



WADESTOWN SCHOOL

Learning to Live – Living to Learn

Charter 2008

Version No	Date	Comments
1	February	Confirmed

Side School: Weld Street
Wadestown

Main School: Rose Street
Wadestown

Tele: 472 4779

Fax: 499 1605

Email: office@wadestown.school.nz

Principal: Bryan Gwilliam B.Ed., M.Ed.Admin. (Hons), Dip.Teach.

1 INTRODUCTION

a) Wadestown School Profile

i) A brief history

Wadestown School was first opened on the site of the present Side School in Weld Street on 1 June 1881. One of the earliest schools in Wellington, it was built as a single classroom schoolhouse. By 1896 it had been extended twice and is now a three-classroom school. The building was demolished after World War II and rebuilt in the current layout, being officially opened on 15 June 1946. The Main School began as two classrooms on the present Rose Street site opening in February 1917. There have been a number of renovations and building developments that have occurred on the site since then.

ii) Location

The school is presently situated on two sites. The Side School in Weld Street consists of 3 parallel junior classes (Year 1-2). The Side School has its own resource room, which is used extensively as a multipurpose room and library. The grounds include a playground with a slide and decks, a playing field and a small pool for swimming. The Deputy Principal's office is situated at the Side School.

The Main School on Rose Street is one kilometre from the Side School and accommodates children from Year 2 to Year 8. The main access to the Main School is by footpath from Mairangi Road at the top of Rose Street, although limited vehicular access is available. There is also pedestrian access from Wilton Road via Purakau Avenue. At the Main School there are four blocks of 10 classrooms and a hall. The Principal's Office and hall are situated in the middle block. Despite the hilly site, the Main School grounds include a playing field, a large flat playground and three tennis courts. An adventure playground is situated adjacent to the tennis courts.

iii) School Community

Wadestown School is a state co-educational full primary school with approximately 310 children.

The majority of children come from the suburb of Wadestown with a number also from Wilton, Chartwell, Thorndon, Khandallah and Crofton Downs. The parent community is well educated and the school is designated as Decile 10 because of the high socio-economic and extensively mono-cultural community from which it draws. Most of the children at the school have attended an Early Childhood Education Centre prior to coming to school. The school maintains links with a number of early childhood institutions and post primary schools.

Most children attain very high levels of achievement in academic subjects, and parents have high expectations for excellence.

b) Mission Statement

Learning to Live - Living to Learn

2 NATIONAL EDUCATION GUIDELINES

NAG 1

The Wadestown Board of Trustees fosters student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

The Wadestown Board of Trustees, through the principal and staff, will:			
(i)	develop and implement teaching and learning programmes:		
	(a)	to provide all students in years 1-8 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;	
	(b)	giving priority to student achievement in literacy and numeracy, especially in years 1-4;	
	(c)	giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;	
(ii)	through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:		
	(a)	student achievement in literacy and numeracy, especially in years 1-4;	
	(b)	breadth and depth of learning related to the needs, abilities and interests of students, the nature of the Wadestown School's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);	
(iii)	on the basis of good quality assessment information, identify students and groups of students;		
	(a)	who are not achieving;	
	(b)	who are at risk of not achieving;	
	(c)	who have special needs	
	(d)	aspects of the curriculum which require particular attention;	
(iv)	develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above;		
(v)	in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;		
(vi)	provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.		

NAG 2

Wadestown School Board of Trustees, with the principal and teaching staff, will:

- (i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- (ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- (iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1(iii) above) including the achievement of Maori students against the plans and targets referred to in 1(v) above.

NAG 3

According to the legislation on employment and personnel matters, Wadestown School Board of Trustees will:

- (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, Wadestown School Board of Trustees will:

- (i) allocate funds to reflect the school's priorities as stated in the charter;
- (ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Wadestown School Board of Trustees will:

- (i) provide a safe physical and emotional environment for students;
- (ii) promote healthy food and nutrition for all students;
- (iii) where food and beverages are sold on school premises, make only healthy options available; and
- (iv) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Wadestown School Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

3 STRATEGIC SECTION

NB The adoption of a 3 year Strategic Plan, rather than the usual 5 year plan, reflects the Wadestown School Board's intention to provide the new Principal with transitional guidance over the medium term only.

