



NELSON PARK SCHOOL CHARTER 2019-2021

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 2017 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

<p>Mission Statement</p>	<p>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.</p> <p>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</p>
<p>Vision</p>	<p style="text-align: center;">“In all things seek the highest: Whaia ko te taumata”</p>
<p>Values</p>	<p>Our Values and Beliefs Our Core Beliefs are lived out in the culture of our school. They are a reflection of <i>the way we do things</i> at Nelson Park School.</p> <ul style="list-style-type: none"> ➤ All children have the right to achieve their learning potential. ➤ We create a community of life long 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. <p style="text-align: center;">We are a happy school where fun and laughter is an everyday occurrence.</p>
<p>Principles</p>	<p>NZC</p>
<p>Special Character / Māori Medium status</p>	<p>MMI Level 4(a) Verified in October 2016.</p>

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 students 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. In 2018 School Stream App has been set up for informing parents

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.

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 2019-2021

LEARNING AND ACHIEVEMENT GOALS

DOMAIN	STRATEGIC GOALS	CORE STRATEGIES 2019 - 2021
<p>Responsive curriculum, effective teaching and opportunity to learn.</p> <p>Leadership for equity and excellence</p> <p>Evaluation, Inquiry and knowledge building for innovation and improvement</p>	<p>Cultural Responsiveness and Inclusiveness Develop effective culturally responsive pedagogy that improves agency and achievement for all students, with a specific focus on Maori achieving at least on a par with the total school population (ka Hikitia p..8)</p>	<p>Improve outcomes for all students in literacy and mathematics</p> <p>Assessment practices and purpose review</p> <p>Monitor and Track all student progress and achievement on a regular basis.</p> <p>Report to BOT regularly in relation to annual achievement targets</p> <p>Whole-school PLD “Developing Mathematical Inquiry Communities”</p> <ul style="list-style-type: none"> ● Implement teacher actions that engage students in mathematical practices and impact on student progress, achievement and engagement in maths learning. <p>Linking appraisal goals to annual goals and targets</p> <p>Progressive implementation of the etap feature “Spotlight for Learning”</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>Kapa Haka</p> <p>Pasifika group</p> <p>Mau Rakau programme</p> <p>Principal Appraisal</p>
<p>Responsive curriculum, effective teaching and opportunity to learn.</p>	<p>Student Agency Students are empowered to be independent learners committed to evaluating and adjusting their learning in partnership with their teacher</p>	<p>Continue to develop Pedagogy and Practice in ‘Learning through Play’ and ‘Learning through Inquiry’</p> <p>Link appraisal goals to annual goals and targets</p> <p>Continue to promote PB4L practices</p> <p>Involve students in knowing next steps and assessment for learning to build student agency</p> <p>Supporting students to be Agentic learners in the Nelson Park Way, using the school matrix</p> <p>Engage students in writing across the curriculum through STEAM</p> <p>Develop digital fluency and implement Digital Technologies curriculum</p>

Educationally powerful connections and relationships	Whanau connections To forge educationally powerful connections with families, whānau, communities.	Implementation of “Developing Mathematical Inquiry Communities” as a model of teaching founded in equity Building learning-focussed relationships with students and family Use of SEESAW app to share learning wiht parents and whanau Development of the parent portal and on-line reporting to parents within “spotlight for learning” etap feature Student learning conversations to share leanring with family members Family education oportunities with guest speakers Explore some approaches that appropriately resource whanau and encourage their participation and leadership in the school?
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SCHOOL ORGANISATION AND STRUTURE GOALS;

DOMAIN	STRATEGIC GOALS	CORE STRATEGIES
	Health and Safety: Regularly review and minimise risks to staff and students.	Maintain Hazards Register Ensure a safe workplace environment. Emergency evacuation procedure review Positive Behavior for Learning programme (PB4L)
Professional capabiltiy and collective capacity	Personnel. To grow professional and leadership capability of teachers	Maintain high quality staff/appointments Performance Management through Self Review ‘Good Employer’ provisions PD opportunities related to Strategic goals. Appraisal for learning through Teaching as Inquiry Encourage study and sabbatical leave.
Educationally powerful connections and relationships	Community Engagement Investigate current situation and develop a plan for implementation	Bi-Annual Community consultation for school-based Curriculum Review Research and develop approaches that appropriately resource whanau and encourage their participation and leadership in the school.
	School Finance and Property Operate within annual grants. Review progress in relation to Property Plan (2018-2023)	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 Follow Property Plan for year. AIMS ILE property project in Block A Implement projects in 10 year property plan
	Administration	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.

