



St John's Girls' School

Charter 2017

MOE 4131

Mission Statement

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

Vision for St John's Girls' School

Students who

- Are achieving to their full potential in all areas of school life
- Are motivated learners who are proud of their achievements
- Are analytical and creative thinkers leading to lifelong learning
- Are considerate, cooperative and supportive
- Have high self esteem
- Are active participants in school life and are proud to belong to St John's Girls' School
- Are aware of how they learn, what they are learning and why they are learning it.

Teachers who

- 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)

Programmes which

- Are based on the New Zealand Curriculum and the requirements of National Administrative Guideline 1 (NAG 1) and are underpinned by the vision, principles, values and key competencies.
- Provide a strong foundation in literacy and numeracy
- Are relevant and stimulating
- Allow ICT to be integrated to facilitate higher order thinking
- Develop the Arts (speech, drama, dance, visual art, music)
- Explore the values identified by the St John's community and those of the NZC
- Reflect the Special Character of St John's Girls' School
- Allow Te Reo and tikanga to be integrated
- 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 more able learners
- Encourage independence and ownership of learning by promoting inquiry learning
- Support students to develop key competencies as outlined in the 2007 NZC.

An environment which

- Reflects Christian and traditional values
- Is friendly with positive, courteous relationships
- Structured and safe where positive behaviour is celebrated

Parents who

- Are actively involved in their daughter's learning through attendance at school events and activities
- Respect the professional knowledge and skills of the principal and staff.

Board members who

- Govern strategically to ensure success for all girls current and in the future
- Respect the confidentiality of information they are privy to
- Value the professional knowledge of the staff and principal
- Work as a team for the benefit of every pupil and staff member

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 and traditional values where the girls are encouraged to value:

- *Integrity, honesty, responsibility* and accountability for one's own actions
- *Respect for self and others*
- *Fairness*
- *Compassion*
- Excellence, by aiming high and by *working hard* and persevering
- Innovation and curiosity, by thinking creatively, critically and reflectively
- Cultural diversity
- The involvement of the school community
- The environment

The values in italics are those identified by the community as being the most important values to encourage, model and explore at St John's.

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 Carol service and a daily religious assembly which starts with a reading and concludes with a prayer.
- It has a small roll and a family atmosphere, fostered by the provision of a boarding house.
- 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 all 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 Act (1989)

St John's Girls' School recognises the legal requirements of the Education Act 1989, and the requirements expected of it through the Governments National Education Goals and National Administration Guidelines. St John's Girls' School contributes to the National Education Guidelines and the National Education Goals 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, a decision strongly supported by the board of trustees and the community. Staff development and budget allocations are made to resource these priorities.

Cultural Diversity

Aims

- The Board will encourage the inclusion of a Kapa Haka group and the use of the Maori language in formal school ceremonies as well as providing instruction in Tikanga Maori (Maori culture) and Te Reo Maori (the Maori language) for students.
- 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.
- The Board will look at implementing the ideas outlined in the Maori Education Strategy – Ka Hikitia: Managing for Success that would assist in raising Maori student achievement.

Tikanga and Te Reo Maori

The School plans to:

- Ensure that there are satisfactory components of Tikanga Maori and Te Reo Maori integrated into all appropriate aspects of the school curriculum.
- Ensure that all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full-time students whose parent ask for it by:
 - Discussing on an individual basis with the parents the current tikanga Maori and te reo programmes used in our school and how these would meet the students learning needs.
 - Supporting an application, where appropriate, for dual enrolment at Correspondence School for the student/students.

Consultation (Full community consultation 2015)

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

- Fortnightly newsletter to parents, Facebook and website
- Parent information sessions
- Parent teacher interviews to discuss student achievement
- Reports to parents in relation to national standards
- Consultation with the school community about different issues throughout the year, including the annual Board of Trustees survey
- Consultation with Maori families.
- Board articles within the newsletter each term

Procedural Information

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| • Planning year | November - November |
| • Date for lodging copy of updated Charter and Annual Plan | 1 st March |
| • Date for lodging National Standards results | 1 st March |
| • Date for lodging Analysis of Variance | 31 May |
| • Date for lodging Annual Report with Ministry of Education: | 31 st 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 Plans
- Assessment Plans
- Assessment Records
- Reporting plans (to parents, BOT and community) including National Standards reporting
- Staff Appraisals

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

- Governance and Management Plans
- Job Descriptions
- Annual Budget
- Ten Year Maintenance Plan
- Health and Safety Procedures
- Board of Trustees Overview

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 2017 – 2019

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.

Strategic Aim 1: To increase the number of students achieving At or Above the Mathematics National Standard		
Ongoing as part of good practice: Review school wide expectations through discussion with colleagues within the school and in other schools and through professional development, track and monitor student achievement and progress, analyse achievement data, determine learning needs, ensure appropriate interventions are put in place, review effectiveness of support, review teaching practice through discussion at syndicate and staff meetings and through appraisal, use data to set annual target		
2017	2018	2019
Review processes around analysis of student achievement data. Consolidate effective practices and action results of review. Investigate the use of Edge for recording and analysing data. Action recommendations from reflection on effective teaching practices through appraisal process and discussion at syndicate and staff meetings- programme content, timing, delivery. Identify barriers to learning Moderate expectations with other schools Analyse effectiveness of annual target.	Review and evaluate practices. Action findings. Review all aspects of the Mathematics programme as part of the three-year review cycle. Include student voice. Reflect on effective teaching practices through appraisal process and discussion at syndicate and staff meetings	Continue to review and evaluate practices, actioning findings. Action recommendations after doing necessary research.

