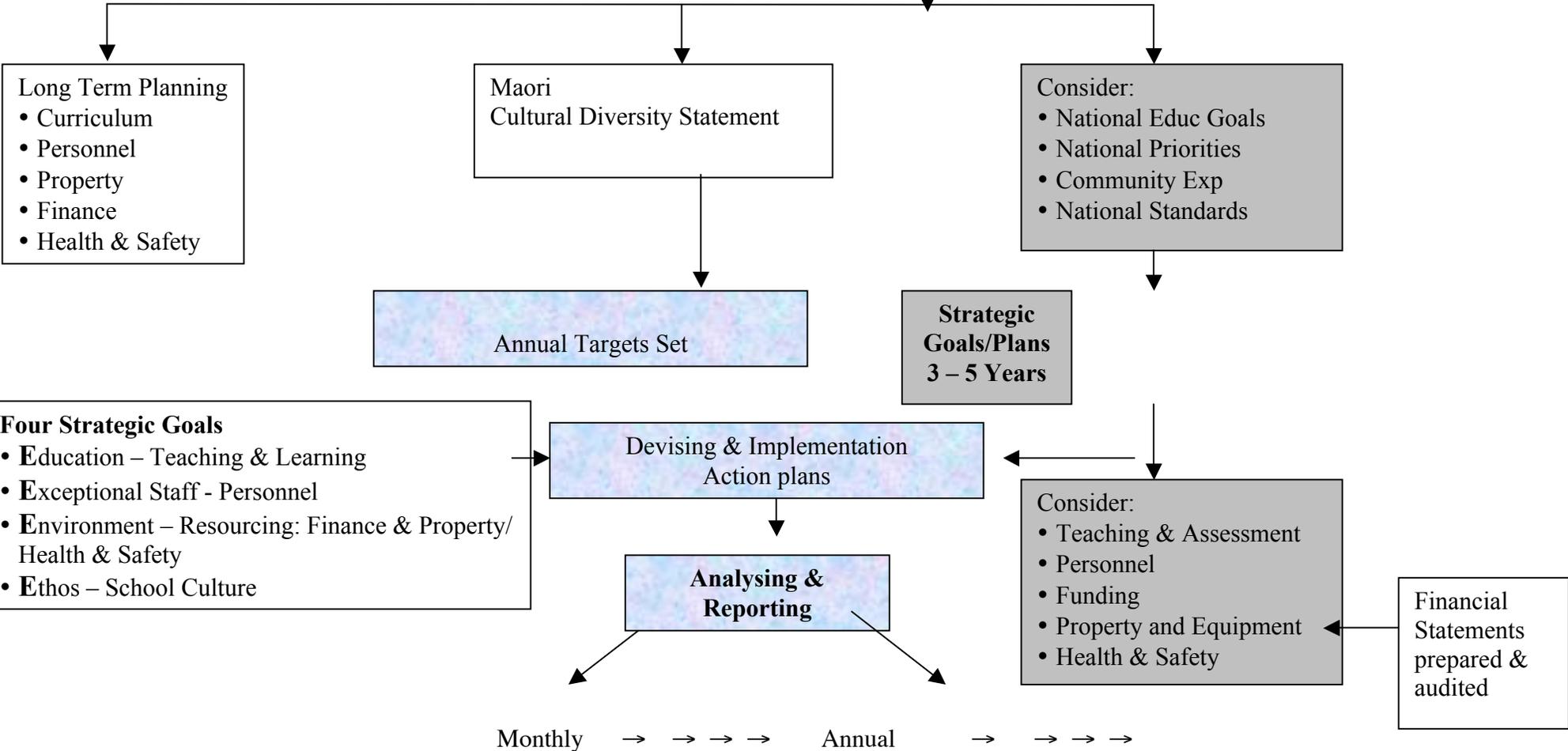


Updated West Eyreton School
Charter
2018 - 2020



CHARTER

**VISION
MISSION STATEMENT**



<p>The National Priorities</p>	<p>The school will determine its priorities by focusing on the National Priorities.</p> <p>National Priorities are currently determined to be:</p> <ul style="list-style-type: none"> • Providing a safe physical and emotional environment for students • Providing opportunity for success in all Essential Learning and Essential Skill Areas of the New Zealand Curriculum • Prioritising development of high levels of competence (knowledge and skills) in Literacy and Numeracy, Science, Technology and Physical Activity. • 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 • 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. <p>Local Priorities will be identified through:</p> <ul style="list-style-type: none"> • The school’s programme of self review • Analysis of the school’s assessment data <p>In meeting the National and Local Priorities, the school undertakes to work within the National Administration Guidelines framework.</p>
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<p>Procedural Information</p>	<ul style="list-style-type: none"> • West Eyreton School will lodge a copy of its year end National Standards* achievement data linked to its analysed National Standards* data (Analysis of Variance) and its annually updated Charter, to the Ministry of Education by 1 March. (no privacy issues – all data must be submitted for all pupils) • West Eyreton School consults its community, including its Maori community, regularly as part of its bi-annual cycle of self review. • Targets for student achievement will be identified by discussion with the staff, members of the Maori community and Board of Trustees. • In addition to the above, the school’s Maori community is consulted to assist at Marae visits, cultural events, school assemblies & assistance writing our Maori School Programme of Work. <p style="text-align: center;">A copy of the School’s charter is available to Parents at the School Office.</p> <p>* National Standards – we are reporting on these until advised by MOE what the new requirements are.</p>
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<p>New Zealand’s cultural diversity and the unique position of the Maori Culture.</p>	<p>Education Act requirements:</p> <ul style="list-style-type: none"> • West Eyreton School will develop procedures and practices that reflect New Zealand’s cultural diversity for all of its pupils • West Eyreton School will foster Inclusive practices, identifying areas for further development so that the school demonstrates cultural inclusiveness for all 	<p>We will meet these requirements by:</p> <ul style="list-style-type: none"> • Implementing the Principles of the Treaty of Waitangi. • Following the recommendations of the Maori education strategy – “Ka Hikitia – Accelerated Success for Learning” & the “Hautu” self review tool • Implementing the School’s Maori Programme of Work. • Working with the Oxford Eyre Learning Community cluster to identify ways to improve the school’s cultural responsiveness Maori Education strategy (now working together on Community of Learning) • Making full use of Maori resources in the community and capitalising on the experiences and perspectives of the tangata whenua as an integral part of the school programme including annual consultation with Maori parents. • Supporting New Zealanders so they value their cultural heritage. • Reporting to the Board of Trustees, parents and Maori community on Maori student achievement. • Implementing the Maori Responsiveness Plan as outlined below: <u>Maori Responsiveness Plan</u> <p>If Whanau request a higher level of Tikanga and / or Te Reo than is presently evident in our school’s Maori Programme the staff and family will discuss and