INTERNAL EVALUATION

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.

2019	2020	2021
Policy reviews Budget (July/Dec) Principal Appraisal Charter- Review Strategic Plan 2019-2021 Bi-Annual Consultation 10 Year property plan	Policy Reviews Budget (July/Dec) Principal Appraisal Four year Strategic Plan 10 Year property plan	Policy Reviews Budget (July/Dec) Principal Appraisal Four year Strategic Plan Bi-Annual Consultation 10 Year property plan
Leadership and Teaching Internal Evaluation		
STRATEGIC: Educationally powerful connections with families, whānau, communities. REGULAR: The impact on maths achievement and engagement of Developing Mathematical Inquiry Communities as a teaching model. The impact of using writing heaxgons on student agency and achievement.	STRATEGIC: Educationally powerful connections with families, whānau, communities. REGULAR: To be determined by data, evidence and/or research from the previous year.	STRATEGIC: Educationally powerful connections with families, whānau, communities. REGULAR: To be determined by data, evidence and/or research from the previous year.

Annual Section

WRITING

Annual Goal: Develop effective culturally responsive pedagogy that improves agency and achievement for all students, with a specific focus on Maori achieving at least on a par with the total school population (ka Hikitia p..8) .

Annual Target: To raise achievement and engagement levels of all students, especially boys, who are working towards curriculum expectations in writing.
To raise achievement and engagement levels of year 4 and 6 (2019) cohort.

BASELINE DATA

Year group data: WRITING

	With support		Towards		Within		Above		Outcome
	MID	END	MID	END	MID	END	MID	END	
Y1	0	0			100%	100%	0	12%	same
Y2	1%	1%	10%	10%	77%	77%	12%	3%	
Y3	3%	3%	30%	20%	60%	73%	7%	17%	Up from 67% to 90%
Y4	7%	5%	14%	15%	57%	63%	21%	2%	Down from 78% to 65%
Y5	19%	12%	39%	43%	39%	43%	4%	9%	Up from 43% to 52%
Y6	10%	0	22%	24%	57%	68%	12%	8%	Up from 69% to 76%
<i>Totals</i>	6.6%	3.5%	19.1%	18.6%	70%	74.8%	9.3%	8.5%	

Gender/Ethnicity Data: WRITING

	Well Below		Below		At		Above		
	2018	2017	2018	2017	2018	2017	2018	2017	
All Students	3.3%	2.3%	17.3%	24%	72.6%	55.4%	6.8%	18.4%	Up 5.6%
Male	2.9%	2.3%	21.4%	19.1%	70.4%	52.1%	5.3%	26.5%	Down 2.9%
Female	3.6%	3.8%	13%	25.8%	75%	54.9%	8.3%	15.4%	Up 13%
Maori	3.4%	3.2%	17.8%	27.7%	73.7%	55.3%	5.1%	13.8%	Up 9.7%
NZ European	3.7%	0.5%	16.5%	20.1%	71.5%	59.8%	8.3%	19.6%	Up .4%

