



Arakura School Charter

2802

1st January – 31st December 2009

(1) INTRODUCTION

PURPOSE

Our vision is a summary of our purpose

ARAKURA SCHOOL STATEMENT OF VISION

Through achievement, Arakura School will be recognised within the community as being a desirable establishment to educate, develop and prepare students for a balanced and fulfilling future.

ARAKURA SCHOOL DESCRIPTION

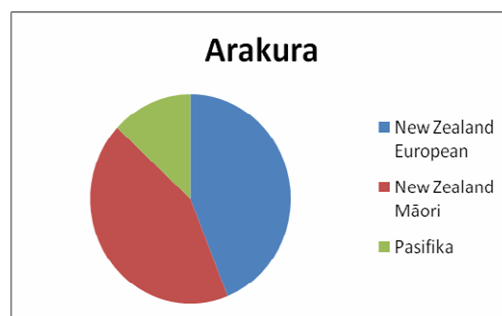
Arakura School is a decile three school located in Wainuiomata, Lower Hutt. In 2001 Wainuiomata schools were involved in restructuring. Our school was not involved in a merger but it nevertheless had an effect on the local community. We have always considered ourselves a progressive multi-cultural school that is responsive to the wishes of the community. Arakura School is a contributing primary school consisting of seven classrooms, a library and computer suite which along with the administration area was remodeled in 2003 / 2004 ; a hall and various other storage areas. The school grounds are well landscaped with numerous trees. There are two large concrete and asphalted play areas which complement the large grassed area. There is a dental clinic used approximately eight weeks per year. Unfortunately the demountable classroom used as an Aoga amata (Samoan pre school used three days per week) was damaged by fire and had to be removed. In 2008 the hall had a major upgrade. This included converting the supper room into a potential teaching space for roll growth, particularly in the new entrant class to support the 1:15 teacher to pupil ratio. Data cables, data projector and a new sound system were installed to future proof the technology capacity.

A caring environment extends throughout Arakura School where older senior classes are encouraged to support the new entrants and assist them as "buddies" whenever possible. This emotionally supportive environment is extended throughout the entire school.

Our staff is well balanced with a mix of ages, backgrounds and experience in teaching. We have a part time special needs teacher, a part time classroom release teacher and four supporting teacher aides. We strive to recognise cultural as well as individual differences.

Our school acknowledges concerns in relation to student literacy and numeracy skills and places first priority on meeting needs in these areas to facilitate better learning in other curricula.

Students are encouraged to explore their own culture and appreciate ethnic diversity. A Kapa haka programme including the use of a Te Reo tutor has been employed in the past to assist in the delivery of Te Reo Māori and Tikanga Māori. This continues with the support and knowledge of the recently appointed Deputy Principal. In 2002



the school participated in the Home and School Partnership initiative which the teachers and other staff have since adapted to our present situation and needs. We are investigating the possibility of reintroducing a similar scheme

in the near future. The school's cultural mix is reflected in programmes and events. Some annual goals are set for Māori and Pacific Island Students. In 2008 the staff began a three year participation in the numeracy project for low decile schools.

The Arakura School Community of Learners recognises recent research which states **differences between the quality of teaching within a school is usually greater than the differences between schools**. So we place emphasis on professional development for teachers in current curriculum practice. We have focused on literacy and numeracy in classroom programmes, in line with current national educational priorities. Therefore we believe in not just creating a climate of support for individual students and recognising their strengths and needs but extending this belief to our teachers. So our commitment is to the best possible achievement for individuals, both **teachers and students**, at our school.

Our broad goals revolve around:

- addressing student underachievement;
- Māori and Pasifika students (usually boys) underachievement;
- engaging families and communities; gifted and talented students (as well as special needs students) and environments for learning – which means the correct temperature (thus the heat pumps) and
- noise levels (thus the electronic sound systems in all classrooms and the library)

In line with recent 'Gifted and Talented' initiatives our extension programmes for more able learners are available, for individual classes this means differentiated learning approaches, along with remedial programmes for less able learners. Both are identified through our school wide testing and data gathering systems. Programmes targeting increased achievement especially in literacy and numeracy are developed to address areas of need and general learning assistance. In 2009 a 'Gifted and Talented' group will be identified and work together one afternoon each week. As with our less able learners the gifted group will be identified through analysing the special needs forms.