explore the following options:</p> <ul style="list-style-type: none"> • Seek support and resources from appropriate Professionals to further enhance inclusion of Te Reo and Tikanga within the child’s classroom • Further explain the existing programmes: e.g. the daily integration of Maori into Curriculum Areas, Te Reo Kori – PE, School Buddy Programme i.e senior class visits junior classes to teach Maori language/songs/dances; Maori games buddy sessions; Marae visits. We encourage our Maori parents to be involved in our school events i.e. attend school functions to assist teachers / pupils, help teachers with Te Reo, Kapahaka programmes, act as resource persons. We seek assistance and support for Maori in our school programmes from the resource teacher of Maori. • Further extend the existing programmes, if and as appropriate, by: • a) Combine with a neighbouring school for parts of the day/programme • b) Dual enrolment with Correspondence School
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School Vision – Key Characteristics of Learning that we Value:

Key Characteristics	What We Will See When This Is Happening At Our School	How we Will Achieve This
1. Life Long Learners	<p>Children who:</p> <ul style="list-style-type: none"> • Take opportunities • Try new things • Show initiative • Show enthusiasm for learning • Set goals • Strive to continually improve • Manage their own progress • Take responsibility for their own actions 	<ul style="list-style-type: none"> • Equip children with Literacy, Numeracy and Information Literacy skills. • Ensure children see purpose for applying these skills in their daily lives. • Offer opportunities for children to extend and develop their learning. • Offer opportunities for children to develop independence in using these skills. • As teachers we will role-model learning – teachers will attend regular PD related to school foci & appraisals • We will offer encouragement for all learning, encouraging extra-curricula activities such as: <ul style="list-style-type: none"> Senior Leadership Teams Agricultural Club projects & Pet rearing Music tuition Speech-making Debating Gifted and Talented programmes Librarian roles & responsibilities Problem-solving & other competitions • Resource the school with expertise in staffing and up-to-date equipment and materials • Teach and encourage self-regulated learner skills; collaborative practices developed for learners • Ensure all children are fully included and that all school practices and processes are fair
2. Good communicators	<p>Children who:</p> <ul style="list-style-type: none"> • are able to express their ideas clearly in oral situations. • are able to communicate effectively through the reading and writing of English. • are responsive and receptive listeners. • show an appreciation and understanding of the features of visual language. • have had exposure to, and are beginning to understand and communicate in some other languages. • Show understanding of their audience whether it be communicating orally, in written form, or through visual language. • Set high standards for themselves when communicating with others i.e. are inclusive, respectful and polite • interact positively with others regarding their own learning, and that of their peers 	<ul style="list-style-type: none"> • Provide comprehensive oral, written and visual language programmes that provide a thorough development of speaking, listening, reading, writing and visual language skills. • Provide role-modelling of standards, and set expectations for quality communication. • Give children opportunities to use and practise communication skills. <ul style="list-style-type: none"> e.g. Speechmaking Poetry recitals Debating Young Writers Poetry and prose writing competitions Stage productions Storytellers Interviewing • Provide exposure to professional communicators

