

West Spreydon School Charter 2009



ATTITUDE, ADVENTURE, ACHIEVEMENT

Whaia te iti kahurangi

Ki te tuohuke, he maunga teitei

Pursue Excellence

Should you stumble, let it be to the lofty mountain

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General Description of the School

ATTITUDE.ADVENTURE.ACHIEVEMENT

We have a proud history which is acknowledged by staff, the board and parents, many of whom were students here themselves.

Our current board is committed to providing high quality education with high expectations for support. The board places high value on building teacher capability and has supported this in the budget. We are currently part of an ICT contract which is transforming our beliefs about how children learn and the ways in which teachers teach.

We are building a school around the New Zealand curriculum which values students who are: curious about learning and life; connected to their world and to others, inclusive; have respect for themselves others and their environment and who see learning as an adventure.

West Spreydon School is a contributing Primary School with Year 6 pupils either moving on to Manning or South Intermediate and then to Hillmorton or Cashmere High Schools.

West Spreydon School is designated decile 4.

The number of classes for 2009 is 7. The teachers are organised into two teams.

TEAM 1	Pohutukawa	Y0-Y3	Deputy Principal. Team Leader
TEAM 2	Totara	Y4-Y6	Assistant Principal. Team Leader

The teaching staffing of 11.22 includes leadership positions of a Principal, Deputy Principal, Assistant Principal, ICT Lead Teacher and SENCO

In 2009 the leadership team will have a critical role in developing the curriculum for West Spreydon School.

These additional leadership tasks are supported by the board through non contact time.

We have several part time teachers who provide classroom support for teachers who are on duties other than teaching or who are attending professional learning courses. These include a Reading Recovery Teacher and an ESOL teacher, and two permanent part time teachers.

A Resource Teacher of Literacy is also attached to West Spreydon School.

We employ a teacher for Kapahaka and te reo Maori for 3 terms of the year.

Our Support staff consist of an Executive Officer, Clerical Assistant, a Caretaker/Cleaner, two part-time cleaners, and three teacher aides,

Additional personnel from St Nicholas Youth Trust and Spreydon Baptist Church Cross Over Trust, Methodist Wise Up programme assist at West Spreydon School by running fun and challenging leadership programmes or providing mentoring to our students and their families.

We are also well supported through the Christchurch Holiday Camps Trust, SWIS worker, Public Health Nurse, Truancy Officer, Special Education Services (Educational Psychologist, Resource, Speech Therapist, Communication Worker), Police Education Officer SLS, O.T and many other ancillary services. The majority of these people form our Pastoral Care Team. Our belief in Hauora(the emotional, physical, and spiritual wellbeing) supports our goal for raising student achievement .

The school site in Lyttelton Street is approximately 2 hectares of well kept grounds and gardens. The grounds have been landscaped in partnership with a Trees For Canterbury project which has restored many of the native plantings to our area.

Included in the school grounds are a junior and senior adventure playground, two sandpits, sealed areas with two netball courts and pavement games, mature trees with shaded seating areas and extensive grassed playing fields.

We have a small children's orchard.

The school has two swimming pools. There is a learners' pool and a 22m training pool (1933/34) The board began consultation with the community in 2008 to evaluate the viability of maintaining and upgrading the pools.

The school complex is made up of three main classroom blocks and one double transportable classroom unit.

Front Block (1958)	Two classrooms and a dental clinic. The Administration Area was upgraded at the beginning of 2000 and consists of a staff room, 3 offices (Principal, Interview Room and Administrators office), foyer, medical room, shower room, work room and a staffroom with an attached courtyard.
Middle Block (1926)	This original building has been remodelled and redecorated. This block has 4 classrooms, a resource room and an office.
Back Block (1938)	Has been remodelled and consists of 4 classrooms, a resource room and the Deputy Principal's Office.
Library (1996)	Jim LeGrice Memorial Library
Transportable (1996) Classroom	Rooms 12, 13 Room 12 – Christchurch South Community Toy Library Inc.

Attached to the school: a boiler house, caretaker's and cleaner's store sheds, bicycle sheds and a school hall (1976) with an attached kitchen and a storage room (1989) which is used extensively by various community groups and individuals. The board is committed to building and strengthening our connections to our community.

