

SELWYN PARK SCHOOL



CHARTER & STRATEGIC PLAN

2019

SELWYN PARK SCHOOL CHARTER

“AIM HIGH”

Titiro Ki Te Matauranga

STRATEGIC PLAN

Local Curriculum Goals	The New Zealand Curriculum	Behaviour Goals
<ul style="list-style-type: none"> • To ensure each year that aspects of Northern Wairoa culture and geography are included in classroom programmes. • To encourage local people to share their knowledge and skills with our pupils. • To provide the senior pupils with opportunity to be part of a school performing arts group, choir or orchestra. • Each year to provide parents with an exhibition day where displays of children’s work can be viewed. • To promote sportsmanship through the involvement of students in physical education and some sporting endeavour, either individual or in a team. • Each child aims to do their personal best • To encourage greater parental involvement in the school. • To celebrate all the cultures of all the children that attend the school. 	<h2 style="margin: 0;">See Selwyn Park School Curriculum Im- plementation Document</h2>	<p>The staff and BOT are committed to a consistent, firm standard of discipline across the school.</p> <p>The School Success Rainbow provides the template for expected behaviour and is used to reward positive examples</p> <p>Treaty of Waitangi Goals:</p> <p>We recognize the importance of Te Reo and Tikanga Maori.</p> <p style="padding-left: 40px;">The School endeavours to provide instruction in Te Reo and Tikanga, in line with the resources we have available to us.</p> <p>Following whanau Maori consultation, the B.O.T. will continue to investigate the setting up of a Bilingual Unit</p>

INCORPORATING THE NATIONAL EDUCATION GOALS

Charter reviewed in consultation with the school community (including Maori) through newsletters. Charter reviewed by Board and minuted

Next Review

Reviewed and Ratified Term 1 2016

CHAIRPERSON

Selwyn Park School
Strategic Plan 2019-2021
AIM HIGH TITIRO KI TE MATAURANGA

STRATEGIC DIRECTION	2019 PRIORITIES	2020 PRIORITIES	2021 PRIORITIES
<p>1a/ Student Achievement:</p> <p>95% of the children who start school as New Entrants at Selwyn Park School, will achieve or exceed the expected levels in Reading and Maths at the end of their sixth year at S.P.S.</p>	<p>Assess children using the N.E. test, 6yr Net and NUMPA test.</p> <p>At the final assessment in yr 6 using Probe, STAR, Gloss or NUMPA.</p> <p>Gather data to enable this cohort of children to be compared with their achievement levels as N.E. in 2012</p>	<p>Children to be assessed using the N.E. test, 6yr Net and NUMPA test.</p> <p>At the final assessment in yr 6 using Probe, STAR, Gloss or NUMPA.</p> <p>Gather data to enable this cohort of children to be compared with their achievement levels as N.E. in 2013</p>	<p>Children to be assessed using the N.E. test, 6yr Net and NUMPA test.</p> <p>At the final assessment in yr 6 using Probe, STAR, Gloss or NUMPA.</p> <p>Achievement levels on N.E. in 2014</p> <p>Gather data to enable this cohort of children to be compared with their achievement levels as N.E. in 2013</p>
<p>b/ Check ALL pupils progress quarterly (minimum) in Reading, Writing & Maths from N.E., through to yr 6 and the results reported to parents via Portfolios in Terms 1 & 3 and written reports in Terms 2 & 4.</p>	<p>Accelerate under achieving students progress using recognised & robust methods/programmes. Review the previous years results for evidence of added value and make changes as required.</p>	<p>Accelerate under achieving students progress using recognised & robust methods/programmes. Review the previous years results for evidence of added value and make changes as required.</p>	<p>Accelerate under achieving students progress using recognised & robust methods/programmes. Review the previous years results for evidence of added value and make changes as required.</p>
<p>2a/ Through their actions and attitudes, all children moving on to Intermediate (yr 7) contribute to achieving the school communities vision and mission, by demonstrating high performance in at least 6 of the 9 components of the Graduation Profile.</p>	<p>Students in years 4, 5 & 6 self access against the Graduation Profile. Class teachers comment & discuss the self assessment.</p> <p>Explicit teaching of Graduation Profile components.</p>	<p>Students in years 3,4,5 & 6 self access against the Graduation Profile. Class teachers comment/discuss the self assessments.</p> <p>Explicit teaching of Graduation Profile components.</p>	<p>Students in years 3,4,5 & 6 self access against the Graduation Profile. Class teachers comment/discuss the self assessments.</p> <p>Explicit teaching of Graduation Profile components.</p>
<p>b/ Consult with the community, staff and students, to co-construct a guide/rubric to assist teachers, students and parents have the greatest understanding of what it means to succeed in relation to the Graduation</p>	<p>Use the self assessment of the students in years 4, 5 & 6 for reporting to parents . This document to be used as the base for conversation at the mid year conference and at the final report.</p>	<p>Use the Self Assessment of the students in years ,3, 4, 5 & 6 for reporting to parents. This document to be used as the base for conversation at the mid year conference and at the final report.</p>	<p>Use the Self Assessment of the students in years ,3, 4, 5 & 6 for reporting to parents. This document to be used as the base for conversation at the mid year conference and at the final report.</p>

