



# St John's Girls' School

Te Kura Kōtiro ō Hato Hoani

## Charter 2023

MOE 4131

### **Vision Statement:**

*To educate each girl in a supportive, Christian environment, to be a confident, lifelong learner.*

## **Mission for St John's Girls' School**

Inspire students to:

- Achieve to their full potential in all areas of school life
- Be motivated learners who are proud of their achievements
- Be analytical and creative problem solvers
- Have well developed interpersonal skills
- Have self-belief
- Be active participants in school life and be proud to belong to St John's Girls' School
- Know themselves as learners and who have a love of learning

Support teachers to:

- Provide challenging and relevant learning experiences to ensure significant, individualised learning based on high quality achievement information
- Provide a positive, encouraging learning environment with high expectations
- Explicitly teach skills
- Provide regular, constructive feedback and feed forward
- Demonstrate continuous improvement
- Share knowledge and expertise and support their colleagues
- Ensure positive relationships with all; the students, parents and colleagues
- Provide scaffolding to allow the students to take increasing responsibility for their own learning
- Encourage, model and explore the school's values and those of the New Zealand Curriculum (NZC)

Create programmes which:

- Are based on the New Zealand Curriculum and are underpinned by the vision, principles, values and key competencies.
- Provide a strong foundation in literacy and numeracy
- Are relevant and stimulating
- Integrate digital technologies which facilitate higher order thinking
- Develop the Arts; speech, drama, dance, visual art and music.
- Explore the school values – KIP and the 3Rs – Kindness, Integrity, Perseverance, Respect, Responsibility and Resilience.
- Reflect the Special Character of St John's Girls' School
- Integrate Te Reo and tikanga
- Encourage awareness of environmental issues
- Provide a variety of learning experiences, aimed at depth of understanding rather than breadth of coverage
- Support less able learners and provide extension for the able

- Encourage independence and ownership of learning
- Support students to develop the key competencies as outlined in the NZC.
- Foster an appreciation of cultural diversity

Foster an environment which:

- Reflects Christian and school values
- Is friendly with positive, courteous relationships
- Is structured and safe where positive behaviour is celebrated
- Embraces diversity

Encourage parents/caregivers who:

- Show an active interest in their daughter's learning
- Respect the professional knowledge and skills of the principal and staff.
- Contribute to the school community

Attract Board members who

- Govern strategically to ensure success for all girls
- Respect the confidentiality of information
- Value the professional knowledge of the staff trustee and the principal
- Work as a team for the benefit of every pupil and staff member
- Protect the school's special character

**Values and Beliefs** - underpin everything we do at St John's Girls' School.

St John's Girls' School offers a friendly, caring environment that reflects Christian values where the girls are encouraged to value:

- Kindness (atawhai), integrity (ngakau pono), perseverance (manawanui).
- Respect (whakaute), resilience (manawaroa) and responsibility (haepapa)

They are encouraged to model and explore:

- Excellence
- Innovation and curiosity
- Using initiative

- Having a go, participating
- Being tolerant, valuing and accepting differences

## **Special Character**

The Special Character of St John's Girls' School has five parts:

- It is an interdenominational Christian school. It has an annual Easter and Christmas service and a daily Christian assembly which starts with a reading and concludes with a prayer.
- It has a small roll and a family atmosphere.
- The provision of a full range of extracurricular activities for all pupils to encourage each pupil to develop to her full potential.
- The provision of a curriculum to promote independence and self-reliance.
- Active participation by parents/caregivers in school activities.

### **The Philosophy behind the Special Character:**

- Education as members of a supportive family group.
- High standard of etiquette and behaviour, including compulsory wearing of uniform.
- Curriculum and teaching methods which encourage a sound intellectual and moral education with emphasis on literacy, numeracy, social awareness, community interaction, homework, outdoor education, physical education and all cultural subjects such as art, music, speech and drama.

## **The Education and Training Act August 2020**

St John's Girls' School recognises the legal requirements of the Education and Training Act August 2020 and the requirements expected of it. St John's Girls' School contributes to these requirements at governance, management and operational levels by giving them full consideration with planning for school development or school/class programmes. Literacy and Numeracy are currently recognised as curriculum priorities within the school while focusing on developing the whole child, a decision strongly supported by the School Board and the community. Staff development and budget allocations are made to resource these priorities.

## **Cultural Diversity**

Aims

- When developing policies and practices for the school, every endeavour will be made to reflect New Zealand's cultural diversity and the unique position of the Maori culture while also respecting the culture of others.
- The board will create a safe and positive environment where people feel they belong, where strong relationships are built and where diversity is valued so people from all cultures feel at ease.

## **Tikanga and Te Reo Maori**

- Ensure that components of Tikanga Maori and Te Reo Maori are integrated into everyday school life.
- Ensure that all reasonable steps are taken to provide instruction in tikanga Maori and te reo Maori.

