



# St John's Girls' School

Te Kura Kōtiro ō Hato Hoani

## Charter 2020

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:

- Kindness, integrity, and perseverance.
- Respect, resilience and responsibility

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 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 2019)**

St John's Girls' School recognises the legal requirements of the Education Act 1989 (and the amendments 2017, 2019) 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.
- 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 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
- 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**

- |  |                       |
|--|-----------------------|
| • 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, 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 2020 – 2023**

### **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.

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.

93% of all girls are achieving at or above expectations in reading, 89% of Maori students are doing the same.

89% of all girls are achieving at or above in writing, 89% of Maori students are doing the same.

91% of all girls are achieving at or above in mathematics, 88% of all Maori students are doing the same.

<b>Strategic Aim 1: To increase the profile of science within the school</b>		
Rationale: To change the perception of some parent's around how much science is happening in the school. The Board became aware via the last two annual BOT parental surveys that some parents have the perception that there is not much science taught.		
<b>2020</b>	<b>2021</b>	<b>2022</b>
Look at how much science is happening in the school Ensure we have good coverage Communicate this to parents/girls	Review actions from previous years and determine future actions.	Ensure practices are embedded in school

Target group – whole school community, parents, support staff and students

<b>Plan Annual Plan – 2020 actions to achieve target</b>	<b>Who is responsible?</b>	<b>Cost?</b>	<b>When?</b>
Look at how much science is happening in the school – where, what levels, depth	Leadership team at staff meeting		Term 1
Review the current topic/inquiry 4 year rotation plan	All teachers		Term 1
Adjust plan to incorporate more science if required.	Leadership		Ongoing
When undertaking science activities, share this with parents. Communicate regularly and explicitly with parents through Facebook and the newsletter.			Ongoing but starting in Term 1
Invite parents in to help or to share their knowledge with the girls.	All teachers		Ongoing
Evaluate the success of the plan	All teachers		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.

#### **How will we measure our success?**

Qualitative data from parents and girls gained from a survey – early term 1 and term 4.

<b>Strategic Aim 2: (Year 2 of aim)</b>
Ensure that every learner/ākonga feels appreciated and included for who they are, in particular their identity, ancestry, language and culture. (2019 goal- All girls will experience a sense of belonging and be proud of their culture) – 2020 extend this
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.

2019	2020	2021
<p>Restart a kapahaka group</p> <p>Kaphaka group to perform at Polyfest</p> <p>Communicate what is done already to the school community</p> <p>Continue to integrate more Te reo into newsletters and flyers</p> <p>Add Maori signage around the exterior of school.</p> <p>Continue to end each day with a karakia at least twice a week.</p> <p>Incorporate whakatauki (Maori proverbs) and reo into our daily assemblies.</p> <p>Continue to incorporate Maori language/element into the Easter and Christmas Services</p>	<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>Analyse data for girls from other cultures to determine progress and needs</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>

<b>Plan Annual Plan – 2020 actions to achieve target</b>	<b>Who is responsible?</b>	<b>Cost?</b>	<b>When?</b>
Ensure new staff are competent and confident in teaching and delivering the school karakia. Incorporate the school karakia into assembly	All		Term 1
Offer external PD in te reo	Principal	\$500	Ongoing
Continue to end each day with a karakia at least twice a week.	Syndicate leaders		Ongoing
Ongoing staff development in Te Reo so the teachers are able to integrate elements of te reo into their everyday conversation. Set specific weekly goals as a staff.	Deputy Principal		Ongoing
Identify the girls who are from a different culture and invite them to share their special cultural events.	Teachers		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.	All		Ongoing
Continue to use greetings from other cultures at line up and when greeting each other.	Principal		Ongoing
Continue instruction in Te reo, Spanish or German or 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



Explicitly share what we do to build knowledge of each other's heritage and ancestry - newsboard, Who Am I?	All		
Incorporate more cultures into the topic rotation Culture Unit.	All		

**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:** Qualitative data from the girls and parents. Student voice. Commentary on events.

<b>Strategic Aim 3: To implement the Digital Curriculum (Year 2 of aim)</b>		
<b>2019</b>	<b>2020</b>	<b>2021</b>
Ensure staff know what the Digital Curriculum is about and are moving towards having the skills to begin to implement it in 2020	Implement the curriculum	Identify barriers/gaps and put in place a plan to eliminate them

<b>Plan Annual Plan – 2020 actions to achieve target</b>	<b>Who</b>	<b>Cost</b>	<b>When</b>
Insert Digital Technology and Te Reo box into planning template.	DP and teachers		Term 1
Continue to work through the MOE Digital Readiness tool at staff meetings	Deputy principal		Ongoing
Provide relevant professional development after determining needs, utilising within school expertise and external agencies. If required, apply for professional learning development through the MOE.	Principal	2000	Ongoing
Continue to utilise the ILT funded ICT Facilitator to upskill the girls and the teachers on coding, and the use of iPads in the junior school.	Teachers		Ongoing
Use John Parsons to teach cyber safety throughout the school as per our 3 year rotation of providers.	Deputy principal		Term 1
Add a digital tech box to the planning templates.	Syndicate leaders		Term 1
Send staff to relevant professional development as it arises, 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 student and staff survey.

<b>Strategic Aim 4: To meet the needs of staff and students around Well Being</b>		
<b>2020</b>	<b>2021</b>	<b>2022</b>
To determine needs and put something in place to meet those needs.	To review the previous year's steps and build on it.	Make sure wellbeing is well catered for.

<b>Plan Annual Plan – 2020 actions to achieve target</b>	<b>Who</b>	<b>Cost</b>	<b>When</b>
Determine needs	All staff		Term 1
Continue to utilise the skills of Lyn Sanderson, the Public Health Nurse	Principal		Ongoing
Approach a counsellor to work with our girls and staff regularly	Principal	\$7000	Term 4 2019/ Term 1 2020
Make relevant parents/caregivers aware of this service.	Principal		Term 1
Evaluate the effectiveness of the service	Principal		Ongoing
Be aware of staff wellbeing needs and cater for them	Leadership team	Reliever costs	Ongoing

**Monitoring:** Principal report 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 and student evaluation as part of general ongoing discussions.

**How will we measure our success/readiness?**

By student, parent and staff survey.