2017 Annual Achievement Target in Relation to National Standards

Strategic Aim:

- 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 which meet the needs and interests of the students, giving them the opportunity to develop the key competencies to enable them to be life-long learners.

Annual aim:

- To increase the number of students achieving at or above the Mathematics National Standard

Baseline Data: Analysis of school wide data at the end of 2016 indicated that 22% (18% Maori) of all students were below the National Standard in mathematics as opposed to 7% (7% Maori) in reading and 14% (24% Maori) in writing.

Further analysis showed:

- The end of year collation of JAM/Gloss (Standardised test) results showed 20% of the girls, (17% of the Maori roll), were below expectations.
- The end of year collation of basic facts achievement showed 24% of the girls (28% of the Maori roll) were below expectations in basic facts.

Targets:

- All girls in 2017, especially the Maori students whose results indicated they were below or well below the Mathematics National Standard at the end of 2016, will have made more than one year's progress by the end of 2017 and will be achieving at or above the standard. This represents 19 students, three being Maori, who were assessed as being below the standard. These girls are spread across all year levels. Three other girls will continue to be closely monitored but are not part of the target group.
- A group of new girls to the school in 2017 who have been identified as being below or well below the expectations for Mathematics at the beginning of 2017 will have made more than one year's progress by the end of 2017 and will be achieving at or above the standard. These girls are spread across the school, but are mostly in the senior classes.

Annual Plan - Actions to achieve target	Led by:	Budget	Timeframe	Outcomes
Teachers and leadership team identify girls who need support.	TIC of Learning Support		Term 1	
Provide learning support where possible with a teacher's aide to work with individuals or groups of students.	TIC of Learning Support	SEG	Term 1-4	
Communicate with parents/whanau to set goals and identify ways to support the girl's achievement so they can assist at home	Teachers		Term 1	
Provide additional programmes to build general confidence	Teachers		Term 1- 4	
Achievement data will be collated and reviewed each term and will include planned actions for raising achievement for those achieving below on class action plan.	Teachers		Term 1	
Provide professional development for teachers where needed	Principal		Ongoing	

Ensure the necessary resources are available	Syndicate leaders		Ongoing	
Teacher appraisal/reflection and professional learning goals will focus on raising achievement in maths using learning technology.	Leadership team		Term 2	

Monitoring: Reporting by the principal each term, against each of the actions to BOT

How will we measure our success?

Analysing assessment data each term, qualitative as well as quantitative; mid-year data and end of year assessment data for reporting to parents.

Reporting: The actual outcomes of Target One will be reported in the 2018 Analysis of Variance.

Strategic Aim 2: All Maori girls will experience a sense of belonging, the opportunity to succeed as Maori and to achieve well in relation to National Standards.				
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 Maori and Tikanga Maori into their classroom programme, investigate any barriers to learning and put in place an action plan to overcome them.				
2017		2018		2019
Start a kapahaka group		Continue to incorporate Te Reo in newsletters and flyers. Ensure bi-cultural nature of NZ is evident around school. Review actions from previous years and determine future actions.	Ensure practices are embedded in school	
Kaphaka group to perform at Polyfest				
Integrate more Te reo into newsletters and flyers				
Add Maori signage around the exterior of school.				
Continue to end each day with a karakia at least twice a week.				
Incorporate whakatauki (Maori proverbs) into our daily assemblies.				
Incorporate Maori language/element into the Easter and Christmas Services				
Planned actions for 2017:				
What will be done	Who is responsible?	Cost?	When?	Outcomes?
Ensure that new staff are competent and confident in teaching and delivering the school karakia.	Existing senior syndicate		Term 1	
Continue to end each day with a karakia at least twice a week.	Teachers		Ongoing	

Ongoing staff development in Te Reo	Principal			
Maori signage	Principal		Term 1	
Integrate more Te reo into newsletters and flyers	Principal and teachers		Ongoing	
Investigating barriers to learning, eg. attendance	Syndicate leaders Principal		Ongoing	
Incorporate whakatauki (Maori proverbs) into our daily assemblies.	Principal and DP		Term 2	
Incorporate Maori language/element into the Easter and Christmas Services	Music teacher			

Monitoring: Reporting by the principal each term, against each of the actions to BOT

Strategic Aim 3: To ensure effective communication with the school community to create greater involvement and active participation in the girls' learning.		
2017	2018	2019
Continue to be innovative with communication and consultation with parents, students and the school community.	Continuing to be innovative with communication and consultation with parents, students and the school community.	Continuing to be innovative with communication and consultation with parents, students and the school community.
Continuing home-school partnership to support student achievement.	Consolidate the home support partnership. All families effectively engaged in supporting their student's learning.	Evaluate and review
Continue to invite student voice.		
Continue to seek feedback, including feedback on specific initiatives, from the community, via the annual survey as part of the Board review process.	Annual Board survey.	Annual Board survey.

Planned Actions for 2017	Who	When	Actual Outcome
Continue to use facebook for communicating with the school community	Principal and Staff	Starting term 1	
Invite parents in to celebrate learning at the end of a unit more frequently.	Syndicate leaders	End of units	
Continue to hold Parent forums i.e Maths, ICT – being creative to get parents to attend	Staff	As required	

Set up a website or website page for the centenary	Principal, centenary committee	Term 1	
Invite parent and student voice when reviewing curriculum areas.	Principal or TIC of area		
Senior syndicate to use google docs to enhance communication and learning			
Annual Board survey	Board chair	Term 3	
Complete update of website	Principal/board	Term 1	

Monitoring: Report to the BOT each term