



BIRCHWOOD SCHOOL

Nelson – New Zealand



CHARTER

MOE: 3182

2018



Ratified by the Birchwood School Board of Trustees 28th March 2018

Birchwood School



Vision – Values – Learners Qualities

Mission Statement - Vision

Together we learn, together we grow
Kotahi te ako – Kotahi te tipu
(*We learn as one – We grow as one*)

We make this happen when we challenge ourselves to:

Take responsibility
Communicate effectively
Solve problems
Show creativity
Be physically active

*Birchwood School interprets the Key Competencies through these **Learners Qualities**.*

Values – GROW: *Grit - Respect - Own it – Want it*
Respect for self – valuing my learning and my behaviour
Respect for others – valuing each other
Respect for the environment – valuing our world and everything in it

INTRODUCTION – About our school

Birchwood School is a contributing primary school, which caters for children from Year 1 to Year 6. Birchwood School is situated in the suburb of Stoke in the city of Nelson. We have a roll of approximately 270 students and are currently Decile 7.

Birchwood is an urban school with a rural feel. The school is warm and welcoming of others and the children enjoy very good relationships with their peers and teachers. The school's culture is founded on the "Birchwood Way" which promotes respect, tolerance, high expectations and perseverance. These qualities are very evident to our visitors. The board of trustees, principal and teachers actively promote this culture. Our latest Education Review Office Report was completed in October 2017 and can be viewed at www.ero.govt.nz

The school community is supportive of the school and its programmes and activities. Parents and whanau are encouraged to attend our weekly community assemblies, sports days and special events, as well as assisting with class programmes and outings.

The staff at Birchwood includes a cross section of teachers with a wide range of qualifications and experience. Our teachers are motivated and committed to providing a range of extra-curricular activities for all students.

Professional learning and development is provided for all staff with a current focus on Mathematics Support Teacher (MST) and PB4LSW (Positive Behaviour for Learning School Wide).

Birchwood School is an active member of the **Te Kahui Ako o Omaio ki Tahunanui** - Community of Learning. One of our teachers has been appointed as a Lead Teacher across the COL. The COL includes all schools in the original 'Stoke Cluster' of schools.

POSITIVE COMMUNITY PARTNERSHIP

We believe in the importance of a positive partnership between the school, students, parents and Whanau and a commitment by all towards achieving our vision.

THIS WILL HAPPEN WHEN:

<p style="text-align: center;">Students:</p> <ul style="list-style-type: none"> • Are excited about learning • Enjoy coming to school • Are achieving and experiencing success • Are setting goals and achieving them • Are being challenged by high expectations • Are taking increased responsibility for their own learning • Are encouraged and supported when taking risks in their learning • Are making good choices and being fair, caring and sharing • Are developing strategies for coping with challenge and change • Are accepted and valued as themselves • Are able to talk about their difficulties 	<p style="text-align: center;">Staff:</p> <ul style="list-style-type: none"> • Are caring and consistent in their approach • Develop warm and supportive classroom environments • Are supported with high quality professional learning and development • Are well resourced • Are supported by high quality governance and management • Promote high levels of expectation, quality and excellence • Provide challenging, stimulating programmes • Provide quality feedback and guidance • Develop programmes based upon the needs of their students • Promote risk taking and problem solving • Model effectively as positive role models • Show a commitment to Birchwood School and all those who work within the school community • Have clearly defined roles and responsibilities and are empowered to carry these out
<p style="text-align: center;">Parents:</p> <ul style="list-style-type: none"> • Encourage and value learning in the home • Are supportive of the school and children's learning • Recognise and support the goals, objectives, values and policies of the school • Communicate openly with and provide constructive feedback to the school • Feel comfortable within the school • Take advantage of the opportunities to be involved at Birchwood School 	<p style="text-align: center;">Our School Environment:</p> <ul style="list-style-type: none"> • Is welcoming to all • Is a caring, safe and happy place that staff and children want to come to each day • Supports and celebrates individual difference • Enhances the teaching and learning programmes • Incorporates Innovative Learning Environments for all students • Is clean and well maintained • Is a place that we can feel proud of • Is a community asset for use outside school hours



RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Birchwood School will develop policies and practices that reflect New Zealand's cultural diversity and unique position of Māori.

In recognising the unique position of Māori, Birchwood School will ensure that all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for all students.