1. CURRICULA INITIATIVES	
Thinking Skills <i>Children will understand, select, apply, adapt and evaluate skills for thinking that will enhance their personal learning effectiveness</i>	
Writing <i>Children will develop an intrinsic love for writing</i>	Listening / Speaking <i>Children will comprehend what is said and express their own ideas, feelings and thoughts clearly and appropriately, in a range of formal and informal situations</i>
.....computer studies..... <i>Children will use computers to improve learning</i>	

<p>.....boys achievement.....</p> <p><i>Children will understand that boys may learn in a different way to girls, and that teaching practices which acknowledge these differences will improve boys learning opportunities</i></p>	
<p>Social and personal values programmes</p> <p><i>Children will understand and value the nature and importance of personal and interpersonal qualities and skills when interacting in social and work situations</i></p>	
<p>Environmental awareness programmes</p> <p><i>Children will appreciate, develop and care for their local, national and international environments through an understanding of the physical characteristics of sustainable communities.</i></p>	
<p>3. RESOURCE INITIATIVES <i>(strategic funding and expenditure areas)</i></p>	
<ul style="list-style-type: none"> • After School Care • International Students • Parent donations • Fundraising 	<ul style="list-style-type: none"> • Small class sizes • Classroom refurbishment • Furniture replacement • ICT resourcing • Environment projects

The **Curricula Initiatives** take priority over the others, and include a main focus on Thinking Skills. Lesser areas of Writing and Listening / Speaking take precedence over Computer Studies and Boys Achievement. These were the main priorities identified in the 2007 Community Survey. Curricula initiatives require a specific school and staff development strategy, which will be articulated in annual Charter goals.

The **Co-curricula Initiatives** have been derived from a combination of community interests, as reflected in the 2007 Community Survey and various government, local community and staff priorities. They include “Personal and social values programmes” and “Environmental awareness programmes”. These programmes are integrated into school wide planning rather than isolated as specific school and staff development initiatives.

The **Resource Initiatives** recognise the need to develop our existing key income and expenditure projects. It is important that these remain of strategic importance to the school, and will provide a priority focus during annual budget considerations. There is no funding available for capital works projects during the term of this plan. Identifying these areas ensures the sustainability of the programmes.

STRATEGIC CURRICULA INITIATIVES

Thinking Skills - The rationale

Providing children with instruction in thinking skills is important for several reasons:

- These skills are necessary for people to have in our rapidly changing, technologically oriented world.
- Children, in general, do not have well-developed thinking skills.
- Although many people once believed that we are born either with or without creative and critical thinking abilities, research has shown that these skills are teachable and learnable.

Instruction in thinking skills promotes intellectual growth and fosters academic achievement gains.

Research supports providing instruction in a variety of specific creative and critical thinking skills, study techniques, and metacognitive skills.

Instructional approaches found to promote thinking skill development include redirection, probing, and reinforcement; asking higher-order questions during classroom discussions, and lengthening wait-time during classroom questioning.

Computer-assisted instruction assists thinking skills and is positively related to intellectual growth and achievement gains.

Many commercially available thinking skills instructional programmes have been shown to bring about improvements in students' performance on intelligence and achievement tests.

Training teachers to teach thinking skills is associated with student achievement gains.

In addition to program content, classroom practices, and teacher training, the success of thinking skills instruction is also dependent upon other factors, such as administrative support and appropriate match between the students and the instructional approach selected.

Neither infused thinking skills instruction nor separate curricula are inherently superior to the other; both can lead to improved student performance, and elements of both are often used together, with beneficial results.

Children's performance has been shown to improve as a result of both direct teaching and inferential learning of thinking skills. Again, some programmes have successfully combined these approaches.

Because thinking skills instruction requires large amounts of time in order to be effective, administrative support and schoolwide commitment are necessary for programme success.

It is especially important to establish and maintain a positive, stimulating, encouraging classroom climate for thinking skills instruction, so that students will feel free to experiment with new ideas and approaches.

In both school settings and in the world outside of school, it is crucial for people to have skills in questioning, analysing, comparing, contrasting, and evaluating so that they will not become reliant on being told what to think and do. Applying the findings from the thinking skills research will assist our school to improve children's learning.

Writing – The rationale

Continuing to provide children with instruction in Writing is important for several reasons, but essentially derives from a need identified over a number of years in our school.

In June of 2006 the analysis of the writing results prompted the following conclusion:

“These results show that our children are not performing at levels commensurate with expectations for a school of our type. In the Year 4 and 8 classes the results are particularly concerning with over half our children functioning at levels well below expectations. This is also the case to a lesser extent for children in Year 6 and 7.”