## **Consultation**

The Board is committed to positive and on-going consultation with its community. It does this by:

- Consultation with the school community about various issues throughout the year
- An annual Board parental survey
- Consultation with Maori families.
- Consultation on the Health curriculum every two years
- Parent teacher interviews to discuss student achievement and wellbeing.

## **Procedural Information**

- |  |                       |
|--|-----------------------|
| ● Planning year  | November - November   |
| ● Date for lodging copy of updated Charter and Annual Plan   | 1 <sup>st</sup> March |
| ● Date for lodging Analysis of Variance                      | 1 <sup>st</sup> March |
| ● Date for lodging Annual Report with Ministry of Education: | 31 <sup>st</sup> May  |

## **Supporting Documentation for Core School Business**

The following documentation continues to support us in improving student achievement and teacher/school programmes:

- School Policies and Procedures
- Curriculum Plan
- Curriculum Guideline documents
- Review Cycle for Curriculum areas
- Assessment Plans
- Assessment Records
- Reporting plans (to parents, Board and community)
- Staff Appraisals

The following documentation will support us in developing good management practices and effective school systems

- Staff Appraisals
- Behaviour Management Plan
- Governance and Management Plans

- Job Descriptions
- Annual Budget
- Ten Year Maintenance Plan
- Health and Safety Procedures

The Strategic Planning and Annual Planning sections of this Charter are designed to raise student achievement (with particular emphasis on Maori/Pasifika students) and to improve school practices.

### **St John's Girls' Strategic Aims 2021 – 2024**

- Within a safe, supportive learning environment, St John's Girls' School will encourage the development and achievement of each individual girl, giving priority to literacy and numeracy.
- To develop challenging, relevant learning experiences giving students the opportunity to develop the key competencies to enable them to be life-long learners.

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the board has identified the following priorities and targets for the year in accordance with our three-year strategy. We are focusing on the whole person rather than curriculum specific goals as our achievement data is high.

#### **End of Year assessment data 2022**

95% of all girls are achieving at or above expectations in reading, 96% of Maori students are doing the same.

86% of all girls are achieving at or above in writing, 79% of Maori students are doing the same.

88% of all girls are achieving at or above in mathematics, 92% of all Maori students are doing the same.

<b>Strategic Aim 1: To continue to change and reflect upon our delivery of mathematics to incorporate open ended, rich tasks, promoting higher order and creative thinking based around the Mindset Mathematics philosophy.</b>		
<b>2021</b>	<b>2022</b>	<b>2023</b>
Trial this across the whole school	Evaluate what was done in 2021 and finetune the programme for 2022 considering the maths curriculum update.	Ensure practices are embedded. Evaluate what was done in 2022 and finetune the programme for 2023 considering the maths curriculum update.

<b>Annual Plan – 2023 actions to achieve target – mostly a continuation of the actions for 2021.</b>	<b>Who</b>	<b>Cost</b>	<b>When</b>
Using the ERO Evaluation tool, evaluate the effectiveness of the Mindset approach analyzing achievement, engagement and student voice.	Teachers and Principal	None	Terms 1 and 3
All staff following the Jo Boaler approach, plus using the best elements from the previous programme	Syndicate leaders	None	Ongoing
Frequent staff and syndicate meetings to share highlights and challenges	Principal		Ongoing
Time provided so teachers can observe other teachers within the school and at other schools.	Principal	\$2000	Ongoing
Invite Averil Lee in to run some PD to consolidate and extend teaching practice.	Principal	\$1000	Ongoing
Look at assessment practices to determine the most suitable assessment methods for this approach.	Leadership team	None	Ongoing
Host a parent information evening explaining the approach and modeling how whanau can help at home.	Leadership team	None	Term One

### **National Education and Learning Priority Links**

**QUALITY TEACHING AND LEADERSHIP** - Quality teaching and leadership make the difference for learners and their whānau

4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
  - *Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills*
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
  - *Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support*

**Monitoring:** Reporting by the principal each term to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

**How will we measure our success?** The girls' enjoyment and level of engagement in maths (teacher and peer observation), assessment data and student voice surveying.



**Strategic Aim 2: Strengthen St John’s Girls’ School’s Cultural Responsiveness ensuring that every learner/ākonga and parent feels appreciated and included for who they are, in particular their identity, ancestry, language and culture.**

Ongoing: Continue to analyse data separately for Maori students to determine successes and needs; continue professional development upskilling teachers in Te Reo Maori and tikanga, teachers to set specific goals within the appraisal system in relation to the meaningful integration of Te Reo me ona Tikanga Maori into their classroom programme, investigate any barriers to learning and put in place an action plan to overcome them. Continue to incorporate Maori language into the Easter and Christmas Services and te reo into assemblies.

