

NELSON PARK SCHOOL CHARTER 2018-2020

School Number: 2620



“In All Things Seek The Highest: Whaia ko te taumata”

Our Motto - The school logo is also an important visual message of our Vision.

The Circle symbolises the development of the whole child

Raupo and Pukeko is about understanding nature and environment

The Tree reflects the growth of the child into adulthood

Books link the importance of knowledge and learning



This Charter and the Achievement Target/s for 2018 were developed by the Board of Trustees, Teachers and the Principal. Consultation occurred during the development of this Charter and prior to its approval. Members of the community are invited to attend all Board meetings. The school had an ERO review carried out at the end of 2016.

Introductory Section - Strategic Intentions

Mission Statement

At Nelson Park School we focus on the development of the skills of learning and the acquisition of knowledge, along with meaningful participation in creative activities. We see the promotion of self-esteem and understanding of others as paramount to the personal development of independence, recognition of the rights of all, and effective involvement in society and the environment. Discovery Time provides an environment where students are given the opportunity to direct and take responsibility for their own learning. They are given the freedom to develop skills required for life-long learning. It provides opportunities for teachers to meet the cognitive, social-emotional and physical needs of children through flexible, activity-based experiences.

We recognise that Transition occurs and needs to be supported through all levels of the school and delivery of the curriculum. We believe that children come to school with valuable learning and experiences. We aim to recognise this prior learning and build on it to enable children to confidently and competently contribute and belong in the school environment. We recognise and celebrate the diversity, both cultural and social, that the children bring to the new learning environment. Our transition philosophy values and celebrates the importance of developing strong connections with family and whanau through providing a culture of respect and shared responsibility for all our children.

Vision: “In all things seek the highest: Whaia ko te taumata”

Our Values and Beliefs

Our Core Beliefs are lived out in the culture of our school. They are a reflection of *the way we do things* at Nelson Park School.

- All children have the right to achieve their learning potential.
- We create a community of lifelong learners.
- Our environment provides child-centred learning.
- We value and nurture creativity.
- We find joy in learning through the wonder of discovery.
- We celebrate diversity and difference in an inclusive school climate.
- We maintain a strong value-centred culture where virtues are practised.

We are a happy school where fun and laughter is an everyday occurrence.

Principles: NZC

Special Character / Māori Medium status MMI Level 4(a) Verified in October 2016.

2. CURRENT SCHOOL DESCRIPTION

Nelson Park School is a “contributing” Primary School catering for Year 1 to Year 6 children. Nelson Park School has a growing roll. There are over 35 staff members including teachers, part-time teachers, office staff, teacher aides, librarian and full-time caretaker.

The majority of the students are of European descent with approximately 30% being Maori and lesser numbers of other nationalities being represented.

The school’s community area could be described as Napier South, Napier City, Lower Hill, and Marewa. Mainly residential, with most houses being built between 1920 and 1950. The community is a balanced cross section of age groups. The range of socio-economic and ethnic groups in the community is wide. Nelson Park School, is currently Decile 5. The school enjoys a good relationship with the local community whose expectations and support of the school are encouraging.

Following the 1931 earthquake, and subsequent demolition of the old school building occupied since 1914, the main classroom and administration block was built. Three other classroom blocks have since been added, giving 18 classrooms in total. A specially designed two-classroom unit for severely disabled pupils was also built on site in 1988. Major redevelopment was completed on the main administration and classroom block in March 1998, which included the provision of a brand new, three level library. Two other classroom blocks have since been upgraded, and the school hall has been extended to cater for our growing roll. Following the placement of Room 8 linking to the hall, the Ministry of Education has deemed the school to be a “restricted building site” limited to existing classrooms. At the start of 2014 the school was connected to Network for Learning, the NZ Government internet provider. This upgrade included further wireless provision throughout the school. Further developments are planned based on a full IT audit by New Era, and the outcome of our current review of IT school wide. In 2016 a classroom block of three rooms was replaced by a Flexible Learning Space comprising three classroom spaces and one breakout space.

‘Schools Out’ (a before and after school care programme) operates within the school grounds. Two kindergartens and several child care centres are nearby. Napier Intermediate School is close by and the great majority of Nelson Park School pupils move on to that school. Secondary schooling is served by schools outside the immediate area, including Napier Girls, Napier Boys and William Colenso College.

