



St John's Girls' School

Te Kura Kōtiro ō Hato Hoani

Charter 2019

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 abler 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 (Updated 2017)

St John's Girls' School recognises the legal requirements of the Education Act 1989 and the amendments 2017, and the requirements expected of it through the Government. 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 still focusing on developing the whole child, 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 while also respecting the culture of others.
- 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.
- The BOT and Leadership will use Hautū, - a Māori cultural responsiveness self-review tool for boards of trustees to evaluate their level of cultural responsiveness.

Tikanga and Te Reo Maori

- Ensure that there are 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 and te reo Maori for full-time students whose parents 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

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
- 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 Analysis of Variance | 1 st March |
| • 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 Plan
- Curriculum Guideline documents
- Review Cycle for Curriculum areas
- Assessment Plans
- Assessment Records
- Reporting plans (to parents, BOT 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 2019 – 2021

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:

- 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.

Strategic Aim 1: To increase the correct use of surface features in writing and to extend written vocabulary throughout the school		
Ongoing: Analyse data to determine successes and needs, review expectations through discussion with colleagues within the school, teachers to set specific goals within the appraisal system in relation to their classroom programme, investigate any barriers to learning and put in place an action plan to overcome them.		
2018	2019	2020
Determine needs Come up with a plan to address those needs Investigate using digital programmes – eg Avaiill to assist girls	Review actions from previous years and determine future actions. Identify a target group.	Ensure practices are embedded in school

Target group: – identified girls who were below expectations using end of year assessment information for existing girls and OTJs and initial testing for the new girls.

Increasing the use of interesting words in written work: 18 existing girls, 3 who identify as Maori plus 9 new girls, 2 Maori - a total of 27 girls, 5 identifying as Maori.

Improving the use of surface features (sentence structure, spelling and punctuation): 13 existing girls, 1 Maori and 10 new girls, 2 being Maori, a total 23 girls, 3 who identify as Maori.

Plan Annual Plan – 2019 actions to achieve target	Who is responsible?	Cost?	When?
Review the effectiveness of strategies/programmes used in 2018 to assist girls to use surface features accurately.	Syndicate leaders		Term 1
Analyse data to determine a focus group, girls who didn't achieve as desired. Perhaps split into sub areas - –spelling, vocab, punctuation and grammar. Advise parents.	All teachers		Term 1
Devise a plan to continue to build on the progress achieved in 2018. Continue to have a specific focus and to explicitly teach the use of surface features and to incorporate interesting words into the programme through some of the following; <ul style="list-style-type: none"> • Discussion about the use of punctuation/interesting vocabulary, when reading aloud • Have visible goals in the junior school using Punctuation Ladder • Modelling as part of daily newsboard • Using peer sharing of writing • Through 'quick writes' focusing on specific personal goals • Girls using highlighters to indicate where they have used examples of specific punctuation (goals) • Teachers using highlighters to celebrate use of punctuation or interesting vocab. • Using dictation to improve spelling, punctuation and listening • Use Avaiill to highlight surface features, spelling and vocabulary • Having a weekly proofreading, editing task • Have a word of the week 	Syndicate leaders		Ongoing
Provide learning support where possible with a teacher's aide to work with individuals or groups of students.	TIC of Learning Support		Ongoing but starting in Term 1
Communicate with parents/whanau to set goals and identify ways to support the girl's achievement so we can work together to make a difference	All teachers		Ongoing
Evaluate the success of the plan	All teachers		Ongoing

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

How will we measure our success?

Analysing assessment data (SSPA spelling, PAT vocabulary, E AsTTle punctuation and spelling, WiQ writing) to make an overall teacher judgement for progress and achievement, qualitative as well as quantitative; mid-year data and end of year assessment data for reporting to parents.

Strategic Aim 2: All girls will experience a sense of belonging and be proud of their culture giving them the opportunity to succeed and to achieve well in relation to expectations.		
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/element into the Easter and Christmas Services and te reo into assemblies.		
2018	2019	2020
Restart the kaphaka group Kaphaka group to perform at Polyfest and/or Nga Putangitangi Communicate what is done already to the school community Continue to 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) and reo into our daily assemblies.	Review actions from previous years and determine future actions building on what has been achieved Continue to incorporate Te Reo in newsletters and flyers. Ensure bi-cultural nature of NZ is evident around school. Analyse data for girls from other cultures to determine progress and needs Celebrate other cultures through sharing their traditions and special events to build a sense of belonging and value	Ensure practices are embedded in school

Continue to incorporate Maori language/element into the Easter and Christmas Services	Incorporate whakatauki (Maori proverbs) and reo into our daily assemblies. This did not happen in 2018. Integrate te reo into our everyday conversations	
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Plan Annual Plan – 2019 actions to achieve target	Who is responsible?	Cost?	When?
Ensure that new staff are competent and confident in teaching and delivering the school karakia. Incorporate the school karakia into assembly	All		Term 1
Continue to end each day with a karakia at least twice a week.	Syndicate leaders		Ongoing
Ongoing staff development in Te Reo so they are able to integrate elements of te reo into their everyday conversation. Set specific weekly goals as a staff.	Deputy Principal		Ongoing
Build on the physical Maori presence in the school – erect whare nui outside office, bidi behind Room 1/2, put kowhai panels around new stage mantle.	Principal		Ongoing
Identify the girls who are from a different culture and invite them to share their special cultural events.	Principal		Term 1
Investigate special events from these cultures and incorporate them into the classroom programme/assembly Start a Cultural Club. Invite girls/parents to share their culture in assembly/small groups/classes. Continue to use greetings from other cultures at line up and when greeting each other.	All		Ongoing
Continue instruction in Te reo, Spanish, German and French for Year 7/8.	Deputy Principal		Ongoing
Make the most of opportunities to build a multicultural school, where all cultures feel valued, through inviting parents in to share and through sharing in the wider school community.	All		Ongoing

Monitoring: Reporting by the principal each term, against each of the actions to BOT, 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: Analysing assessment data each term, qualitative as well as quantitative; mid-year data and end of year assessment data for reporting to parents.

Strategic Aim 3: To prepare for the implementation of the Digital Curriculum		
2019	2020	2021
Ensure staff know what the Digital Curriculum is about and have the skills to implement it in 2020	Implement the curriculum	Identify barriers/gaps and put in place a plan to eliminate them

Plan Annual Plan – 2019 actions to achieve target	Who	Cost	When
Work through the MOE Digital Readiness tool at staff meetings to access needs	Principal		Late term 1/term2
Provide relevant professional development after determining needs utilising within school expertise and external agencies	Principal	2000	Term 1
Utilise MOE professional development to upskill teachers	Principal		Term 1
Continue to utilise the ILT funded ICT Facilitator to upskill the girls and the teachers on the use of iPads.	Teachers		Ongoing
Use Vanessa Stubbles to teach cyber safety throughout the school.	Deputy principal		Term 1
Send staff to professional development with the expectations they will upskill staff on their return	Principal		Ongoing

Monitoring: Reporting by the principal each term to BOT, 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/readiness?

By staff self-review.