In 2007 it was clear that the results evident in children’s writing achievements were not as concerning as they had been in previous years. The children in Years 1-4 and Years 6 and 7 were writing at levels commensurate with expectations, or in some cases, exceeding expectations. Children in Years 5 and 8 remained slightly below national expectations. Although this was a significant improvement on the results of 2006 it was not good enough for the school to have confidence that the ability most children had to write equated with their levels of achievement in other curriculum areas (eg. Maths and Reading). Most significant in our recent results was the discrepancy in abilities between girls and boys. At all levels of the school, girls outperformed boys in writing.

The Strategic Plan of 2003 – 2007 required that: “90 % of all children are writing at levels at least commensurate with national norms and expectations”. In 2007 the school’s aim was specifically to “Raise the level of student achievement in writing in all years, such that at least 75 % of each cohort was achieving above the national mean”.

Although progress in children’s writing was certainly evident over the period of the previous Strategic Plan, the school cannot claim that we had met, or was close to meeting, this goal. It was clear that the school needed to continue to implement programmes to improve children’s skills and attitudes towards writing.

Listening / Speaking – The rationale

Oral language is the greatest way we express ourselves and is the basis of all communication - it is fundamental to literacy.

Through listening and speaking children learn about themselves and about their world. Learning to express their thoughts, ideas and feelings, and being able to respond to the communications of others, enables children to participate in society successfully.

Oral language development in our school does not mean teaching children to speak and listen so much as providing them with the skills and opportunities to communicate and respond more effectively. Speaking and listening involves thinking, knowledge and skills. Effective communication is developed through practice and training.

While oral language acquisition is a natural process this does not mean that all children will automatically acquire effective communication skills. Attention and constant practice are necessary for optimum development in communication. There is no doubt that there is plenty of oral language used in the classroom, however much of that "talking" is done by the teacher rather than by children. Research in recent years suggests that there has been a steady decline in the use of oral language in the classroom.

There is a clear relationship between oral language development and the development of thinking abilities. There is no doubt that as children develop oral communication skills, their critical thinking and reasoning abilities are developed along the way.

Oral language is a very important link in the process of students' learning and thinking development. It provides a foundation for the development of other language skills. As children talk about themselves and their experiences, and listen to the contribution of others, they are learning to organise their thinking and to focus their ideas. Throughout life, oral language skills remain essential for the communication of ideas and intelligent conversation.

One of the most effective ways to facilitate the learning of oral language is to take into account the background and everyday life experiences of the children. Once children's prior knowledge and facility with oral language is determined, the classroom programme can be planned to develop necessary skills on the developmental continuum. From this starting point the techniques and skills which are taught in the classroom programme need to be further extended and used across the whole curriculum.

Although the oral language programme is delivered at the classroom level, the procedures for the development of language skills needs to pervade planning across the whole school.

In the school's 2007 community survey on the future needs for curriculum development 71% of respondents viewed listening comprehension as a high priority.

Computer studies – The rationale

Research from schools show that children derive significant educational benefits from interacting with computers.

These include:

- Specific educational improvements in the areas of language development, problem solving skills and social skills.
- New learning skill development while children are involved in research exercises, and word and data processing assignments.
- High levels of interest are generated when using computers. They are a motivating influence for both boys and girls learning.
- Individual learning needs across a wide range of abilities can be catered for through the use of computers
- Computers have the flexibility to support a wide variety of educational applications and curriculum integration.

The implications for the use of computers in our school raises many questions about funding, class organisation, teacher training, timetabling, teaching methodologies, and hardware and software selection. The determination of a path of future travel needs to be carefully determined and articulated.

Boys achievement – The rationale

Boys' underachievement has become a topical issue in recent years. In response, a number of New Zealand primary schools have created boys' projects to seek to lift their standard of achievement in wide variety of academic subjects. These have encompassed a range of interventions designed specifically to address the disparity between boys' and girls achievement by re-culturing the school to make it a more positive and motivating environment for boys. These

projects have sought to identify and implement elements of school culture that support boys' learning.

Research reveals contrasting and conflicting theoretical perspectives contributing to the debate around boys' achievement. From one perspective it is accepted that boys and girls are different and schools are expected to accommodate these differences. The alternative perspective suggests that differences between girls and boys should not be viewed as inevitable and that for boys, schools should work to change undesirable attitudes and behaviours if boys learning is to be adequately addressed.

The research reveals that boys' underachievement is indeed a complex issue that is unlikely to be solved by short-term interventions or strategies. The research concludes that educational outcomes for boys will be positively affected by a school culture that fosters strong relationships, a focus on learning, and an understanding of how beliefs and attitudes about gender are influential on learning.