At Arakura we attempt to cater for the appropriate ¹ provision of **Te Reo and Tikanga Māori** learning. In the past this has taken many forms. Clothing and equipment have been purchased to support a kapa haka programme. A variety of personnel and staff have participated in school programmes. In 2009 our school intends to release the deputy principal so he can address some issues with our Māori students. This will include academic targets and general behaviour. Our overall teaching for te reo throughout the school is delivered at the *Taha Māori Level* (As defined in *School Master*). If a parent / caregiver / whanau presented at our school and asked for their child to be taught at a 'higher level' we would refer them to Pukeatua School. Pukeatua is less than four kilometres from Arakura and offers Level One Full Immersion

¹ as required by Education Act 1989

tuition. We are more concerned with meeting our targets, addressing underachievement and engaging with our families.

MISSION STATEMENT

ARAKURA SCHOOL MISSION STATEMENT

In partnership with our community, we will provide a caring, educational environment, which will recognise uniqueness; provide opportunities and encourage co-operation.

I roto i te noho whanaungatanga,
ka whakapuāwaihia e mātou,
he ara wānanga atawhai,
kia kitea ia ōna ake piha,
ki te whakarite putanga kētanga,
ā, ki te whakahau te mahi tahi.

I le fesootaiga ma tagata lautele matou te fesoasoani;
la aoaoina le fanau ise aoaoga faapitoa;
la faamalosia foi lo tatou pulupulu lima faatasi.

Regular consultation with and reporting to parents and guardians is pivotal at our school. A new report format was well received last year. During goal setting sessions the student along with the teacher and parents / guardian reach meaningful agreement on areas to concentrate on in the future. It also serves to encourage the student to take more responsibility for their own learning



Our core values and beliefs are reflected in the following statements:

VALUES STATEMENTS

Arakura School believes that:

- We have responsibility to provide care and support for our children.
- We value the importance of our cultural diversity. Throughout the school we value and acknowledge the 'wairua' of the Treaty of Waitangi. We do not offer total immersion or bilingual education but incorporate tikanga Māori and te Reo in our mainstream programmes and general school life.
- A safe, clean, attractive environment should be provided.
- Children should be provided with a wide range of positive learning experiences that are enjoyable and challenge them to achieve to the best of their ability.
- Through effective delivery of the curriculum children will be given the opportunity to reach their full potential.
- Children will be encouraged to take responsibility for their attitudes to learning and their behaviour.
- Children will take pride in their learning.
- Respect for people and property is essential.
- Children will be encouraged to be honest.
- On-going assessment contributes to effective learning.
- All staff form an integral part of our school.
- The Board of Trustees should be a good employer.
- The school should be effectively administered – financially and procedurally to implement our common goals.
- Effective education involves a partnership between whanau, school and the community where we all learn and grow together.
- Where appropriate, our school should be a community facility that encourages life long learning.

(2) STRATEGIC SECTION

Our current school wide data informs us that more (compared with previous years) of our students are achieving as well if not better than our school expectations, many are not. Results from nationally referenced tests such as aTTle; and the National Exemplars; (in past years Progress and Achievement Tests, along with the Handy Running Records reading test; the Peters Spelling Test) and written language based on our own exemplars and those provided by the Ministry of Education (New Zealand Curriculum Exemplars) also indicate a significant number achieving below the national norms / expectations.

Our school community has identified the following areas for improvement:-

- achievement in reading particularly for boys, for Māori and Pacific Island students and for senior students;
- achievement in written language for everyone;
- achievement in mathematics for boys and for Māori and Pacific Island students.

Our community consultation processes concur with these areas above.

The school intends to pursue the following strategic goals over the next three years.

- lift achievement in reading;
- improve written language outcomes for students;
- improve student achievement in mathematics;
- improve social skills and behaviour using the '*Skills for Growing*' and '*Kia Kaha*' programmes.

These goals are consistent with the national focus in improving literacy and numeracy as identified in the National Education priorities and with the Board's expectations of student achievement in these key areas of learning as expressed in the school's achievement statement and curriculum plan.

Strategic Section

Achieving towards these goals would be reflected by more of our students meeting the following benchmarks.

Reading - achieving at or above chronological age

Writing - Year 1-2 students working at Level 1
Year 3-4 students working at Level 2
Year 5-6 students working at Level 3

Mathematics - Year 3 students working at Stage 4
Year 6 students working at Stage 6

The reading and mathematics benchmarks are referred to in the school's Achievement Statement and Curriculum Plan (these documents are a 'work in progress' review document involving all stakeholders especially with the revised New Zealand Curriculum 2010), which outlines The Board's expectations of student achievement.