We acknowledge and are continually developing the five Cultural Capabilities needed to accelerate student achievement: (Fullan)

Cultural Responsiveness and Inclusiveness:

The Board of Trustees recognises the bi-cultural nature of New Zealand’s society, and the importance of the Treaty of Waitangi, and will ensure the delivery of Te Reo and Tikanga Maori at Nelson Park School in the following manner:

- Tikanga Maori and Te Reo Maori integrated into all appropriate aspects of the School Curriculum.
- Teachers are encouraged to have a daily Waiata.
- Maori Origin Stories incorporated into all areas of the curriculum
- Social Science: When focusing on New Zealand’s settings, value is placed on the heritage of the Tangata Whenua.
- Teaching resources available for classroom tuition from Years 1 to 6.
- Actively search out expertise in the community to enhance delivery of Te Reo and Tikanga.
- Annual consultation to determine community aspirations for Maori student achievement.
- Appointment of a staff member to develop Tikanga Maori and Te Reo programmes.
- ESOL programme operating.
- Community involvement in cultural studies.

- Knowledge and understanding of other cultures is enhanced through Social Science and other Curriculum programmes.
- Involvement of wider community in special cultural studies.
- Cultural diversity reflected in governance roles.
- Where appropriate, Pacific Island key worker/social worker available in consultative role.

When a parent of a full-time student requests that their children be provided with instruction in Te Reo the Principal, on behalf of the Board, will take all reasonable steps and:

- Refer to our Resource Teacher for Maori for advice and assistance;
- Discuss with the parents, the ways the school currently involves Te Reo and Tikanga Maori in school life and programmes;

Educationally Powerful Connections with Parents, Families & Whanau:

The aim of our Home School Partnership is to enhance learning relationships between our school and our community. We acknowledge and celebrate the pivotal role of family and aim to strengthen collaborative teaching and learning approaches between parents, children and teachers, whilst embracing cultural diversity. . As a community of learners, we foster and develop positive community relationships between our school and our community. We celebrate the pivotal role of the family / whanau and aim to strengthen learning approaches between parents, children and teachers, whilst embracing cultural diversity. Intervention programmes for students at risk are supported by strong home-school partnerships, which involve parents and whanau in the child's programme, goals and learning targets. Students report to their parents twice a year on their learning, progress and achievement, sharing evidence of their learning from a range of sources. Parents/caregivers are also offered the opportunity to meet with teachers formally twice a year. Reporting to parents is carried out in written form twice a year in relation to the National Standards. Written reporting for the Years 1-3 students occurs on the anniversary (every 20 weeks) of each student's time at school. Reporting also occurs in community newsletters and the Board's annual report. In 2015 a Facebook Page was setup to further enhance communication with parents and whanau

Instructional Capability

The improvement goals for learning in **Mathematics and Literacy** are reflected in our Strategic Goals and budget. Student progress is closely monitored by Teachers and School Leaders. Areas of need are addressed through learning programmes based on information from a range of sources. Target groups are identified and provided with teaching strategies to accelerate progress. Our aim is to provide meaningful and purposeful child-centred literacy programmes. Students develop the skills to become effective communicators within our world. They are given the opportunity to explore and develop literacy skills through deliberate acts of teaching in an integrated and rich learning environment.

We believe Mathematics is a major influence in all aspects of our daily lives. Through an Inquiry approach into teaching practice and the impact on learning we aim to accelerate the progress made by students who are currently just below National Standards. Through Mathematics and Statistics children explore a range of thinking skills which develop knowledge and strategies. This supports them to explore mathematical ideas to solve problems and to think creatively, critically, strategically and logically. All teaching and learning fosters success and enjoyment, while using resources to provide quality learning experiences.

Evaluative Capability:

At Nelson Park School we are focussing on developing co-leadership and co-coaching in Teacher Inquiry groups. Professional Learning Leaders are coached to develop this community of learning. Teachers use critical inquiry and problem-solving in professional practice and collaboratively inquire into the impacts of

teaching practice on student learning and achievement. In this way we are responsive practitioners. Students' progress is tracked and monitored on a regular basis in relation to curriculum progressions for National Standards achievement.

The Board receives comprehensive student achievement data, allowing targets and the budgeting to be directed to the identified areas of need.

