



MELVILLE PRIMARY SCHOOL

Strive For The Highest
Whaia ki te Taumata

Dianne Pollard-Williams
Principal

CHARTER 2011 - 2013

First Submitted to Ministry of Education on 31 May 2011

MISSION: Whaia ki te Taumata - Strive for the Highest

Mana Tamaiti - Success for the Child

Mana Melvi - **M** otuhake Self Determination, self-discipline, independence

A roha Love, respect, compassion, tolerance

N āku Belongs to me

A ko Learn, study, teach, advise, serve

VISION:

- All Melvis will learn in a positive, safe environment - Positive Behaviour For Learning and Restorative Practices.
- All Melvis will respect and value the cultural heritage of Aotearoa New Zealand's indigenous people and the heritage and culture of all other Melvis who make up the diverse multi cultural nature of Melville Primary School.
- All Melvis with special needs will be able to access support, have Personalised Learning Plans, Personalised Behaviour Plans to ensure they have their learning and social needs supported.

VALUES: Whaia ki te Mana - Strive with Respect

The brain that does the thinking does the learning

S elf Discipline In control of myself	W ITH	R esponsibility Own my learning, Own my own actions
T olerance Include everyone		E xcellence Be a winner
R espect Caring of myself and others		S ervice Be a giver
I ndependence I can do it		P ersistence Try, try and try again
V irtues Treat others as I wish to be treated		E ffort Always do my best
E xcellence A1 quality thinking and learning		C ooperation Together we fly
		T ruth Honesty and fairness



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STRATEGIC AIMS		
<ul style="list-style-type: none"> All Melvi learners will be able to access the New Zealand Curriculum Evidence of achievement and success will be in the national norm testing, formative and summative data aggregation and analysis, overall teacher judgement through observation and anecdotal observation and reporting against the National Curriculum Standards 	<p>Maori Melvi learners will be engaged in their learning and achieving learning success through focus on:</p> <ul style="list-style-type: none"> Realising potential Identifying opportunity Investing in people and local solutions Tailoring education to the learner Indigenous and distinctiveness Collaborating and co-constructing <p>Ref: Ka Hikitia Page 15</p>	<p>All Melvi learners will have opportunities to learn in a learning programme that has a major focus on literacy and numeracy and that reflects our Mission, Values, Virtues, Restorative Practices and Positive Behaviour for Learning beliefs.</p>
IMPROVING MELVI LEARNING AND ACHIEVEMENT	DEVELOPING A QUALITY LEARNING ENVIRONMENT	SCHOOL ORGANISATION AND STRUCTURE
<p>Numeracy:</p> <ul style="list-style-type: none"> All Melvis will be able to access the New Zealand Curriculum Achievement will be measured against the NZ Curriculum Mathematics Standards <p>Literacy:</p> <ul style="list-style-type: none"> All Melvis will be able to access the New Zealand Curriculum Embed consistency of teaching and learning practice in all areas of Literacy Further develop Gaye Byers written language practices school wide <p>Special Education:</p> <ul style="list-style-type: none"> Melvis with special needs will be supported in their learning so that they can access and progress in relation to the NZ Curriculum Melvis with special needs will be able to participate in 	<p>Positive Learning Environment</p> <ul style="list-style-type: none"> Restorative Practice - Reflect, Repair, Restore, Reconnect School Wide Behaviour for Learning Programme Virtues programme Skills for Growing Healthy Eating Healthy Activity Continue to work on Attendance and community engagement in supporting Melvi learning <p>Teaching and Learning Practice:</p> <ul style="list-style-type: none"> Taking great teaching practice to excellent Consistency in practice school wide Growing next practice Reviewing assessment practices and aligning with the NZ Curriculum Standards in Mathematics, Reading and Writing Developing proficiency in using new ICT tools to enhance learning in the 21st century 	<p>Curriculum:</p> <ul style="list-style-type: none"> Continue to fine tune the Melvi NZC maintaining a focus on self review <p>Personnel:</p> <ul style="list-style-type: none"> Provide adequate learning, teaching and administration support Performance Management will target teachers' professional needs <p>Financial:</p> <ul style="list-style-type: none"> Budget will cater for resources, professional learning and general plant running. <p>Property:</p> <ul style="list-style-type: none"> Complete 5 Year Plan with focus on modernising classrooms and staffroom Review 10 Year Property Plan and be ready for next 5 Year Property Plan to continue to provide modern learning areas throughout the school



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<p>and contribute to the school and their community environment ELLs including Pasifika Melvis will have programmes that will support their learning needs <u>Maori Achievement:</u> Whole School: Focusses on Ka Hikitia Maori potential in education:</p> <ul style="list-style-type: none">• Realising potential• Identifying opportunity• Investing in people and local solutions• Tailoring education to the learner• Indigeneity and distinctiveness• Collaborating and co constructing <p>He Iti Pounamu:</p> <ul style="list-style-type: none">• Melvi and the HIP schema• Further develop the graduate expectations for a HIP• Continue to foster and engage whanau	<ul style="list-style-type: none">• Differentiating practice for special needs and ELLs learners <p><u>Personal and Professional Learning:</u></p> <ul style="list-style-type: none">• Continue Numeracy and Literacy professional learning and the development of consistency in all practice school wide• Continue to work with assessment practices, reviewing and fine tuning, including working with alignment and moderation of the NZ Curriculum Standards, developing Te Pukapuka Poutama Ako o Melvi, parent /Melvi learning conversations and the changing of the SMS templates to align	
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STRATEGIC GOALS: 2011 - 2013

Literacy and numeracy are high priority learning goals for Melville Primary School Melvi learners.