	<ul style="list-style-type: none"> • develop skills for formal oral delivery (public speaking, poetry delivery, dramatic skills, etc) • have, or are developing, the skills to write and present their own mihi at all levels of the school • are able to present their mihi at assemblies (senior pupils) • greet & thank visitors, guests in Maori; 	<p>e.g. storytellers & performers stage productions video and films</p> <ul style="list-style-type: none"> • Promote exposure to learning and appreciating other languages – e.g. Maori, French, German, Spanish, Japanese. • Provide a well-resourced library and ICT facilities. • Teach and encourage self-regulated learner skills; collaborative practices developed for learners • Ensure all children are fully included and that all school practices and processes are fair
<p>3. Problem-solvers</p>	<p>Children who:</p> <ul style="list-style-type: none"> • accept and rise to challenges in any settings (social and academic). • have a strong base of knowledge from which to draw on for problem-solving. • demonstrate perseverance. • are aware of different ways of thinking and working through problems (social and academic). • are able to analyse their own progress and take increasing responsibility for making change (SRL skills) • are able to define and analyse the problem and generate and implement possible solutions 	<ul style="list-style-type: none"> • Teach wide-ranging skills that children may apply to problem-solving in both social and academic settings. • Develop programmes that link the problem-solving skills from the National Curriculum to our Programmes of Work - also identifying what, when and how problem-solving skills are best taught at each level. • Provide opportunities for children to apply problem-solving skills in social and academic settings. • Teachers will role-model problem-solving strategies. • Implement recognised problem-solving and thinking skills programmes e.g. De Bono, Blooms Taxonomy, SOLO • Assessment of children’s skills in problem-solving. • Offer opportunities for children to participate in such programmes as: Gifted and Talented programmes Enterprising education – opportunity for new initiatives Science and Technology fairs and challenges Education outside the Classroom Kia Kaha Keeping Ourselves Safe. • Teach and encourage self-regulated learner skills; collaborative practices developed for learners
<p>4. Responsible citizens</p>	<p>Children who:</p> <ul style="list-style-type: none"> • are caring and kind • show respect for each other • show respect for the environment • have a sense of duty • are honest • are reliable • demonstrate generosity • are tolerant • show endeavour • show initiative • obey and respect rules • include others • are welcoming and polite 	<ul style="list-style-type: none"> • Establish and maintain a school culture that promotes the values listed, and provides incentives and expectations to ensure these are consistently achieved. • Provide clear guidelines for behaviour: Restorative Justice Practices implemented School Code of Conduct Bus rules • Regularly promote these values through providing programmes such as: * West Eyreton school culture = 5 Special Qualities – 5E’s – excellence, effort, empathy, enterprise, example * Class circle times timetabled for all classes * Health programmes eg Life Ed, Kia Kaha, K.O.S * School acknowledgements at assemblies * End yr Prize Giving ceremony Kindness cup/certificates