Organisational Capability:

At Nelson Park School diversity and difference are acknowledged and celebrated in an inclusive school environment. The school has a collaborative team approach to supporting children with learning /social/emotional /physical barriers to progress and achievement. External support services (e.g. RTLB, RTLIT, GESE, BIRTHRIGHT, HEALTH NURSE] are often sought. Identified students benefit from programmes that address their learning strengths and individual learning needs. We recognise, value and cater for the diverse abilities and needs through our special needs, accelerate, cultural and ESOL programmes. The Special Education Grant (SEG), is used to develop programmes for students with moderate special education needs. Students verified with high or very high needs receive Ongoing Resourcing (ORS). Some of our Part-Time Teacher component is also used for Literacy and Mathematics Support groups. We have additional resources for learning support. They include Reading Recovery, Special Education Advisors, Speech Language Therapist, Health Camp, Rotary Readers and regular support from the Resource Teacher of Literacy and Resource Teacher of Learning and Behaviour (RTLB). Special provision is made for ESOL (English as a Second Language) students, dependent on funding received. As part of the school's Gifted and Talented Programmes, children with special abilities are given extension opportunities in various Curriculum areas.

Nelson Park School identifies interests, needs and abilities and regularly provides an appropriate range of opportunities for these students. Teachers with strengths in various areas are empowered to provide for these children during G and T allocated time, discovery time and in class.

We gather comprehensive assessment evidence on our students to inform future teaching (Next Steps) and learning programme priorities. Learning is based on formative assessment as well as on standardized and diagnostic tools, as well as unit assessment against the Achievement Objectives of the NZ Curriculum, teacher observation/professional judgment and anecdotal evidence. Comprehensive records are maintained, which demonstrate student progress, over time. Areas of student or curriculum needs are identified, prioritized and planned for. Self-Review is ongoing throughout the year in relation to the Strategic goals

Strategic Section 2018-2020

LEARNING AND ACHIEVEMENT GOALS

Domains	Strategic Goals	Core Strategies for Achieving Goals: 2018 - 2020
		2018
Student Achievement in Literacy and Mathematics	Improve outcomes for all students in literacy and mathematics, with a specific focus on Maori achieving at least on a par with the total school population (ka Hikitia p.8)	<p>Monitor and Track all student progress on a regular basis.</p> <p>Identify Maori students for accelerative and culturally responsive teaching</p> <p>Inquire into accelerative teaching strategies and impacts on learning.</p> <p>Implement teaching strategies that accelerate achievement</p> <p>Monitor and Improve attendance of identified students.</p> <p>Report to BOT regularly in relation to annual achievement target</p> <p>MST (Maths in school teacher)</p> <p>ALiM programme</p> <p>PB4L (Positive Behaviour for Learning)</p>
Student agency	Students are empowered to be independent learners committed to evaluating and adjusting their learning in partnership with their teacher	<p>Maximise learning through Discovery</p> <p>Continue to develop Pedagogy and Practice in Play-based Learning.</p> <p>Review Nelson Park School curriculum to establish shared Mission, Vision and 'Learner Profile'</p> <p>PLD on Student Agency with EdLead Consultants</p> <p>Increase the number of digital devices in junior classes</p> <p>Implement SEESAW digital app and "Google Classroom"</p> <p>PD in the new Digital Technology Curriculum</p> <p>Positive Behaviour for Learning programme (PB4L)</p> <p>Support the continuing growth of Collaborative Teaching</p>
Culturally Responsive pedagogy	<p>To develop pedagogy and practice that recognises the bi-cultural nature of New Zealand's society, and the importance of the Treaty of Waitangi.</p> <p>Teaching practice and the learning opportunities will ensure that Maori students enjoy and achieve educational success as Maori.</p>	<p>Develop effective culturally responsive pedagogy that improves agency and achievement for Maori students</p> <p>Provide all students with the opportunity to acquire knowledge of Te Reo Māori me ōna Tikanga.</p> <p>Use the Curriculum Resource "Two histories of Aotearoa.(Tamsin Hanly) for teaching and learning</p> <p>Build Whanau connections</p> <p>Kapa Haka</p> <p>PB4L</p> <p>PLD provided through the Community of Learning</p>

SCHOOL ORGANISATION AND STRUCTURE GOALS;