The school is well equipped with an intercom system, an electronic keyboard, dvd players, two television sets, listening post in the library, CD / cassette recorders/radios in every classroom, laptops and eyeball cameras for all teachers, 8 digital cameras, data projectors and screens installed in each classroom and for the hall, two new digital video cameras, two mobile phones, new desk top classroom computers, a pod of laptops for students, (C.O.W.) and new computers for administration, library and the teacher workroom.

The majority of the equipment has been bought for student use and has been funded by the board through careful management of the operations grant, fund raising and charity applications.

We have extensive intranet and internet capability. The PABX has been updated and all classes and working spaces have telephone access.

Teachers, administrators and the board will have remote access to all relevant data in 2009. The school is becoming a digital school where data is stored and transferred electronically.

Improvements to the environment have been made over recent years:

- Heathcote River, Native Area and along the northern boundary fence;
- New pavements in front of Block 1 and 4 and other areas of the school;
- New front fence and driveway;
- An orchard established;
- Pavement painting - games.
- Network cabling to MOE specifications.
- A pod of laptops for pupils use.

- Cloak bay upgrades
- PABX upgrade

At West Spreydon School we celebrate our cultural diversity and the ways in which we recognise New Zealand's 21st Century citizens.

The roll in March 2009 numbered 173 pupils. The children are predominantly European (59%) with Maori pupils making up (23%) of the school. Other major ethnic groups include, Polynesian (6%) Asian (3%) and a (9%) variety of other ethnicities (African & European).

West Spreydon School is a signatory to the Code of Practice for the Pastoral Care of International Students.

Curriculum

West Spreydon School is in the third year of an ICT contract managed by eTime. This has been and will continue to be a catalyst for change as we question our beliefs and practices about high quality teaching and learning in the 21st Century. We have completed the consultation process with our school community and with more than 2,000 households in our area to determine the needs and hopes of our community as we implement the New Zealand Curriculum in our school.

The key competencies and principles of the NZC will under-pin our values and beliefs and our school curriculum. These will be clearly expressed in the board's new vision and mission statements.

Literacy and numeracy programmes have high value and pre-eminence in our learning programmes.

We have developed a school wide inquiry learning process that has integrated many aspects of the curriculum. ICT skills and thinking tools are an integral aspect of our teaching.

EOTC programmes are developed to extend children's learning and experiences. They include camps for years 4-6, cultural and sporting excursions and community visits.

Extra curricular programmes are offered to pupils in the form of: choir, violin, kapahaka, te reo Maori and the option of Chan's Martial Arts or G.K.R. Karate evening classes for children and adults. After School Care and Holiday Programmes are also available for our pupils through S.H.A.R.P., SHARP Studio (Spreydon Holiday And Recreational Programme).

Community Connections

The school recognises the importance of parent involvement in children's education. This supportive relationship operates in numerous ways - assisting in classrooms, library operations and administration, incentives schemes, school activities, sporting events, lunch orders, compiling resources and fund raising activities organised by an active PTA Committee.

Enrichment Programmes.

Targeted Funding for Educational Achievement (T.F.E.A.) and the Special Education Grant (S.E.G.) are used for addressing special needs/abilities requirements.

Part-time teachers are employed for Reading Recovery and ESOL Two teacher-aides enhance the learning programmes for children who have learning needs.

We have additional funds for an oral language programme(HPP) and contested funding support from RTLB upon application

The Christchurch School For Young Writers, Perceptual Motor Programme(PMP),
Mentoring “Buddy” Programme etc.

West Spreydon School values the qualities of:

• **Attitude**

respectful
honest
responsible

• **Adventure**

curiosity
risk taking
resilience
perseverance
having a sense of humour

• **Achievement**

excellence
belonging
partnership
creativity
celebrating success

Our desired **student dispositions** have been identified as:

Our students give their personal best and are:

Thinkers (Thinking)
Respectful (Relating to others)
Adventurous (Managing self)
Creative (Using language, symbols and text)
Connected (Participating and Contributing)

NATIONAL PRIORITIES

West Spreydon School will determine its priorities by focusing on national priorities.