To achieve this the school will endeavour to provide:

- Integrative and specific teaching and learning programmes
- Acknowledging the differing learning styles of Māori students
- The provision of Kapa Haka for all students
- Singing the National Anthem in both languages
- Ensuring that Teachers' planning incorporates some aspect of Māori
- Taking guidance from Ka Hikitia – Accelerating Success 2013 – 2017 and providing focussed and relevant professional learning and development including Te Mana Korero and Te Aho Arataki Marau mo to Ako I Te Reo Māori – Kura Auraki
- A budget for the purchase of Māori and Pasifika resources
- Consultation with the Māori and Pasifika community
- Modelling of Te Reo e.g. newsletter, assemblies, classroom commands etc
- Utilise Māori and Pasifika performing groups
- Visit to local Marae every two years for senior students
- Collation of achievement data to identify needs of 'priority learners'
- Respect of the Treaty of Waitangi policy
- Provide visuals promoting NZ Multi-Culturalism through school signage
- Interpretation of our Vision in Te Reo – Together we Learn, Together we Grow – Kotahi te ako, Kotahi te tipu (We learn as one – We grow as one)
- BOT representation

Cluster Initiative – Lead Teacher Māori

Māori achievement is identified through assessment procedures and reported on annually to the Board of Trustees and the school community.

The school has undertaken to appoint a 'Lead Teacher Māori' to take responsibility for:

- a) Engaging and participating in the Stoke Cluster of schools initiative aimed at improving the achievement level of Māori and Pasifika students
- b) Prepare for and participate in the annual events such as 'Mihi Whakatau' and 'Kapa Haka Boogie Fest' for Stoke Schools
- c) Be a school resource person for all things Māori
- d) Be responsible for Māori resources throughout the school, which includes maintenance of existing resources and the purchase of new resources
- e) Be responsible for a Māori Learning Resource budget and lead a team of teachers who will meet at least once each term
- f) To support and guide classroom teachers to embed Māori language and culture in to classroom programmes and to be responsible (in consultation with the leadership Team) for the Professional Learning and Development of school staff
- g) To facilitate the consultation process with Māori and Pasifika families on behalf of the school and to support others in their endeavours
- h) To support Māori and Pasifika protocol as appropriate in the day-to-day operation of the school

**Birchwood School
STRATEGIC AIMS
2016 - 2020**



Strategic Aim One

HIGH QUALITY LEARNING

To have high expectations in a supportive, safe and inclusive learning environment.

Student Progress, Achievement and Reporting

Goal: To focus on improving student progress and achievement in relation to the New Zealand Curriculum.

Objectives:

- Improvements in student progress and achievement will be measured and reported on annually, including Māori, Pasifika and students with special needs
- To refine assessment practices to develop more effective formative tools which focus on both academic achievement and learners qualities and GROW values.
- Appropriate acceleration programmes will be implemented within classroom hubs in collaboration with classroom teachers.
- School-wide assessment practice will be more focused and will produce specific data to measure student achievement in identified curriculum areas
- Specific assessment tools will be identified and used school wide by all teachers
- Continual improvement in reporting to parents in plain English which will include community consultation in relation to the New Zealand Curriculum.
- To promote student agency through involvement in Student-Led Conferences
- To promote excellence and equity to get better learning outcomes for students.

Curriculum Implementation and Refinement

Goal: To ensure the key components of the Birchwood School Curriculum are integral parts of teaching and learning programmes and the school culture.

Objectives:

- To plan co-operative school-wide 'areas of focus' based on the Birchwood School Curriculum.
- To implement the curriculum using the Inquiry Learning Model.
- To confirm the Mission Statement, Vision and Values and continue to develop graphic representations that reflect our cultural identity and curriculum.
- To develop school wide consistency in teaching and learning practice in all classrooms.
- To include the wider school community in the implementation of the Birchwood School Curriculum.

Technology and eLearning

Goal: To ensure effective utilisation of modern technologies and to encourage and develop more effective engagement of our whanau with their children's learning.

Objectives:

- To provide continued professional learning and development in the most effective way to use digital applications to engage whanau in student learning.
- To ensure that the school infrastructure and hardware is maintained to a very high standard.
- To ensure that technologies are equally available to all staff at all times.
- To improve web based classroom solutions and communications.
- To promote internet safety for all users.

Personnel

Goal: To provide focused professional learning and development for teachers and support staff, based on identified individual and group needs, and focused on the 'Teaching as Inquiry' model, including well-being.

Objectives:

- To support opportunities for shared (co-operative) teaching using strengths and interests of staff
- To focus on a 'Teaching as Inquiry' to build on existing knowledge, create new knowledge, in order to make a difference
- Teachers attend Professional Learning and Development based on identified individual and group needs
- Specialist programmes will be offered to meet specific needs and aspirations within the school
- To continue to develop and enhance the teaching as inquiry model to promote reflection on individual practice in order to move to best practice pedagogy or next practice.

Strategic Aim Two

COMMUNITY PARTNERSHIP

To strengthen and enrich partnerships with family, whanau, local and global communities.

Communication

Goal: To develop more effective ways of encouraging involvement of our community with our school and engagement of our community with student learning

Objectives:

- Continue to develop effective methods of communicating and gathering voice from parents and the wider community including Maori and Pasifika Community.
- To continue to develop positive partnerships with children, their parents/caregivers and the wider community.
- To promote whanau engagement with student learning through digital applications, celebration of learning events and information evenings.
- To develop student understanding of their place in a global community.