<p>Health and Safety</p>	<p>Regularly review and minimise risks to staff and students.</p>	<p>BoT training in and implementation of the new Health and Safety at Work Act requirements BoT training in and implementation of Vulnerable Children’s Act requirements. Maintain Hazards Register Ensure a safe workplace environment. Positive Behaviour for Learning programme (PB4L) Well-being survey students (Year 5 and 6) Develop Anti-bullying policy and procedure</p>
<p>Personnel</p>	<p>To grow professional and leadership capability of teachers</p>	<p>Maintain high quality staff/appointments Performance Management through Self Review ‘Good Employer’ provisions PD opportunities related to Strategic goals. Implement Appraisal procedure in relation to Education Council requirements. Appraisal procedures monitored by the Management Team Appraisal for learning through Teaching as Inquiry Encourage study and sabbatical leave.</p>
<p>Community Engagement</p>	<p>Involve whanau in students learning</p>	<p>Whanau events at school Reading together programme Production School stream App SeeSaw and Google classroom apps for sharing learning with whanau</p>
<p>School Finance and Property</p>	<p>Operate within annual grants. Review progress in relation to Property Plan (2012-2017)</p>	<p>Prepare & allocate funds that reflect the school’s priorities as set out in the Charter and strategic plan Monitor and control expenditure with Finance Committee and Accounting firm Align financial goals with educational goals and priorities Ensure financial policies and procedures to safeguard finances are in place and functioning. Audited Annual Accounts presented to the Board. Apply to Community Trusts for Grants Develop new 5YA (2018-2023). Follow Property Plan for year. Purchase Digital devices for students</p>
<p>Administration</p>		<p>Strategic Plan & Charter 2017-2020 Meet Board legislative requirements. Monitor compliance procedures BOT Governance Training Maintain Enrolment Scheme Continue to implement Policy review through BoT workplan.</p>

Self-Review

Nelson Park School is a reflective school. Our self-review process ensures that quality learning and teaching takes place. It creates a sense of belonging, is inclusive and promotes open communication between school, parents and community. The self-review process is used to identify, plan and implement developments of emergent, regular and strategic reviews both for the BOT and Staff. Reviews can be carried out by Leadership team, Syndicates, Curriculum teams, or groups involved in the leading and managing of the school. The Board will ensure ongoing provision of a safe and healthy learning environment. This priority is detailed in our Strategic Plan and in our 10 year Property Plan. Our 10 year Property Plan is reviewed annually and also outlines how the Board maintains a safe and healthy learning environment.

2018	2019	2020
Policy Reviews Budget (July/Dec) Principal Appraisal Reporting to the BOT Charter- update	Policy Reviews Budget (July/Dec) Principal Appraisal Charter – update Reporting to the BOT Bi-Annual Community Consultation	Policy Reviews Budget (July/Dec) Principal Appraisal Reporting to the BOT
Leadership and Teaching Internal Evaluation		
STRATEGIC: Cultural Responsiveness and Inclusiveness Educationally powerful connections and relationships REGULAR: Maori student achievement in Maths	STRATEGIC: Cultural Responsiveness and Inclusiveness Educationally powerful connections and relationships REGULAR: To be determined by data, evidence and/or research from the previous year.	STRATEGIC: Knowledge building for Innovation REGULAR: To be determined by data, evidence and/or research from the previous year.

Annual Section

The Annual Plan for 2018 details how we will implement the Strategic Plan. Reporting to the Board of Trustees and community will be in relation to each dimension of the Annual Plan. The development of the target(s) is undertaken by the school's Management team and teaching staff using a range of existing student achievement data. Achievement Target(s) are attached to this Charter. Nelson Park School will collect base-line student achievement data against National Standards for all year levels for Reading, Writing and Mathematics.

Domain: Responsive curriculum, effective teaching and opportunity to learn

Strategic Aims: Student achievement < Student Agency, Culturally Responsive pedagogy

Strategic Goal: To develop effective culturally responsive pedagogy that improves agency and achievement for all students, and to ensure that Maori students achieve success as Maori

Annual Goal: Accelerate progress of Maori students performing below expectations in Maths, Reading and Writing

Baseline data: Maths

The percentage of Maori students in year 3 who are achieving “at” or “above is 53% compared to 82% European

The percentage of Maori students in year 4 who are achieving “at” or “above is 68% compared to 77% European

The percentage of Maori students in year 5 who are achieving “at” or “above is 72% compared to 86% European

Achievement Target for MATHS:

Accelerate progress of **Maori students in Years 4, 5 and 6** (2018) who are achieving ‘below’ curriculum expectation.

