



St John's Girls' School

Te Kura Kōtiro ō Hato Hoani

Charter 2021

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 – true heart), perseverance (manawanui).
- Respect (whakaute), resilience (manawaroa – to be dogged) 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 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.
- 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 board of trustees 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 different 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

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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, 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

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 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.

94% of all girls are achieving at or above expectations in reading, 88% of Maori students are doing the same.

90% of all girls are achieving at or above in writing, 88% of Maori students are doing the same.

85% of all girls are achieving at or above in mathematics, 80% of all Maori students are doing the same.

Strategic Aim 1: To implement the Digital Curriculum (Year 3 of aim)		
2019	2020	2021
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

Plan Annual Plan – 2021 actions to achieve target	Who	Cost	When
Release a teacher for one day a week to work with each class and each teacher to upskill them, on a roster basis.	Principal	\$17,400	All year
Send staff to relevant professional development as it arises, with the expectations they will upskill staff on their return	Principal	\$3000	Ongoing
Continue to utilise the ILT funded ICT Facilitator to upskill the girls and the teachers on aspects of the digital curriculum and on the use of iPads in the junior school.	Teachers	None	Ongoing
Use John Parsons to teach cyber safety in the senior school and Vanessa Stubbles in the junior school as per our 3-year rotation of providers.	Deputy principal	None	Term 1
Continue to utilise Lindsay King from the Invercargill Library to share digital opportunities with the girls.	Teachers	None	Ongoing

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 success? By observing teaching practices, listening to the girls explaining their work and from seeing the work created by the girls.

Strategic Aim 2: (Year 3 of aim) Ensure that every learner/ākonga 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.		
2019	2020	2021
Restart a kapahaka group Kaphaka group to perform at Polyfest 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.	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	Ensure practices are embedded in school

Incorporate whakatauki (Maori proverbs) and reo into our daily assemblies. Continue to incorporate Maori language/element into the Easter and Christmas Services	Celebrate other cultures through sharing their traditions and special events in class and in assembly, to build a sense of belonging and value Incorporate whakatauki (Maori proverbs) and reo into our daily assemblies. Integrate te reo into our everyday conversations	
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Plan Annual Plan – 2021 actions to achieve target	Who is responsible?	Cost?	When?
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 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		Ongoing
Investigate special events from these cultures and incorporate them into the classroom programme/assembly 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		Term 3
Prepare for a visit to the Murihiku Marae by learning about the protocols involved Prepare a hangi?	Teachers		Term 3

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 parents. Student voice. Commentary on events.

Strategic Aim 3: To implement a change in our teaching of mathematics to incorporate open ended, rich tasks, to promote higher order and creative thinking based around the Jo Boaler philosophy.		
2021	2022	2023
Trail this across the whole school	Evaluate what was done in 2021 and finetune the programme for 2022.	Ensure practices are embedded.

Plan Annual Plan – 2021 actions to achieve target	Who	Cost	When
All staff following the Jo Boaler approach, plus using some elements from the previous programme	Syndicate leaders	None	Term 1
Frequent staff and syndicate meetings to share highlights and challenges	Principal		Ongoing
Time provided so teachers who are new to the Jo Boaler approach can observe teachers who are further on in their journey.	Principal		Ongoing
Invite Averil Lee to run a staff meeting in March and a TOD in July, to consolidate and extend teaching practice.	Deputy principal	\$500	March/July
Hold a parent’s night so parents can understand the philosophy behind Jo Boaler’s approach.	Deputy principal		Term 1
Analyse assessment data to determine the impact of using this approach.	Principal		November

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, assessment data and student voice.

Strategic Aim 4: To meet the needs of staff and students around Well Being (Year 2 of aim – monitoring only)		
2020	2021	2022
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.

Plan Annual Plan – 2021 actions to achieve target	Who	Cost	When
Continue to utilise the skills of Lyn Sanderson, the Public Health Nurse	Principal		Ongoing
Continue to offer access to a counsellor for our girls and staff. Make relevant parents aware of this.	Principal	\$5000	Ongoing
Be aware of staff wellbeing needs and cater for them	Leadership team	Reliever costs	Ongoing
Offer teachers, two days additional release a term, on a pro rata basis.		\$20,000	Ongoing

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