Key Improvement Strategies

When	What (examples)	Who	Measures of success
Jan	PLD workshop with Andy McFarlane on “Spotlight” feature in etap		Reporting on learning and assessment in digital on-going form
March	<p>Staff meeting with Teacher Aides and Teachers on supporting children with challenging behaviours (Carol Dickinson, MOE psychologist.)</p> <p>Staff meeting on purpose of literacy assessment tools. (Kate Rowntree, Resource Teacher of Literacy).</p>	<p>Teachers and Teacher Aides</p> <p>Teachers</p>	<p>Behaviour data on etap</p> <p>Student engagement in writing</p> <p>Assessment practices and plan review</p>
May	Participate in Write this Essay PD and share the resources and ideas.	Rose	Student writing
Twice a term	Brad Gay consultant has been engaged to work with the PLL’s (Team Leaders) and to coach Principal	Lead Team	<p>Collaborative Inquiry among teams</p> <p>Leadership goals</p>
All year	Develop use of the literacy progressions (hexagons) in writing with students for student agency	Led by Rose	<p>Student achievement data.</p> <p>Student voice and teaching practice observation.</p> <p>Consistent and reliable OTJ’s</p> <p>Students understanding of thier learning and next steps</p>
All year	Meet the learning needs of identified students through Reading Recovery and Learning Support programmes	Sue, Lesley, Averil	<p>Reading Recovery data and report to BOT</p> <p>Progress and achievement data</p>
All year	<p>Work to integrate Learning through Play/STEAM to foster engagement and purposeful application.</p> <p>Organise visits to other schools experimenting with collaborative approaches, STEAM, strong student agency etc.</p>	Everyone	<p>Teacher Inquiry findings</p> <p>Evidence of engagement in learning (SeeSAW and PLAY books)</p>

MATHS

Annual Goal: Develop effective culturally responsive pedagogy that improves agency and achievement for all students, with a specific focus on Maori achieving at least on a par with the total school population (ka Hikitia p..8) .

Annual Target: To raise achievement and engagement levels of all students, especially year 6 (2019) cohort, who are working towards curriculum expectations in maths

Baseline data:

MATHS: Expected Curriculum Level MID/END Year 2018

	With support		Towards		Within		Above		Outcome
	MID	END	MID	END	MID	END	MID	END	
Y1	0	0	2%	2%	98%	98%	0	0	same
Y2	1%	1%	10%	9%	83%	84%	6%	6%	Up from 89% to 90%
Y3	3%	2%	28%	22%	52%	53%	16%	24%	Up from 68% to 77%
Y4	0	0	23%	10%	55%	53%	21%	37%	Up from 76% to 90%
Y5	21%	7%	26%	28%	47%	50%	5%	16%	Up from 52% to 66%
Y6	9%	3%	19%	10%	49%	63%	23%	24%	Up from 72% to 87%
Totals	5.6%	2.1%	18%	13.5%	64%	66.8%	11.8%	17.8%	

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Jan	PLD workshop with Andy McFarlane on "Spotlight" feature in etap	Teaching staff	Reporting on learning and assessment in digital on-going form
April-May	PLD with DMIC facilitator on Assessment tasks and tools	Teaching staff	Assessment review for Maths learning

All year	<p>Developing Mathematical Inquiry Communities (DMIC) is a whole school PLD project for the year. Four workshops throughout the year and every teacher has 7 classroom visitors with a DMIC mentor.</p> <p>Teaching observations and gathering student voice</p> <p>Involve parents in learning</p> <p>School-wide Appraisal Goal for teaching inquiry</p> <p>Provide support for the identified students through the school "Learning Support" programme</p>	Everyone	<p>Impact of teacher actions that engage students in mathematical practices on achievement and engagement.</p> <p>Teachers will build learning-focused relationships, showing shifts on the teacher capability matrix.</p> <p>Student achievement data. The number of Maori students who are achieving 'within' or 'above' curriculum expectations will at least remain on a par to the rest of the school population.</p> <p>Shifts in teacher actions to involve parents in student learning on the teacher capability matrix.</p> <p>Parent response on SEESAW and attendance at school events which focus on learning</p>
		SENCO team (Sue, Rose Rachel, Lesle),	Learning support students will make accelerated progress
Twice a term	Brad Gay consultant has been engaged to work with the PLL's (Team Leaders) and to coach Principal	Lead Team	Collaborative Inquiry among teams Leadership goals
<p>Monitoring:</p> <p>Each teacher will have a tracking and monitoring excel spreadsheet for their class, that has been formulated to show progress towards curriculum expectations</p> <p>An OTJ for each student will be made twice a term.</p> <p>Tracking and Monitoring sheets will be shared twice a term at syndicate meetings and actions planned for students whose progress is of concern.</p> <p>Data will be monitored twice a term by the management team and reported to the BOT.</p> <p>Leadership team will complete two observations of all teachers, gathering observational data and student voice.</p>			
<p>Resourcing: PLD budget in Operational funding. Whole school PLD in DMIC</p> <p>Staffing for Professional Learning Leaders release</p>			