2020	2021	2022	2023
<p>Review actions from previous years and determine future actions building on what has been achieved</p> <p>Continue to incorporate Te Reo in newsletters and flyers.</p> <p>Ensure bi-cultural nature of NZ is evident around school.</p> <p>Celebrate other cultures through sharing their traditions and special events in class and in assembly, to build a sense of belonging and value.</p> <p>Incorporate whakatauki (Maori proverbs) and reo into our daily assemblies.</p> <p>Integrate te reo into our everyday conversations</p>	<p>Ensure practices are embedded in school.</p> <p>Dig deeper.</p> <p>Acknowledge and share cultural practices from other cultures, other than New Zealand European and Maori, within the school more.</p> <p>Integrate te reo into our everyday conversations</p> <p>Have rich conversations around culture and heritage in class following on from current events.</p>	<p>Integrate NZ histories teaching into classroom lessons.</p> <p>Cultural weeks in assembly – celebrate all cultures in the school.</p> <p>Share this on school social media.</p> <p>Change classroom numbers to meaningful whanau names.</p> <p>Powhiri for new students and their families.</p> <p>Greater integration of Te reo Maori into newsletters and outward correspondence.</p> <p>Use greetings from many cultures, publicly.</p>	<p>Provide professional development for staff around the NZ Histories and Social Science curriculums</p> <p>Change classroom numbers to meaningful whanau names.</p> <p>Mihi whakatau for new students and their families.</p> <p>Host another informal whanau hui.</p>

Annual Plan – 2023 actions to achieve target	Who is responsible?	Cost?	When?
Investigate working with local runanga to learn about Maori history and traditions.	Principal and Syndicate leaders	\$1000	
Host another whanau hui/Maori consultation evening building upon the success of 2022’s hui.	Principal and Board		Term 3

Investigate and provide opportunities for NZ Histories, Social Sciences and Cultural Responsiveness PD.	Principal and Syndicate leaders	\$2000	Term 1
Ensure teachers share how they explicitly build knowledge of each girls' heritage and ancestry and how they share this knowledge with their class.	All	None	Ongoing
Identify the girls who are from a different culture and invite them to share their special cultural events in assembly and syndicate events.	Teachers	None	Ongoing
Plan to incorporate more cultures into the topic rotation Multi Cultural Unit 2024.	All	None	Term 1
Develop a meaningful connection with the local runanga and marae	All but led by Leadership	None	Ongoing
Build upon the success of the 2022 Cultural day led by the kaiarahi.	All	\$500	Term 3
Continue to review school correspondence, identifying multilingual greeting opportunities.	Leadership	None	Ongoing
Plan and implement mihi whakatau to begin the school year.	Leadership	\$500	Feb 2023
Review the naming of classrooms to better reflect our region and school identity.	All		Term 1

### National Education and Learning Priority Links

**QUALITY TEACHING AND LEADERSHIP** - Quality teaching and leadership make the difference for learners and their whānau

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

- *Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture*
- *Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori*
- *Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement*

6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

- *Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support*

**LEARNERS AT THE CENTRE**- Learners with their whānau are at the centre of education

2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

- Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori
- Collaborate with Māori communities to invest in, develop and deliver Māori medium learning

**Monitoring:** Reporting by the principal each term, to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

**How will we measure our success:** Qualitative data from the girls and their parents. Student voice. Commentary on events.

<b>Strategic Aim 3: To extend our understanding of, and begin to implement, the updated Social Sciences curriculum, in particular New Zealand Histories.</b>		
<b>2022</b>	<b>2023</b>	<b>2024</b>
Explore the new document, in particular NZ Histories.	Continue to work inside the new curriculum document and extend what was achieved in 2022 with NZ Histories.	Embed NZ Histories into our local curriculum

<b>Annual Plan – 2023 actions to achieve target</b>	<b>Who</b>	<b>Cost</b>	<b>When</b>
At staff meetings, explore the new curriculum document on a regular planned basis.	Leadership	None	Ongoing
Investigate local Maori history.	All but led by Leadership	\$500	Ongoing
Develop a meaningful connection with the local runanga and marae	All but led by Leadership	None	Ongoing
Investigate the many resources on TKI and ANZHC – Aotearoa – NZ Histories Curriculum to develop teacher’s knowledge of early history.	All but led by Leadership	None	Ongoing
Offer suitable professional development	Principal	\$2000	Ongoing

**National Education and Learning Priority Links**

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6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
- Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support
  - Expect and support teachers/kaiako to build their understanding of learners’/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

**Monitoring:** Reporting by the principal each term to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

**How will we measure our success?** Teacher survey

**Monitoring:** Principal report to Board. Staff evaluation as part of general ongoing discussions.