

# **CANNONS CREEK SCHOOL**



## **School Charter**

**2016 - 2020**

# Cannons Creek School Charter 2016 to 2020

## Mission Statement

‘The Aims and Values of our School’

Cannons Creek School will provide a stimulating and caring environment, where all children are given the opportunity to develop their learning to enable them to succeed

## Vision

‘What we want for our young people’

‘A Family of Successful Learners’ - to provide an innovative learning environment where students are prepared and supported, by a great team, to be the best that they can be

## Values

‘To be encouraged, modelled, and explored’

At Cannons Creek School we CARE:

- Caring
- Achievement
- Responsibility
- Effort

Caring	Achievement	Responsibility	Effort
<ul style="list-style-type: none"> <li>● Sharing</li> <li>● Looking after each other</li> <li>● Working together</li> </ul>	<ul style="list-style-type: none"> <li>● Achieving goals</li> <li>● Completing Tasks</li> <li>● Showing improvement <i>(Māori succeeding as Māori and Pasifika succeeding as Pasifika)</i></li> </ul>	<ul style="list-style-type: none"> <li>● Following instructions</li> <li>● Making good choices</li> <li>● Looking after people, property, and myself</li> </ul>	<ul style="list-style-type: none"> <li>● Doing your best</li> <li>● Never giving up <i>(Being resilient)</i></li> <li>● Taking risks</li> </ul>

## Strategic Aims

Achievement	Identity	Community
All students are successfully able to access the New Zealand Curriculum as evidenced by their progress and achievement in relation to the National Standards	All students are engaged in their learning and are achieving educational success with pride in their unique identity, language, and culture	All parents and whanau are actively encouraged and empowered to support our students to achieve success in their learning through effective engagement and communication

## Our Focus

Achievement	Identity	Community
<ul style="list-style-type: none"> <li>● Ensure a firm foundation of reading, writing and mathematics competency</li> <li>● Instigate a broad, balanced and inquiry based learning programme</li> <li>● Support high levels of expectation, participation and achievement</li> <li>● Provide creative and inclusive learning experiences</li> <li>● Increase challenges and support risk taking</li> <li>● Ensure that the review and design of school programmes is informed by school-based and other evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage a balance of traditional and contemporary values</li> <li>● Ensure collaborative practices</li> <li>● Instil personal and professional characteristics of caring, achievement, responsibility and effort</li> <li>● Celebrate success</li> <li>● Demonstrate high standards and expectations</li> <li>● Be confident, motivated, reliable, and resourceful</li> <li>● Ensure that identity, language and culture is reflected in everything the school does.</li> <li>● Support diversity</li> <li>● Provide a safe and supportive environment</li> <li>● Foster leadership</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate regularly, openly and informatively</li> <li>● Facilitate opportunities for parental involvement</li> <li>● Foster relationships with schools and outside agencies</li> <li>● Learn from and contribute to the community</li> <li>● Develop a connection with the land and environment</li> <li>● Develop reciprocal partnerships with parents, families and whānau, which reflect the concept of ‘ako.’</li> <li>● Provide a welcome and inclusive environment for parents, families and whānau to be engaged in their children’s learning.</li> </ul>

