



St John's Girls' School

Te Kura Kōtiro ō Hato Hoani

Charter 2022

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 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

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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.

End of Year assessment data 2021

91% of all girls are achieving at or above expectations in reading, 100% of Maori students are doing the same.

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

87% of all girls are achieving at or above in mathematics, 86% of all Maori students are doing the same.

Due to Covid, many of our actions have not been achieved so we have moved them into the following years plan.

Strategic Aim 1: To continue to change our delivery of mathematics to incorporate open ended, rich tasks, to promote higher order and creative thinking based around the Jo Boaler philosophy, while retaining the best of our existing programme.		
2021	2022	2023
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.

Annual Plan – 2022 actions to achieve target – mostly a continuation of the actions for 2021.	Who	Cost	When
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
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 surveying.

Strategic Aim 2: Cultural Responsiveness (Year 4 of a similar aim which has been tweaked over the four years)		
Ensure 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
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. 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	Ensure practices are embedded in school. Dig deeper. Acknowledge and share cultural practices from other cultures, other than New Zealand European and Maori, within the school more. Integrate te reo into our everyday conversations Have rich conversations around culture and heritage in class following on from current events.	Integrate NZ histories teaching into classroom lessons. Cultural weeks in assembly – celebrate all cultures in the school. Share this on school social media. Change classroom numbers to meaningful whanau names. Powhiri for new students and their families. Greater integration of Te reo Maori into newsletters and outward correspondence. Use greetings from many cultures, publicly.

Annual Plan – 2022 actions to achieve target	Who is responsible?	Cost?	When?
Offer available external PD in te reo	Principal	\$500	Ongoing
Investigate working with local runanga to learn about Maori history and traditions.	Syn leaders	\$1000	
Investigate options around Cultural Responsiveness PD and offer to staff.	Principal	\$2000	Term 1
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.	Principal		Ongoing

Ensure teachers share how they explicitly build knowledge of each girls' heritage and ancestry and how they share this knowledge with their class.	All		
Identify the girls who are from a different culture and invite them to share their special cultural events in assembly and syndicate events.	Teachers		Ongoing
Plan to incorporate more cultures into the topic rotation Multi Cultural Unit 2024.	All		
Allocate weeks in the school calendar for Cultural Weeks.	Leadership		Feb 2022
Review school correspondence, identifying multi-lingual greeting opportunities.	Principal		Ongoing
Plan and implement powhiri to begin the school year.	Leadership		Feb 2022
Review the naming of classrooms to better reflect our region.	All		Term 1

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.

Strategic Aim 3: To extend our understanding and begin to implement the updated Social Sciences curriculum, in particular New Zealand Histories.		
2022	2023	2024
Explore the new document, in particular NZ Histories.	Explore the rest of the document and extend what was achieved in 2022 with NZ Histories.	

Annual Plan – 2022 actions to achieve target	Who	Cost	When
At staff meetings, explore the new curriculum document once it is finalised.	Principal		Ongoing
Investigate local Maori history.	All but led by the Principal		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 the Principal		Ongoing
Find suitable professional development	Principal	\$2000	

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.