STRATEGIC CO-CURRICULA INITIATIVES

Personal and social values programmes – The rationale

Personal and social values programmes have strong links to the NZ Curriculum's Key Competencies of managing self, relating to others, participating and contributing, thinking, using language, symbols, and texts. They also apply to Values in the new curriculum, including respect, integrity, innovation, inquiry and curiosity, and excellence. The Social Inquiry aspect and the Identity, Culture and Organisation strand of the Social Sciences curriculum are also covered along with the Relationships with other People strand from Health and Physical Education. Changes in society and in the behaviour of children are causing some schools to look more closely at ways of building positive, caring and respectful school environments. As a result schools are implementing programmes to address what they have identified as concerns or issues within their school community.

Specifically these programmes relate to knowledge, values, attitudes and abilities which contribute to the development of a child's sound moral character, an effective learning disposition, a sense of community, and competence in responding to the personal, social and cultural aspects of life.

A personal and social values programme incorporates aspects of the following:

- emotional awareness, accurate self-assessment, self confidence
- self control, trustworthiness, conscientiousness, adaptability, innovativeness
- achievement drive, commitment, initiative, optimism
- empathy, service orientation, development of others

Environmental awareness programmes – The rationale

In response to growing national and international awareness of the importance of the environment, the New Zealand Government has initiated a national strategy for environmental education, where it is viewed as a lifelong process with a strong implication for the area of teaching and learning.

Environmental awareness programmes enable children develop skills, understanding, knowledge and confidence through planning, designing and creating a sustainable school and community environment. These values have become a key component of the National Curriculum.

Such programmes will include:

- enhancing the school environment;
- conserving energy;
- establishing environmentally friendly practices;
- preserving local ecosystems and historical landmarks;
- reducing solid waste and litter.

TIMELINE OF DEVELOPMENT

2008	2009	2010
Thinking Skills		
Writing		Listening / Speaking
Computer studies		
Boys achievement		
Social and personal values programmes		
Environmental awareness programmes		

b) Financial Objectives 2008 - 2010

Each year the Wadestown School Board prepares a financial strategy to support the initiatives decided upon in the 2008 – 2010 Wadestown School Strategic Plan. Due to the considerable funding required in the area of property and ICT development, this strategy covers a longer period of time. In 2007 a new 10 year Property plan was adopted by the Board. In 2008 a Computer Studies plan is to be developed and will include ICT purchasing commitments. In preparing the strategies, the following factors are taken into account:

- the base assumptions about roll numbers and Ministry funding
- the expenditure required to implement proposals outlined in the Strategic Plan
- a realistic estimate of the revenue that the school can expect to raise through donations, fundraising and sponsorship
- the revenue that the school can expect to raise through providing services to fee-paying students
- the restrictions and requirements of the Wadestown School Procedures for Internal Financial Controls

c) Safe and healthy learning environment plan

The Board intends to ensure the school maintains a safe and healthy learning environment through initiatives planned for in the 2008 – 2010 Wadestown School Strategic Plan.

Specifically this referred to:

Social and personal values programmes

Children will understand and value the nature and importance of personal and interpersonal qualities and skills when interacting in social and work situations

Environmental awareness programmes

Children will appreciate, develop and care for their local, national and international environments through an understanding of the physical characteristics of sustainable communities.

2. Other Strategic Intentions

- Initiatives to improve the opportunities for children with special learning / behavioural disabilities will be focussed in the early years of schooling
- Environmental projects and major capital requirements are included in the 10 Year Property Plan.
- Comprehensive EOTC procedures are in place.
- The school manages After School Care and the programme is required to comply with school procedures and other rigorous requirements stipulated in the OSCAR accreditation process.
- Recent capital works modifications to school property have provided an environment more suited to children with special physical needs. In 2008 significant refurbishment is to be completed on the Wadestown Side School and this will improve safety issues around the school
- An ongoing hazard identification process is integral to the school safety plan
- Compliance with the Code of Practice for the Pastoral Care of International Fee Paying Students.