## By the End of Year 6, students will ...

Achievement	Identity	Community
<ul style="list-style-type: none"> <li>● Be competent in working at/above Level 3 of the National Curriculum in Reading, Writing and Mathematics</li> <li>● Be able to ask questions and self-direct their own learning</li> <li>● Contribute and participate in all areas of school life</li> <li>● Think critically and creatively in order to reflect on own learning, strengths and abilities and act accordingly</li> <li>● Be confident users of a variety of digital technologies to create an expectation that it will be an integral part of their lifelong learning as international citizens.</li> </ul>	<ul style="list-style-type: none"> <li>● Be aware of and support the cultures of their own and others</li> <li>● Be confident and assertive in using aspects of their culture</li> <li>● Demonstrate and articulate their sense of self-worth with pride</li> <li>● Realise their personal strengths and be motivated, reliable, and resourceful with a willingness to take on roles of responsibility</li> <li>● Develop social skills in order to interact positively with other. This will include strategies for resolving conflict and developing resilience.</li> </ul>	<ul style="list-style-type: none"> <li>● Be able to communicate, openly, informatively and effectively with their peers, whanau and wider community through a range of mediums (online, written, oral)</li> <li>● Be able to participate in facilitated opportunities for parental involvement</li> <li>● Developed a voice and can use it with confidence to build relationships with outside agencies and communities (powhiri, kapokapo, interschool sports, artsplash)</li> <li>● Build and maintained reciprocal relationships with members of their communities (within their whanau, school, and wider communities)</li> <li>● Take responsibility for their physical and emotional safety by knowing what resources are available in the school and community</li> <li>● Developed a connection with and a caring for the land and environment</li> </ul>

## Guidelines for Annual Plan Development

Development	Reporting
<ul style="list-style-type: none"> <li>● Each year the principal will develop a draft Annual plan for the board (Term 4) based on directions given in the Strategic Plan 2016 – 2020. It will include sections relating to:               <ul style="list-style-type: none"> <li>○ Annual Goals aligned to Strategic Goals,                   <ul style="list-style-type: none"> <li>▪ Background Information,</li> <li>▪ Specific Target,</li> <li>▪ Action and Timeline,</li> <li>▪ Resources and Budget</li> </ul> </li> </ul> </li> <li>● A statement to address the unique position of Māori culture, and the provision of Te Reo and Tikanga Māori with relations to the School Maori Education Plan</li> <li>● Specific measurable Student Achievement Targets developed for Reading, Writing and Mathematics showing:               <ul style="list-style-type: none"> <li>● Quantitative baseline data reflecting patterns of achievement in national standards over recent years</li> <li>● Improvements planned</li> <li>● Actions required</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Each month the principal will report to the board on the progress made against the respective Annual Goals and Student Achievement Targets.</li> <li>▪ The collation of these reports will directly lead into the annual Analysis of Variance</li> <li>▪ The report will also include reference to the NAG headings of:               <ul style="list-style-type: none"> <li>▪ Self Review</li> <li>▪ Personnel</li> <li>▪ Health and Safety</li> <li>▪ Property</li> <li>▪ Finances</li> </ul> </li> </ul>

## Other Strategic Planning Areas

### Consultation and Charter Development

The following process was used in the development of the Cannons Creek School Charter

- BOT training in strategic planning in 2015
- Parent Surveys and Children's Surveys undertaken
- Results of the survey were reported to the BOT
- BOT and staff meetings to formulate charter and goals
- Agreed goals reported to the parents via the school newsletter
- Staff meetings to set annual goals and targets each year
- Charter approved at the BOT Meeting – February 2016 and reviewed annually
- Annual Plan to be reviewed with Staff each term and progress reported to the BOT at each meeting

### Community Engagement

- Develop reciprocal partnerships with parents, families and whānau, which reflect the concept of 'ako.'
- Provide a welcome and inclusive environment for parents, families and whānau to be engaged in their children's learning.
- Communicate regularly, openly and informatively
- Developed a connection with and a caring for the land and environment
- Build and maintained reciprocal relationships with members of our communities (within the whanau, school, and wider communities)

### Personnel (NAG 3)

- All appointments will follow accepted school practices
- Regular review of policies/procedures will take place.
- All staff employed by the Board of Trustees, both teaching and non-teaching, will be part of a Performance Management Process designed to improve the quality of teaching and raise student achievement.
- All staff will have job description and are employed under the conditions of the collective agreement
- Teachers will maintain on going RTC recordings to fulfil the requirements for registration
- Teaching as Inquiry will be centred around target students to raise achievement
- The use of Management Units will be aligned with the school's Strategic and Annual Plan.

