identified target area.	<ul style="list-style-type: none"> <li>• Teacher capability</li> <li>• Teacher ability to model</li> <li>• Writing linked to hands on / practical / concrete experiences</li> <li>• Planning and teaching aimed at meeting individual needs</li> <li>• Word rich rooms</li> <li>• Relevant / real life / meaningful contexts for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher capability</li> <li>• Teacher use of modelling of strategies</li> <li>• Reading to / with / by</li> <li>• Relevant and engaging texts</li> <li>• Use of ICT</li> <li>• Relevant and engaging programme and delivery, aimed at meeting individual needs</li> <li>• Targeted teaching of strategies as identified through assessment</li> <li>• Print rich rooms</li> <li>• Integrated with Rich Learning</li> <li>• Higher Order Thinking learning tasks [comprehension]</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher capability</li> <li>• Teacher use of modelling of strategies</li> <li>• Hands on / practical / concrete experiences</li> <li>• Planning and teaching aimed at meeting individual needs</li> <li>• Numeracy rich rooms</li> <li>• Relevant / real life / meaningful contexts</li> <li>• Targeted resources</li> </ul>
<b>Intended Student Change</b> Change to students' beliefs and learning behaviours to achieve identified targets.	<ul style="list-style-type: none"> <li>• Children will know where they are at and their next steps in learning.</li> <li>• Children will be able to articulate the skills and strategies of good writing.</li> <li>• Children will be able to write in a variety of genre and contexts.</li> <li>• Children will be engaged and motivated to write, willing to risk take in their writing.</li> <li>• Children will be able to moderate writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will know where they are at.</li> <li>• Children will know their next step in learning.</li> <li>• Children can articulate the skills and strategies of good reading.</li> <li>• Children can articulate their high order thinking skills.</li> <li>• Children can read a variety of texts.</li> <li>• Children are engaged and motivated.</li> <li>• Children are risk takers in their reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will know where they are at.</li> <li>• Children will know their next step in learning.</li> <li>• They can articulate problem solving strategies.</li> <li>• They can use knowledge and strategies in a range of contexts.</li> <li>• Children are maintaining basic knowledge.</li> <li>• Children are engaged and motivated.</li> <li>• Children are risk takers.</li> </ul>
<b>Intended Teacher Change</b> Change to beliefs and teaching and learning practice in targeted area.	<ul style="list-style-type: none"> <li>• Flexibility in the way we group our children.</li> <li>• Flexibility in the way we deliver our writing programme to include possible cross grouping or whole</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility in the way we group our children.</li> <li>• Flexibility in the way we deliver our reading programme to include possible cross grouping or whole school approaches (eg peered reading)</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility in the way we group our children.</li> <li>• Flexibility in the way we deliver our teaching and learning across the school (eg cross grouping).</li> <li>• Individualised programmes developed where</li> </ul>



	<p>school approaches (eg peered writing)</p> <ul style="list-style-type: none"> <li>• Individualised programmes developed where needed.</li> <li>• Teacher modelling and targeting as needed.</li> <li>• Teacher questioning to develop student involvement in learning.</li> <li>• Further development of a reflective learning environment.</li> <li>• Increase in teacher knowledge.</li> <li>• Increase in teacher confidence when assessing and moderating writing.</li> <li>• Further development of the 'Teaching as Inquiry' model.</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised programmes developed where needed, targeting identified needs.</li> <li>• Teacher modelling and targeting as needed.</li> <li>• Teacher questioning to develop student involvement in learning.</li> <li>• Further development of a reflective learning environment.</li> <li>• Increase in teacher knowledge.</li> <li>• Increase in teacher confidence when assessing and reporting on individual learning.</li> <li>• Increased teacher knowledge in Higher Order Thinking strategies</li> <li>• Further development of the 'Teaching as Inquiry' model.</li> </ul>	<p>needed.</p> <ul style="list-style-type: none"> <li>• Teacher modelling and targeting as needed.</li> <li>• Teacher questioning to developing student involvement in learning.</li> <li>• Further development of a reflective learning environment.</li> <li>• Increase in teacher knowledge.</li> <li>• Increase in teacher confidence when assessing and reporting on individual learning.</li> <li>• Cross-grouping to better meet individual needs.</li> <li>• Further development of the 'Teaching as Inquiry' model.</li> </ul>
<p><b>Resource Provision</b></p>	<p><b>In School Support...</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher Release</li> <li>• School personnel</li> <li>• Current school resources.</li> <li>• Programme support for individual students.</li> <li>• Budget</li> <li>• Whole team meetings / Cluster Staff Meetings</li> <li>• Class visits</li> <li>• Literacy and Numeracy Lead Teacher s</li> </ul> <p><b>Outside Resource Support for Teachers</b></p> <ul style="list-style-type: none"> <li>• Professional Development from outside providers (as able to access)</li> <li>• School visits</li> <li>• TK Cluster Staff Meetings</li> <li>• Purchasing of resources</li> <li>• Budget</li> <li>• RTLb; RTLit; SLS; Reading Recovery Teacher; Massey University Advisory; TKI, Lead Teacher Networks</li> </ul>		



<b>Monitoring</b>	<p><b>Planned Monitoring of Student Achievement...</b></p> <ul style="list-style-type: none"> <li>• Formative and summative assessments throughout the term utilising school wide assessment tools.</li> </ul> <p><b>Planned Monitoring of Teachers' Development...</b></p> <ul style="list-style-type: none"> <li>• Ongoing formative feedback on teaching and learning to be provided</li> <li>• Regular professional development focuses during whole team meetings (LT to facilitate).</li> <li>• Regular reflection through 'teaching as inquiry' and unit/programme evaluations linked to staff performance appraisal.</li> </ul>
<b>Self Review</b>	<ul style="list-style-type: none"> <li>• Review of documentation (curriculum delivery and assessment) and assessment tools and systems.</li> <li>• Review of targets as set by staff through the student achievement review process [End of term 1 and Term 3]</li> <li>• Reporting of targets to Board of Trustees / School community / Local iwi / Ministry of Education. [Term 1 and term 4].</li> </ul>

### Supporting Documentation...

Longburn School has the following documentation (some either under development or being reviewed) available on request that supports its long term curriculum development and implementation priorities, its financial objectives and systems, health and safety provisions and property plans.

- Annually updated development plan.
- Ten year property plan.
- Annual Budget.
- Board policies and procedures (inclusive of H & S and Financial).
- Performance management systems.
- School review and audit programme.
- Behaviour management programme.
- SENCO procedures and guidelines.
- ICT Strategic Plan.
- Assessment and Reporting schedule.
- CDP [Curriculum Delivery Plan]
- Community Consultation
- Teaching and Learning Plans
- Maori Achievement Plan