NB The school will continue to place significant importance on the re-development and regular review of all Health and Safety policies and procedures

3 ANNUAL SECTION - 2008

Priorities for student achievement (from 2008–2010 Wadestown School Strategic Plan)

1. 2008 CURRICULA INITIATIVES

Thinking Skills (Lead Facilitators – Joanna Leigh, Rebecca Goodall)

Children will understand, select, apply, adapt and evaluate skills for thinking that will enhance their personal learning effectiveness

Specifically to:

- *By the end of 2008 children will be able to understand and use De Bono's 'Thinking Hats' so that they will have a better critical awareness of their own thinking*
- *By the end of 2008 teachers will have a sound working knowledge of Costa and Kallick's 'Habits of Mind' and will show evidence of these being incorporated into their teaching programmes*

This will be achieved by:

- Teacher's reading and discussion of a growing bank of resources related to Thinking pedagogy
- The invitation to outside resource personnel to address staff meetings
- Trialling and implementation of De Bonos Thinking Hats across the school
- Development of class and school programmes and displays celebrating "Thinking"
- Integration of Habits of Mind and Thinking Hats into teacher and syndicate planning
- Eight designated full staff meetings

Achievement will be determined through the surveying of teachers and children

Writing (Lead Facilitator – Janine Barker)

Children will develop an intrinsic love for writing

Specifically:

- *By the end of 2008 children will show an increased enjoyment for writing*
- *By the end of 2008 teachers will show an increased enjoyment for the teaching of writing*
- *By the end of 2008 the school will have an increased pool of highly motivating resources for teacher use in writing programmes*

This will be achieved by:

- Teacher's continued reference to the Effective Literacy Practice handbook
- Implementation of the school's recently developed literacy learning progressions
- Extensive use of Writing exemplars
- Sharing of teacher's own successful teaching practices
- In-school professional development including the invitation of a literacy expert, and individual teacher PD
- Four designated full staff meetings

Achievement will be determined through the surveying of teachers and children

Computer Studies (Lead Facilitator – Joanna Leigh)

Children will use computers to improve learning

Specifically:

- By the end 2008 a long term plan for the development of Computer Studies will have been developed

This will be achieved by:

- Staff, children, parents and outside educational experts will be consulted on the educational and resourcing requirements for a Computer Studies plan incorporating teaching and other resources

Achievement will be determined through the completion of a Computer Studies long term plan

Boys Achievement (Lead Facilitator – Joanna Leigh)

Children will understand that boys may learn in a different way to girls, and that teaching practices which acknowledge these differences will improve boys learning opportunities

Specifically:

- By the end of 2008 teacher's knowledge of the useful strategies for the teaching of boys will be increased
- By the end of 2008 teachers will show evidence in their planning of strategies and programmes used to improve boys engagement in learning

This will be achieved by:

- Extensive provision and teacher discussion of resources identifying boys learning styles
- In classes, questioning boys to determine individual learning preferences and barriers

Achievement will be determined through informal feedback from teachers and boys gained throughout the year.

2. CO-CURRICULA INITIATIVES

(Each of these becomes an integrated rather than distinct focus).

Social and personal values programmes

Children will understand and value the nature and importance of personal and interpersonal qualities and skills when interacting in social and work situations

In 2008 this will be achieved by:

- Specific reference to the development of social and personal values in teacher's planning

Environmental awareness programmes

Children will appreciate, develop and care for their local, national and international environments through an understanding of the physical characteristics of sustainable communities.

In 2008 this will be achieved by:

- The adoption of an Environmental Plan, developed by the Parent Association with input from the school community, children
- and staff. This to be completed by the end of Term 2 2008

3. RESOURCE INITIATIVES

(strategic funding and expenditure areas)

- | | |
|---|---|
| <ul style="list-style-type: none">• After School Care• International Students• Parent donations• Fundraising | <ul style="list-style-type: none">• Small class sizes• Classroom refurbishment• Furniture replacement• ICT resourcing• Environment projects |
|---|---|

As far as the Board and community are concerned, there are a number of assessments which will be completed and reported on throughout the year. These will refer to the 2008 Priorities for Student Achievement.

b) Capital improvement and maintenance projects

Budgeted areas of development (as reflected in the 10 year Property Plan):

- The refurbishment of the Side School
- The development of an Environment Plan
- The development and implementation of an annual minor maintenance schedule of building repair work

c) Personnel development, performance management, and meeting EEO obligations

- Appraisal and professional development programmes and opportunities are available and funded for all staff (see Budget).

d) Financial plans

- The plan for income and expenditure this year is included in the 2008 Budget, adopted by the Board of Trustees in December 2007

e) Health and safety strategies for staff and students

All efforts are made to ensure the health and safety of staff and students. In 2004 a complete review of school procedures was undertaken with a particular emphasis placed on the development of a school Hazard Register. In 2008 the school procedures remain relevant.

4 REFERENCES

Wadestown School Strategic Plan 2008-2010

Wadestown School Management Plan & Budget 2008

Wadestown School 10 year Property Plan (2008)