### Finance (NAG 4)

- The Board of Trustees will ensure that the school budget reflects its strategic and annual goals and allows the improving of student achievement to be funded in order to meet annual targets and National Standards.
- Expenditure will be monitored and controlled to ensure that sufficient expenditure is available to allow the school to pursue its strategic and annual goals.
- Financial performance will be consistent with school procedure statements and will be regularly reported to the Board of Trustees
- A accounting company will be used to manage the accounts and prepare for audit

### Property (NAG 4)

- Our 10 year property and maintenance plan (2014) is reviewed annually to ensure it meets with the schools strategic planning and ensures that the Board of Trustees maintains a safe and healthy learning and physical environment.
- Our 5 year property programme has been designed to enhance and support the learning and teaching programmes in the school as well as ensuring a safe and healthy environment.
- Projects in the third 5 year cycle have included classroom refurbishment, and maintenance of the heating system. Our 4<sup>th</sup> 5 Year Cycle will begin in July 2016.

### Health and Safety (NAG 5)

- Health and Safety policies and procedures will be in place to ensure a safe physical and emotional environment for staff and students.
- A hazards and incidents list will be used as the base for setting health and safety goals to address significant issues.

- All staff will be aware of the review of policies, procedures and goals to ensure the school maintains a safe and healthy environment

## Cultural Diversity

Cannons Creek School's policies and practices will provide opportunities for students to learn to respect the diverse ethnic nature and cultural heritage of New Zealand People with acknowledgement for the unique place of Maori.

### Ka Hikitia and Our Maori Education Plan

We are committed to the National Education Strategy – Ka Hikitia, Maori enjoying and achieving education success as Maori through:

- Having their identity, language, and culture valued and included in teaching and learning in ways that support them to engage and achieve success
- Knowing their potential and feeling supported to set goals and take action to enjoy success
- Having experienced teaching and learning that is relevant, engaging, rewarding and positive
- The five guiding principles of Ka Hikitia:
  - Treaty of Waitangi
  - Maori Potential Approach
  - Ako – a two way learning and teaching process
  - Identity, Language, and Culture count
  - Productive partnerships
- Student engagement in quality teaching and learning experiences
- Everyone having high expectations for all Maori students
- Everyone sharing and growing knowledge and evidence of what works
- Everyone collaborating to achieve excellent education and Maori language outcomes
- All students having access to learning pathways of their choice that lead to excellent education and Maori language outcomes

### Pasifika Education Plan and Our Pasifika Education Plan

We are committed to the Pasifika Education Plan Goals:

- Pasifika learners excel in literacy and numeracy and make effective study choices that lead to success and worthwhile qualifications
- Pasifika school leavers academically and socially equipped to achieve their goals for further education, training and/or employment
- Pasifika parents, families and communities engage with schools in supporting their children's learning
- Pasifika parents, families and communities support and champion their children's learning and achievements
- Pasifika parents, families and communities are better informed, more knowledgeable and demanding consumers of education services

We will support these by:

- Implementing focused programmes and activities to increase and accelerate Pasifika achievement for our high number of Pasifika learners
- Upskilling teachers and support staff in what works for Pasifika learners with Professional Learning and Development
- Providing alternative learning opportunities and pathways that support Pasifika learners to succeed
- Having goals and targets for Pasifika learners in our charter and Pasifika Education Plan that are supported by the National Pasifika Education Plan
- Implementing programmes and interventions to increase presence, participation, and achievement of Pasifika learners who have special education needs
- Continue to implement PB4L and Incredible Years initiatives

- Providing language and learning interventions to ensure a smooth transition from Early Childhood to Primary School and from Primary School to Intermediate School for Pasifika learners
- Strengthening partnerships to support Pasifika identities, languages, and cultures
- Strengthening partnerships to ensure parents, families and communities are engaged in their children's learning
- Improving the provision of information to Pasifika parents, families, and communities about the benefits of early learning, particularly literacy and numeracy
- Ensuring that students who qualify for ESOL funding are provided with this resource to support their learning