Governance and Leadership

Goal: To develop and maintain strong interpersonal relationships based on effective leadership by the Board of Trustees, the staff and the students as a feature of the school culture.

Objectives:

- To enhance leadership capability throughout the school, including the Board of Trustees.
- To develop strong interpersonal relationships which will become a feature of the school and be reflected in the school culture.
- To promote effective and on-going communication as an integral part of school life.
- To continue to develop positive partnerships with children, their parents/caregivers and the wider community.
- To develop leadership qualities and build and sustain leadership capability.
- To offer challenging and graduated EOTC experiences for all children.
- To develop strong and effective governance and management.
- To develop and maintain positive partnerships internally and externally.
- To promote well being for all by providing a healthy environment.

Strategic Aim Three

ENVIRONMENT

To create a supportive and sustainable environment that enhances the learning and well-being of our school community.

Innovative Learning Environments

Goal: To develop environments which promote future focused learning opportunities, high levels of achievement and or progress across the curriculum.

Objectives:

- To complete the refurbishment of all classroom blocks to reflect an innovative and flexible learning environment
- To participate in professional learning and development related to innovative learning environments
- Explore opportunities to complete landscape development in front of the Seaview block
- To support and monitor the implementation of the Five Year Property Plan
- To upgrade the Rainbow Centre / Te Uenuku to best support learning
- To implement the PB4L SW programme to promote a safe school environment
- To refine and develop effective practice to enhance the learning opportunities for all our Tamariki.

Strategic Aim Four

CULTURE AND IDENTITY

To maintain and grow a shared understanding of culture and identity while honouring the Treaty of Waitangi.

Cultural and Global Awareness

Goal: To develop culturally responsive pedagogy.

Objectives:

- To promote Kaupapa Maori and honour the Treaty of Waitangi.
- To provide cultural learning opportunities for all to promote and enhance global awareness.
- To provide professional learning and development for all staff in relevant cultural areas and in particular Tikanga and Te Reo Maori.
- To continue to support initiatives in regard to the promotion of Te Reo and Tikanga Maori at Birchwood School.
- To introduce, promote and maintain sustainable ecological practices throughout the school through involvement in the 'Enviroschools' programme.
- Ensure that opportunities for effective consultation are provided for all school families in relation to multicultural opportunities.
- To provide professional learning and development for all staff in RBL focusing on culturally responsive pedagogy.

Identity

Goal: To make the Birchwood identity explicit in everything we do.

Objectives:

- To support and implement the PB4L SW programme.
- To actively participate in the Ākonga Whakatū O Te Tau Ihu - Community of Learning (COL).
- To align Birchwood's Learners Qualities and the PB4L GROW values.
- To nurture and role model the Birchwood School Learners Qualities.
- To provide a range of leadership and cultural opportunities for students.

CONSULTATION

While developing this Charter in 2011, the members of the Board of Trustees consulted with the school community in a number of different ways. This ranged from small group meetings, to 'clipboard' surveys', to small formal meetings to an on-line survey (40 responses).

In total, 81 families and 15 staff members took part in the consultation process. The BOT considered the feedback when forming the strategic plan goals. Through funding from the Ministry of Education, the BOT used an external facilitator to lead the review process (Linda Tod). The BOT held several 'special meetings' in order to carry out this review.

To further inform the Board of Trustees on Strategic Issues and as part of the Boards Regular Review Cycle the school community is consulted by survey in November each year.

CHARTER REVIEW:

The Charter content and format was reviewed and amended in December 2011 for implementation in 2012.

The Charter content and format was reviewed and amended in December 2012 for implementation in 2013. Refer Charter Annual Plan Review.

The Charter content and format was reviewed and amended in December 2013 and February 2014 for implementation in 2014.

This Charter content was reviewed over two special meetings during 2015/2016 and wider consultation is planned for 2016.

The Charter content and format was reviewed and amended in January 2017 for implementation in 2017. Consultation will be initiated in 2017.

In 2017 the Board of Trustees met in January to reflect on and review the school Charter. This involved some fine tuning and some structural changes to reflect a need to be more focussed on school improvement and to remove 'business as usual' tasks from the Annual Plan. The Draft Charter was then circulated to all staff and all school families for feedback.

The feedback was considered and the final document was published and ratified at the Board of Trustees meeting held on the 27th February. The ratified document was then forwarded to the Ministry of Education.

In 2018 the Board of Trustees met in February to review the Charter. In December 2017 the school's Leadership Team had reviewed the 2017 Annual Plan and the review was presented to the Board of Trustees.

In late February 2018 the Board of Trustees advised the Ministry of Education that it required an extension to 1 April for the lodging of the 2018 Charter and Annual Plan.

The 2018 Annual Plan was co-constructed by the school's leadership team and presented to the Board of Trustees for ratification on the 28th March and was made available to parents and the wider school community for consultation.

GOVERNANCE REVIEW:

Board self-review has been as per the Triennial Monitoring and review Programme – refer Governance Handbook and the Board of Trustees' Work Plan.