	<ul style="list-style-type: none"> • take responsibility for their own actions • adhere to and respect the school’s philosophy • take increasing responsibility for their own progress (SRL skills) 	<ul style="list-style-type: none"> * PB4L – Positive Behaviour for Learning * Senior school leadership opportunities * Peer Mediators / PALS • Involve the broader school community in forming and maintaining these expectations. <ul style="list-style-type: none"> * School policies and procedures * Health programme consultation, newsletters, assemblies • Teach and encourage self-regulated learner skills; collaborative practices developed for learners • Teach and encourage positive behaviour for learning strategies
<p>5. Confident children</p>	<p>Children who:</p> <ul style="list-style-type: none"> • Have belief in themselves • Have a sense of identity • Have positive self-esteem • Understand their strengths and weaknesses • Are happy • Participate in all aspects of school-life with a positive attitude • Resist peer-pressure • Stand tall • Have a sense of self-worth • Deal comfortably with difficulties • Communicate feelings • Are able deal positively with winning and losing. • Show healthy competitiveness • Want to meet challenges • Feel included • Are fully engaged in all aspects of learning at West Eyreton School 	<ul style="list-style-type: none"> • Provide enriching and appropriately pitched learning programmes for all children • Identify children’s individual needs and provide the necessary help and programmes to ensure they achieve to their potential. • Provide children with honest and careful feedback. • Equip children with the skills to deal with difficult situations through our health, PE , Restorative and Positive Behaviour for Learning programme • Have open channels for communication. • Provide opportunities for children to meet and deal with some personal challenges. (as per the self-management and competitive skills - NZ Curriculum) • Teach and encourage self-regulated learner skills; collaborative practices developed for learners • Provide opportunities for developing leadership and public speaking skills • Support their development and progress through acknowledging success and achievement (in classroom, assemblies, newsletters etc),

<p>6. Conscientious children</p>	<p>Children who:</p> <ul style="list-style-type: none"> • Persevere • Set and meet their own goals • Are self-motivated • Aspire to high standards • Are self-managing • Take responsibility for their own progress in all aspects of learning and behaviour 	<ul style="list-style-type: none"> • Self regulated learners - set goals with and for children; have children set their own goals • Provide appropriate feedback to children, to parents, to the community: <ul style="list-style-type: none"> Within class (one-on-one, and more publicly if appropriate.) through peer tutoring programmes school assemblies newsletters Community News Prize-giving • Ensure children are fully aware of the purpose and expected outcomes of learning programmes. • Provide activities that incorporate incentives for achievement such as: <ul style="list-style-type: none"> Peer mediators & P.A.L.S programmes Speech competitions / Essay competitions Dance festival / Kapahaka groups School production Music festivals – school choir New South Wales, Otago University challenges • Set criteria that will be clear to children: <ul style="list-style-type: none"> What the task is What is to achieved How it will be achieved. The standards expected • Provide a broad range of programmes to include the interests and strengths of all children: <ul style="list-style-type: none"> School gardens – extra - curricular Music lessons - extra - curricular Sporting opportunities Pet Day, chess, house events • Provide challenging and stimulating programmes. • Recognise individual strengths and needs and plan and teach to these: <ul style="list-style-type: none"> Gifted and Talented programmes Special Ed programmes Ability grouping within Ropu / school Interchanges / Differentiated learning / other special education groups • Recognise and promote those children who are positive role-models for others. Actively show children that we value their effort and attitude: <ul style="list-style-type: none"> Kindness cup, Citizen awards – prize giving Academic and social awards at prize-giving E awards for school & playground Children taking on special duties
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		<p>Student council & school leaders – Year 7 & 8 senior school leadership teams, peer mediators, Environmental roles, PALS</p>
<p>7. Team Players</p>	<p>Children who:</p> <ul style="list-style-type: none"> • are tolerant • are co-operative • accept the opinions of others • accept diversity in all its forms • support and care for others • welcome and include others 	<ul style="list-style-type: none"> • provide opportunities within classroom programmes for children to develop the skills for working together co-operatively: <ul style="list-style-type: none"> co-operative learning, self regulated learners peer tutoring buddy activities team sports positive behaviour for learning strategies/ activities /Ropu learning teams • teach, encourage and support children to take on roles and responsibilities: <ul style="list-style-type: none"> Social Science programmes Health programmes PE programmes Peer tutoring Class leadership and monitor roles School-wide roles responsibilities / student Council, peer mediators, P.A.L.S., Yr 7 & 8 senior leadership teams, Enviro teams, bus wardens Kapahaka Extra-curricula responsibilities Library duties Bus duties, mik duties, recycling duties • teach, encourage and support children to participate effectively as responsible citizens in our democratic society through:

		<p>Restorative practices / school code of conduct Bus behaviour rules Establishing a desirable classroom culture Establishing a desirable school culture Police education programmes (KOS, Kia Kaha) Buddy programmes and activities School house competitions & activities</p> <ul style="list-style-type: none">• Recognise desirable personal qualities (e.g. kindness, trustworthiness, caring, reliability, tolerance, fairness, diligence, consideration, generosity) through providing rewards and incentives:<ul style="list-style-type: none">prize-giving awardsassembly awardsclass reward systems
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