National priorities are currently determined to be:

- Providing a safe physical and emotional environment for students;
- Providing opportunity for success in the 8 Learning Areas and Key Competencies areas of The New Zealand Curriculum;
- Improving Numeracy and Literacy, especially in Years 1 – 4;
- Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students;
- Improve the achievement of Maori and Pasifika students;
- Promote healthy food and provide regular, quality physical activity for all students in Years 0-6
- Catering for children with ‘Gifts and Talents’.
- Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students;

Local priorities will be identified through:

- The school’s programme of self review;
- Analysis of the school’s assessment data.
- consultation

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework.

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

West Spreydon School, as appropriate to its community, has developed procedures and practices that reflect New Zealand's biculturalism and the unique position of Maori culture and our community's cultural diversity.

We acknowledge the partnership that lies at the core of Te Tiriti o Waitangi in our practice and pedagogy.

In recognising the unique position of the Maori culture, West Spreydon School has taken all reasonable steps to provide instruction in Tikanga (Maori culture) and Te Reo Maori (Maori Language) for students whose parents would like their children to participate.

Maori Responsiveness Plan

If whanau or the community requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme the staff and family/community will discuss extending the existing programmes or supporting the families to pursue some of the options listed below.

- **Our programmes currently include:**

- Te Reo for all students within the classroom.
- Terms 1 & 4 - Weekly extension Te Reo classes with tutor Sherrilee Herangi-Harrison
- Kapahaka Group with Sherrilee Herangi-Harrison
- Links with the Hillmorton Marae
- Utilising community resource personnel
- Kapahaka Group performing within the wider community.
- Progress of Maori pupils tracked while at West Spreydon School
- Extensive resources for supporting the teaching of the Te Reo programme
- Two full time staff members who are fluent in te reo and who provide guidance in

tikanga and te reo

Options that may be pursued

- Extending the existing programmes if and as appropriate.
- Providing in-school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom.
- Exploring other schools which may offer programmes closer to expectations.
- Offering dual enrolment with the Correspondence School
- Implementing other negotiated actions.

PROCEDURAL INFORMATION

CONSULTATION WITH PARENTS/CAREGIVERS/COMMUNITY

The Board of Trustees held a planning day in October 2008 to review their strategic plan, vision, mission statement, beliefs and valued qualities. The board and teaching staff met together in December 2008 and have reviewed their thinking over several additional meetings.

Consultation with parents/caregivers regarding the revised West Spreydon School Charter was undertaken in a number of ways: newsletters, questionnaires, surveys and informal meetings

A variety of consultation meetings or communications were held to give parents/caregivers an opportunity to discuss or offer feedback to the revised school charter: mission statement, vision, values, goals, etc.

1. Questionnaires:

Questionnaires were also placed on the school website to provide an anonymous format for parents and the community

Terms 3 & 4 2008, Term 1 & 2 2009

- Pool viability survey
- Parent and student consultation re the perception, purpose, curriculum and practices of our school
- Wider community (2,800 homes in the Spreydon area) re the perception, purpose, curriculum and practices of our school

Health Education: Questionnaire

Term 1 2009 Cycle Safe

2. **Parent / Learning Community Meeting**

Term 3 2008 Taking Responsibility Programme (relationship and behaviour management system) Draft information was also placed in newsletters and website for parents to view and comment. The system was reviewed and reported to parents and board in Term 1 2009

3. Newsletter

Term 1 2009

Draft Strategic Plan: mission statement, vision, values, strategic goals and beliefs
Goal Setting Interviews and Student Led Conferences

Planned Community Consultation 2009

1. **Maori Community Questionnaire**

Term 2 2009

2. **Sexuality component of the Health and Physical Education Curriculum including a review of the policy and procedures**

Term 2 2009

3. **Bullying: Survey of students and parents**

Terms 1 & 2 2009

- 4. Goal Setting and Student Led Conferences introduction, review and feedback**
Information to parents term 4 2008 and term 1 2009
Term 4 2009 review

DATES FOR PLANNING YEAR

The Annual Plan implementation is for the normal school year, January to December.

West Spreydon School will lodge a copy of its annually updated Charter to the Ministry of Education each year in May.

The Annual Report (including reports on Annual targets) will be tabled at the May BOT Meeting. A copy of this will be lodged with the Ministry of Education within ten working days.

West Spreydon School consults its community, including its Maori community, regularly as part of its three year cycle of self review.