**Valley School Charter**

**2019-2020**

**Valley K.I.D.S**

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**Ko Te Mahi Tona Ake utu**alley School - Mission Statement:

***Our purpose is to provide a vibrant, inclusive learning environment that nurtures and guides all learners to achieve their best.***

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| Vision | Values / Nga Uara | Strategic Objectives |
| Our vision is that Valley KIDS during the foundation years of their learning:  **Know** what learning is  **Include** everyone  **Discover** their individuality  **Strive** to succeed | *The core values underpinning our Vision are:*  **Courage**  Face new challenges  Strength to overcome fears  Thinking critically, creatively and reflectively  Resilience  **Loyalty**  Respecting others  Caring for the school and the environment  Valuing diversity  **Honour**  Respecting ourselves  Acting with honesty and integrity  Being responsible and accountable  **Endurance**  Determination to excel  Discipline  Perseverance | 1. All our students will learn, develop and progress against the New Zealand Curriculum through learning programmes that embody the values of the school. 2. Our students and staff will enjoy a safe and empowering learning environment which caters for the needs of modern learners. 3. Valley School learning programmes will include all children, their culture and communities, and adhere to the principles of Te Tiriti o Waitangi. |

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| **Charter Undertaking:**  This charter was ratified by Valley BOT on 17/02/2020 and will be submitted to the Ministry of Education |
| **Chairperson, Board of Trustees: Rachel Eshuis** **Date: 17/02/2020** |

**CULTURAL DIVERSITY AND MAORI DIMENSION**

Valley School will reflect…

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| New Zealand’s Cultural Diversity…… | The Unique Position of Maori culture… | What steps will be taken to discover the views and concerns of the school’s Maori Community? |
| Valley School will develop a continuing awareness of Te Reo and Tikanga Maori. Children will be encouraged to know and be familiar with their whakapapa and pepeha.  Valley School will promote and develop understanding and consideration of Local history – geographic and community. Personal history – pepeha / hapu / iwi and tikanga Maori.  All children and staff take pride in their identity and culture, but also practice acceptance of differences and practice tolerance and inclusiveness. | Integrate Te Reo regularly as part of everyday classroom practice. Basic Te Reo will be taught, including commands, greetings, and kupu (words).  Staff development will include Te Reo Maori and Tikanga Maori. Providing opportunities for students who wish to learn the Maori language. Classroom and school celebrations will reflect Maori Culture through Waiata, greeting and protocol.  New buildings will be blessed by Kaumatua. | Regular consultation with Maori Community will take place in the form of informal gatherings at the school. This feedback will be used to build Maori Whanau involvement in our school. The school will include strategies to increase their knowledge, skills and attitudes (Tikanga, and Te Ara reo). |

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|  | Strategic Objectives | 2020 | 2021 |
| 1. | All our students will learn, develop and progress against the New Zealand Curriculum through learning programmes that embody the values of the school. | * Report to Board on core curriculum, and teaching as inquiry -including specific target areas, e.g., accelerated learning programmes, Maori achievement. * Develop the format for assessing and reporting achievement and progress for pupils with special learning needs. * Implement digital learning curriculum and the use of devices in teaching programmes. * Review IT plan with recommendations to BOT on support. * A gifted and talented register has been established. PD is to be completed to develop strategies so programmes can be adapted to meet the needs of gifted learners. * Develop the format for the reporting to parents of achievement and progress in Arts, Social Studies, Technology, Science and Health & Phys Ed. * Develop Kahui Ako integration plan for the school for 2020 * School to provide opportunities for parents to support their children’s learning through effective engagement and communication | * Reporting to the Board of programs in Arts, Social Studies, Technology, Science and Health & Phys Ed. * Continue to report on achievement and progress of pupils with special learning needs. * Review of reporting and assessment to confirm Valley School is line with best practice within CoL practice as we move away from National Standards. |
| 2. | Our students and staff will enjoy a safe and empowering learning environment which caters for the needs of modern learners. | * Complete Rm 1-4 MLE upgrade. * Biannual reporting of incident and accident statistics. * Maintain and expand the school environment so it continues to reflect the school as a diverse place of learning and exploration. * Review and update any policies/programs around safer schools and anti-bullying * Triannual Health and Safety policy review | * Review H&S risk identification and mitigation programs. * Develop incident and accident reduction targets. |
| 3. | Valley School learning programmes will include all children, their culture and communities, and adhere to the principles of Te Tiriti o Waitangi. | * Maintain productive partnerships with communities including iwi, hapu and whanau that contribute to our Maori enjoying success as Maori while acknowledging our wider cultural success. * Continue to build staff capability with ongoing PD and embed Te Reo language and culture into our daily programmes. * School to encourage Whanau to engage in an active partnership around understanding and acceptance of cultural diversity |  |