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Strategic Plan 2019-2021

AIM HIGH TITIRO KI TE MATAURANGA

STRATEGIC DIRECTION	2019 PRIORITIES	2020 PRIORITIES	2021 PRIORITIES
<p>3/ All staff are competent in applying the indicators for cultural competency (Tataiako) within our Multi-Cultural school community</p>	<p>Review as a community the school's Tataiako document, ie, the Review from 2013 and make changes as or if required.</p> <p>Appraise as per the Practising Teachers Criteria document. Focus the appraisal on the Tataiako competencies which are embedded in the document.</p>	<p>Appraise as per the Practising Teacher Criteria doc. Appraisal will continue to focus on the Tataiako competencies embedded in the P.T.C. document.</p> <p>Be active in the MACS initiative</p>	<p>Appraise as per the Practising Teacher Criteria doc. Appraisal will continue to focus on the Tataiako competencies embedded in the P.T.C. document.</p> <p>Be active in the MACS initiative</p>
<p>4/ Selwyn Park Schools physical environment is conducive to all learning.</p>	<p>Manage the building procurement process to cover M.O.E. requirements, eg, roofing, water supply & weather tightness. Work with L.M. Consulting. Priority area, the hall.</p>	<p>Upgrade of classroom and playground environment to encourage and enhance positive learning outcomes in all areas. Priority area, The Hall and The Whare. Work with L.M. Consulting.</p>	<p>Upgrade of classroom and playground environment to encourage and enhance positive learning outcomes in all areas. Priority area, The Hall and The Whare. Work with L.M. Consulting.</p>
<p>5/ All teaching staff to have full involvement in PLD provided by the M.O.E working through the P.B.4.L contract.</p>		<p>Digital Learning with a focus on Google apps, including a useful and workable form for Teacher Port Folios</p>	<p>Continued use of Google apps to assist across a wide range of teaching contexts and Teacher Port Folios</p>

NAG 1 CURRICULUM

- EOTC minimum once a term
- Kapa Haka Specialist Teacher
- Report to BOT – July/November – Literacy, Focus on Ta Taiako, Graduation Criteria & PB4L
- Te Reo – 2 x 15 minute lessons per week
- Digital Technologies
- Daily fitness skills
- Reporting on Maori & Tongan achievement in July
- Whole school –Treaty of Waitangi study
- Meet in November to set overview for 2019
- Annual Theme – Our Taonga
- Toheroa Survey Yr 5 & 6 with Te Roroa
- MAC's – continue involvement

NAG 2 Documentation and Self Review

- Portfolio's Terms 1, 2 & 3
- Review policies Nags 4, 5 & 6
- Review of Curriculum Implementation Plan using the previous document
- Review Staff Information Handbook
- Review Prospectus
- Annual reviewed and progress checked at each BOT meeting.
- End of year review/comparison of yr 1 data and yr 6 data same cohort.
- Set Targets – inform Ministry of Education of Progress against these – A.O.V.
- Health Promoting Schools Review
- Hautu
- NZCER Wellbeing survey Term4

NAG 3 Personnel

- Teacher Appraisals- AP & DP led
- Principal Appraisal – Using a Provider
- Support Staff Appraisals – Host Teacher led
- Staff/BOT Team Building
- PB4L – All staff
- Continuing implementation of Strategic Plan
- Ensure BT has timely P.D. and paperwork is up to spec
- Ensure that Teacher Registration are completed.
- Police vetting – Support Staff

Theme Our Taonga

ANNUAL PLAN

2019

Selwyn Park School

Focus on

Tataiako, PB4L, Graduation Criteria and getting out and about

NAG 4 – Property and Finance

- Prepare accounts for audit Feb - March
- Continue to upgrade and/or renovate gardens
- Prepare Draft Budget for 2020 (Nov)
- Review accounting system (Meet twice with Education Services to discuss finalized accounts 2019 and Budget 2020.
- Wash & retouch exterior paint (Caretaker)
- Full school repaint Nov, Dec, Jan
- Consult with Liz McKenzie re ongoing work.
- M.O.E. to remove Rms 8 & 9. Build a new
- Security fence of whole school

NAG 5 Health and Safety

- Physical check of all playground equipment
- Health Promoting Schools involving
 - 'Fruit in Schools'
 - Milk in Schools
 - School garden
 - Healthy eating
- Regular fire/earthquake/lockdown drills
- Foster working relationships with CYFS, SWIS, RTLB, MOE, GSE, Police and Health providers
- First Aide Course – Whole Staff
- Policy Review
- Police Vetting for Support Staff
- Personnel – Well Being Guidelines
- Upkeep of Hazard Register & weekly Toolbox meetings

NAG 6 General Legislation

- *Compile the required documentation for Planning and reporting to the Ministry (Nag 2A)
- Comply with legislation that through the Education Act, we are required to action.
- Submit Charter 1st March
- Policy Review as required

COMMUNITY PARTNERSHIP

- Consult with Pre School Centers (Jenni)
- Pre school familiarization visits – (Jenni/Carlene)
- Smoking signs kept current.
- Reporting to Maori Community.
- Reporting to Tongan community.
- Regular weekly informative newsletter
- Emphasise and encourage community voice working within the school (eg. Coaching Kapa Haka)
- Continue to lift school profile
- Portfolios terms 1, 2 & 3. -Written reports Term 4
- Formal Parent Interviews Term 2 or 3
- Organise and sustain school sports teams
- School Website and Online Newsletter