The above strategic goals fit in with the school's long term curriculum development priorities which are:

Curriculum Management ~ Review undertaken by teaching staff:

- **2009 The Arts and Information Technology**
- 2010 Technology (Religious Education)
- 2011 Social Sciences (Studies) and Te Reo / Tīkanga Māori
- 2012 Science and Health / Physical Education
- 2013 English
- 2014 Mathematics

Our full strategic plan provides the detail.

The Board recognises the need to provide programmes for students at risk of not achieving at Arakura School.

The Board will budget prudently so that meaningful work in these areas that improves student achievement can be carried out. The school budget will cater for work to be done in this area. Expenditure will be monitored and controlled to ensure our expenditure allows us to pursue the strategic goals. Financial performance in this area will be consistent with school policy / procedure statements and will be regularly reported to the Board of Trustees.

As confirmed in our annual 'Board Assurance Statement' to E.R.O. Arakura School's Strategic Plan takes into account:

1. Student Emotional Safety,
2. Student Physical Safety,
3. Student Attendance,
4. Student Stand downs and suspensions,
5. Teacher Registration

A core element in the process of curriculum development and improving student achievement is the ongoing provision of a safe and healthy learning environment, a priority the Board takes seriously in its planning and budgeting. This priority is detailed in our full Strategic Plan and in our Ten Year Property and Maintenance Plan. The Property Plan has, in the past, focused on developing our administration area, library, resource room, a variety of small group teaching spaces and a new classroom. It has in 2008 been concerned with the hall upgrade, playground equipment upgrade and general painting and carpeting of classrooms. This will enable greater focus on student learning to be undertaken in conducive surroundings. Certain siteworks in the immediate vicinity of these building improvements will support the learning taking place in all classrooms.

Our Ten Year Property and Maintenance Plan is updated annually and also outlines how The Board maintains a safe and healthy learning environment.

(3) ANNUAL SECTION

TARGETS

Improvement Targets for 2009

WRITING

- ♣ For 50% of our Year 1 students to be writing at or above their chronological age.
- ♣ For 60% of our Year 2 students to be writing at or above their chronological age.
- ♣ For 70% of our Year 3 students to be writing at or above their chronological age.
- ♣ For 70% of our Year 4 students to be writing at or above their chronological age.
- ♣ For 80% of our Year 5 students to be writing at or above their chronological age.
- ♣ For 80% of our Year 6 students to be writing at or above their chronological age.

READING

- ♣ For 50% of our Year 1 students to be reading at or above their chronological age.
- ♣ For 60% of our Year 2 students to be reading at or above their chronological age.
- ♣ For 70% of our Year 3 students to be reading at or above their chronological age.
- ♣ For 70% of our Year 4 students to be reading at or above their chronological age.
- ♣ For 80% of our Year 5 students to be reading at or above their chronological age.
- ♣ For 70% of our Year 6 students to be reading at or above their chronological age.

Improvement Targets for 2009

Mathematics

Numeracy: Addition & Subtraction Strategy

- For 80% of our Year 1 students to be at Stage 2, Stage 3 or Stage 4
- For 50% of our Year 2 students to be at Stage 4
- For 80% of our Year 3 students to be at Stage 4 or Stage 5
- For 70% of our Year 4 students to be at Stage 5
- For 80% of our Year 5 students to be at Stage 5 or Stage 6
- For 80% of our Year 6 students to be at Stage 6

Capital Improvement and Maintenance Projects

In 2009 it is intended to tidy up existing and increase student seating around the school. To eliminate, by concreting, some problem surface areas around the school and ensure all boundary fences are secure. This included improved fencing by the school sandpit area. The hall refurbishment is nearly complete but will need more seating and the audio visual equipment to be fitted. Other capital items to be purchased in 2009 include: classroom computers, including network support and storage; new telephone system; new 'Adventure Playground' equipment; carpet in classrooms and perhaps inter-active whiteboards, depending on research carried out as to their use and suitability to our learning needs.

Heat pumps / air conditioning units installation throughout the entire school is complete with the exception of some small rooms. The 'netball' asphalt area, which no longer includes the cost of underground cabling to upgrade the computer / telephone network will form part of the next five year property plan. Our 'latest' five year property plan money from the Ministry of Education became available on 1st July 2006. The sum was \$147,000.00 Our Ten Year Property Plan / Long Term Maintenance Programme (Ian Rattray,

Building Consultant) outlines other planned maintenance items / issues such as exterior / interior painting schedules. Interior painting will be considered this year.