**Valley School Annual Plans – 2020**

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| ***Action Plan One*** All our students will learn, develop and progress against the New Zealand Curriculum through learning programmes that embody the values of the school. | | | |
| Specific Strategies for 2019 | Who  When | Expected Outcome | Actual Result/Annual Report |
| Report to Board on curriculum, and teaching as inquiry -including specific target areas, e.g., accelerated learning programmes. |  |  |  |
| Develop the format for assessing and reporting achievement and progress for pupils with special learning needs. | Principal  SENCO  DP | A mid-year and end of year report is written that shows the number of pupils with identified needs on individual programmes, the number of learning objectives they have and progress towards achieving the objectives of an intervention. The report will include specialists involved in the school and how many identified pupils have specific tagged funding.  ESOL report to be separate from the identified needs report and will be based on the annual ESOL return required by MOE. |  |
| Review digital learning and use of devices in teaching programmes. Review IT plan with recommendations to BOT on support. | IT Team  Team Leaders  Leadership Team | The Digital Plan is reviewed to confirm:   * -what school provided devices are available at each year level. * Purposes for use of devices at each level and how those purposes support curriculum delivery. * What apps are in use and what benefits to learning are they providing. * -Effectiveness of BYOD in Year 5/6 and how well are the devices supporting and enhancing achievement of planned curriculum objectives. * Future needs in IT – review proposed purchase plan. |  |
| A Gifted and Talented register is established school wide. PD is completed to develop strategies so programmes can be adapted to meet the needs of gifted learners. | Principal  Leadership Team | G & T plan is completed and introduced to staff with PD at staff meetings.   * -Intent is clear and specific * -The register is activated and referrals from teachers are investigated and added to the register as required. * - For each child on the register a strategy is implemented that caters for their individual needs within the class programme and outside of the regular class programme where necessary (such as cluster enrichment days etc.) * -By the end of 2019 the G & T register is active, in use and identified students have actions alongside them. |  |
| Develop the format for the reporting of achievement and progress in Arts, Social Studies, Technology, Science and Health & Physical Education. | All staff led by leadership team. | A draft format for reporting in these curriculum areas is drawn up with input from all staff, and in particular staff with responsibilities in each of these areas.  The format will be trialled to see how pupil achievement in these areas is measured, recorded, reported on and contributes to a school wide achievement picture.  A Board achievement report in the new format will be presented for Science at the 19th August meeting. |  |
| Implement communication Plan (T3 onwards). |  |  |  |

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| ***Action Plan Two*** Our students and staff will enjoy a safe and empowering learning environment which caters for the needs of modern learners. | | | |
| Specific Strategies for 2019 | Who  When | Expected Outcome | Actual Result/Annual Report |
| Complete Rm 1-4 MLE upgrade. |  | Work with BOT property subcommittee , MOE and project manager to complete upgrade by end of 2020. |  |
| Carpet and wall coverings in 5YA |  | Plan replacement as per 5YA and school time tables. Completed by end of 2020. |  |
| Continue to work closely with MOE on roll growth. | Roger | Liaise with MOE regarding the future growth planning for Valley School. |  |
| Maintain and expand the school outdoor environment so it continues to reflect the school as a diverse place of learning and exploration. | Roger  Joanne  Monique  Angela | Gates installed on Parvin Place and Glade entrances.  Art works planned:  **Maori art work:**  - gateway,  - Poles at back of playground,  - panels on walls  Consult with local iwi on suitability of design and assistance with design and planning.  **Other cultural artwork:**  - Mural with greetings in every language present at Valley.  **Environment Group:**  -expand and redesign vegetable gardens.  -plant more fruit trees.  -extend garden to table activities. |  |

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| ***Action Plan Three*** Valley School learning programmes will include all children, their culture and communities, and adhere to the principles of Te Tiriti o Waitangi. | | | |
| Specific Strategies for 2019 | Who  When | Expected Outcome | Actual Result/Annual Report |
| Maintain productive partnerships with communities including iwi, hapu and whanau that contribute to our Maori students enjoying success as Maori while acknowledging wider cultural success. | Roger | Host a whanau evening every term to discuss Maori achievement and Maori input at Valley School.  Liaise with Nga Wha Hau regarding involvement in opening new buildings, artwork, cultural events. |  |
| Continue to build staff capability and embed Te Reo and Tikanga Maori into our daily programmes. | Roger  Joanne | Staff to complete He Papa Reo started in 2019.  Teaching staff to have an individual objective for 2019 about using and embedding Te Reo in daily programmes.  At each staff meeting introduce Maori vocabulary and how it could be used in class.  Every class to recite school whakatoki every morning.  Praise and instructions to be given in class in Maori as appropriate. |  |
| Parents will be encouraged to support their childs’ learning through effective engagement and communication. | Roger | Teachers to make positive contact with parents of their class by week 3.  A meet the teacher/ open class afternoon /evening is held.  Formal written reports are sent home twice a year.  A mid year parent teacher interview/ pupil conference is held.  Every parent knows their class teachers email.  Teachers expected to respond to parent emails within 24 hours during term time.  Teachers encouraged and expected to engage in ongoing dialogue with parents throughout the year through email, phoning, class newsletters, face to face meetings as appropriate. |  |