Key Improvement Strategies: Maths

When	What (examples)	Who (responsibility)	Indicators of Progress
All year	Deliberate Acts of teaching will be evaluated to inquire into impacts on student learning outcomes.	Everyone	Target students will make accelerated progress.
All year	Implement the MST Programme for Students (PFS)	Sue, Rose, Rachel and Tracy	MST students who are ‘below’ curriculum expectation will make accelerated progress.
All year	ALiM programme for students	Sue, Rose, Rachel, Tracy, Andrea	Target students across the school will make accelerated progress
All year	PLD in Culturally responsive pedagogy	Everyone	Shifts in teacher practice will be noticed using the Teacher capability matrix on “Promoting further learning”
Once a term	Whanau evenings	Sue, Rose, Rachel, Andrea	
All year	Co-teaching: Target students will be taught twice a day	Learning assistance team	

Baseline data: Reading

The percentage of Maori students in year 2 who are achieving “at” or “above” has increased from 13% to 36%. This year group has the lowest percentage of Maori students achieving “at” or “above”. There are no Maori boys “at” or “above” in this year group and 80% of the Maori girls are **(This was the achievement target group in 2017)**.

The percentage of Maori students in year 3 who are achieving “at” or “above” is 71% compared to 92% European

The percentage of Maori students in year 4 who are achieving “at” or “above” is 68% compared to 90% European

Achievement Target in READING:

Accelerate the progress of **Maori students in Years 3, 4 and 5 (2018)** who are achieving ‘below’ curriculum expectation

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
All year	Accelerate identified students through evaluating teaching approaches that meet the needs of the students	Everyone	Deliberate Acts of teaching will be evaluated to show what makes the difference for student achievement
All year	Accelerate identified students through Reading Recovery	Sue, Jill, Lesley, Averil	Reading Recovery students will reach expected level on the programme OTJ’s will be consistent and reliable The number of Maori students who are achieving ‘at’ or ‘above’ will increase over the year (data sheets). Learning support students will make accelerated progress
All year	PLD for junior team teachers in SHARP reading programme and implementation of the programme in classrooms	Junior teachers	
All year	Staff PLD on Culturally Responsive pedagogy	Sue, Rachel, Tracy and Andrea	
All year	Provide support for the identified students through the school “Learning Support” programme	Senco and Learning assistants	
All year			

Baseline data: Writing

The percentage of Maori students in year 4 who are achieving “at” or “above is 69% compared to 75% European
The percentage of Maori students in year 5 who are achieving “at” or “above is 72% compared to 80% European

Achievement Target in WRITING:

Accelerate the progress of **Maori students in Years 5 and 6 (2018)** who are achieving ‘at’ or ‘above’ curriculum expectation.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
All year	Accelerate identified students through evaluating teaching approaches that meet the needs of the students	Everyone	Deliberate Acts of teaching will be evaluated to show what makes the difference for student achievement
All year	Accelerate identified students through targeted classroom teaching	Everyone	The number of Maori students who are achieving ‘at’ or ‘above’ will increase over the year (data sheets).
All year	PLD to develop Pedagogy and Practice in Play-based Learning.	All teachers	
All year	Staff PD on Culturally Responsive pedagogy	Sue, Rachel, Tracy and Andrea	

Monitoring

Each teacher will have a tracking and monitoring excel spreadsheet for their class, that has been formulated to show progress towards curriculum expectations

An OTJ for each student will be made twice a term.

Tracking and Monitoring sheets will be shared twice a term at syndicate meetings and actions planned for students whose progress is of concern.

Data will be monitored twice a term By the management team and reported to the BOT.

Wellbeing Student Survey data

Classroom observation and student voice data

Team meeting minutes

Teacher Inquiries

Resourcing

Shared Funding from the Ministry of Education and from the school

SiT Numeracy team (Fortnightly release)

MST and ALiM funding

Learning Support team in co-teaching

PLD contract with EDLead Consultants