Professional Development

In 2009 Arakura School will participate in the Wainuiomata Education Literacy and Leadership (W.E.L.L.) which follows on from Wainuiomata Education Literacy Development (W.E.L.D.) assisted by a grant from the Joint Education Development Initiative (J.E.D.I.) Trust. This will be supplemented by the Literacy Leadership Programme, begun in 2001 and sourced from many budgets. Both of these initiatives will focus on staff critically reflecting on and then examining their teaching and leadership practices. 'EHSAS funding' from the Ministry of Education supplements the monies committed to sustaining gains made in the previous five years of WELD. The Skills for Growing Programme will continue with the goal of improving behaviour and social skills, that is listening, group and co-operative skills. All classroom teachers have undertaken training.

In 2008 Arakura School participated in the Numeracy Project, with pleasing progress being made by both students and teachers. This involvement will be on-going for the next two years at least.

Performance Management

The school's policy / procedure statements relating to performance management (such as Performance Management, Staff Appraisal and Development, Good Employer and Personnel and Equal Employment and Opportunity) will be followed. Classroom observations will focus on follow up to Literacy Leadership and the Wainuiomata Education Literacy Development (W.E.L.D.) especially in the area of written language and reading. The personal appraisal process will work alongside professional development and inservice in 2009.

EEO Obligations

The school's E.E.O. objective for 2009 is to provide professional development courses to enhance the future careers of all staff but in particular women and Māori staff members. Staff members will be enrolled in professional development courses paid for by the Board. The E.E.O. officer will furnish detailed E.E.O. reports to the Board of Trustees Chairperson on each staffing appointment made. Materials such as magnetic classroom equipment, torches, umbrellas, air conditioners, telephones, handrails, ramp access will be provided as necessary as in the past or as part of the planned property upgrade.

Finance and Assets

The school's 2009 budget details how resources will be allocated to achieve improved student outcomes. This budget will be prepared, then approved, monitored and reported on during the year. Another goal is to receive a 'clean auditor's report' so funding for the following year is assured². Some planned asset expenditure for 2009 includes: upgrading hall sound system; hall seating replacement, a new adventure playground, extending the computer network and accompanying storage; more classroom computers for student use; complete garden sculpture; spending on library books and student readers; heat pumps / air conditioners in Rooms Nine and Three (if funds allow); interior paint and replacing worn carpets.

Health and Safety

Our Hazard / Safety Checklist is undertaken monthly and lists the hazards we have identified throughout the school. These are then processed for minimisation, isolation or elimination during the year³. We will continue our obligation to being a Smoke Free and Sun Smart school. We will work on food and nutrition, consulting the community regarding policy / procedures, especially with the Parent Consultation on Health and Safety Form. Equipment will be maintained. Students will be encouraged to use shade areas and new seating is to be constructed under some selected trees some time in the future.

Additional Resources for Special Support

Arakura School has not put forward any other proposals for additional resources / funding arising from the Joint Education Development Initiative (J.E.D.I.). However we intend to continue to support community / school-wide projects involving literacy and numeracy enhancements. All the local schools are working on a collective vision that will encompass pre-school to tertiary education in Wainuiomata concentrating on literacy and quality teaching. In line with the recent Physical Activity initiative we will continue to focus on our fitness and physical education programme but we will not be complementing this with a perceptual motor programme in 2009.

EHSAS

The Wainuiomata Schools' EHSAS Cluster intend to explore links between the effects of leadership and student achievement. Using assessment data and variance results. This is not an easy task to set targets for or measure.

² Arakura School was the first school in Wellington / Hutt Valley to go to audit in 2005 © and first in Wellington South for 2008 © Refer to MoE letter from Alan Curtis

³ A Hazard Management Register is kept in the office.

Patrick Duignan has been introduced to the WELL Programme. The 'annual' retreat has been modified and Lorrae Ward will act as an external reviewer re the data.

Some schools are having concerns balancing pedagogy with classroom management and general operating systems. In our case this includes 'School Master' with changing trainers and unreliable support.

Teacher release analysis for 2008 shows a total of 85 days (including sick leave) were used. Of which seven were used for professional development five for the literacy leader and five for the numeracy project. This is on top of teacher only days, valley wide symposium and the two day retreat.

(4) PROCEDURAL INFORMATION

This charter and targets for 2009 were developed by a group comprising Board of Trustees members, parents, teachers and the Principal following consultation with parents, staff, and some students. They were then ratified by the Board of Trustees.

Arakura School's planning year is from 1st January to 31st December each year. The Board of Trustees will approve / ratify its charter at its February or March meeting. A copy of our updated charter will be lodged with the Ministry of Education by 31st March each year. A copy of the annual report including a variance report will be lodged with the Ministry of Education by 31st May of the following year.