Melville Primary School assessment data confirms similarities to national trends.

The evidence shows that there is a need to focus on literacy and numeracy for all Melvi learners.

Through the robust data analysis focus groups of learners - Maori, Pasifika, ELL, and special needs learners will be monitored closely.

Learner attendance and the transient nature of a significant group of learners impact on the learning and will be closely monitored.

Melville Primary School teaching and learning is driven by strong, positive relationships - Melvi, Teacher and Home, and evidence data:

Assessment achievement data includes:

Overall Teacher Judgement (OTJ): These are made with the all of the below evidence data, plus knowledge of the individual child's learning on a day to day basis, their exercise books and all formative observations and anecdotal records.

Literacy:

Nationally normed - PAT tests - Listening, **STAR** - Years 3 -6, **Finding Information in** - Books, Library Year 5 and 6, **SEA test** - 6 weeks after entering school

PM Benchmark - Running Records (Summative), **Ready to Read** - Running Records (Formative), **Probe** - Above level 30,

Oral Language - Record of Oral Language Tests at Year 1 - 4, Assessment Oral Language - 5 years and 6 years

Numeracy

Mathematics:

NuMPA - GloSS Test, I KAN, Bank tests, **PAT** -Mathematics Year 3-6, **Finding Information in** - Graphs and Tables Year 5 and 6

Poutama Ako - a cumulative record and sampling both summative and formative of all learning areas makes a comprehensive documenting of each individual Melvis learning steps.

Note: All teachers moderate samples across the school so that judgements in our school are the same. Where possible we will take opportunity to moderate with other schools

Goal 1:

Literacy:

- By the end of Year 6 (New Zealand Curriculum Standards Level 3), 75% of Melvi Learners will be reading at or above their chronological age using 75% plus comprehension.

HOW:

Excellent classroom programmes
Continued professional learning - staff meetings = 10 minutes each week + Pedagogical Literacy Leaders workshops 3x a term
Professional learning course for all teaching with Joy Allcock programme
Transition to School programme engaging parents
Curriculum - Literacy evenings for parents
Developing Poutama Ako - Learning Steps portfolio - child ownership of learning

WHO:

Classroom teacher
Home support and engagement with child's learning
Specialised Reading Teachers - RR, SARR
Learning Support Assistants - OL, ELL, Booster Plus Groups
Principal/Deputy Principal - Booster Plus Groups
Adult Volunteers - Hei Awhina Pukapuka Panui (HPP), in class support



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<p>Goal 2: Numeracy:</p> <ul style="list-style-type: none"> By the end of Year 6 (New Zealand Curriculum Standards Level 3) 75% of our Melvi Learners will be working at NUMPA Stage 6. 	<p>Excellent classroom programmes Continued professional learning - staff meetings = 10 minutes each week NUMPA - Pick Up courses for PRTs NUMPA - Leaders and Principal workshops ALiM training and trialling Developing Poutama Ako - Learning Steps portfolio - child ownership of learning</p>	<p>Classroom teacher Home support and engagement with child's learning Specialised ALiM Teacher Learning Support Assistants - Maths Booster Plus Groups x2 for Year 6 Melvis Adult Volunteers - in class support</p>
<p>Goal 3: He Iti Pounamu Melvi learners (Partial Immersion)</p> <ul style="list-style-type: none"> 75% of Year 6 learners will be reading te reo pukapuka at the Pingao level. 	<p>Excellent classroom programmes Continued professional learning Developing Poutama Ako - Learning Steps portfolio - child ownership of learning</p>	<p>Classroom teacher Home support and engagement with child's learning Kai Ahina - Te Reo Maaori small groups</p>



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ANNUAL PLAN - 2011

NAG 1 - Melvi Learner Achievement	NAG 2 - Reporting and Planning	NAG 3 - Employment and Personnel
<p>Major Focus on:</p> <ul style="list-style-type: none"> Literacy – specifically oral language, listening and written language (Gaye Byers approach with an ongoing emphasis on reading as the core) Numeracy – Melvis reaching the stage for their curriculum level. Year 6 and Year 5 Booster Plus group support - LSA ALiM project focussing on Year 4s Special Education Needs - supports for: All children who need extra learning or pastoral care to be successful and achieve. Including Melvi Explorers and Melvi Leaders, Reading and Numeracy Booster Plus groups, Reading Recovery, Supporting At Risk Readers, Oral Language groups, Perceptual Motor Activity Group, RTLB, MOE SE, PHN, Parentline, SWiS, SASH, ROCK ON, Developing Melvi Ako Centre - based on Opotiki Primary School Reading Centre etc Maori Education – He Reo Tupu He Reo Ora development and implementation (Mainstream). He Iti Pounamu - Te Marautanga o Aotearoa and project Maori Medium Leadership and Assessment Ka Hikitia potential approaches Te Mana Korero supports. Continued focus on Ka Hikitia approaches and Leadership Team development Focussing on Maori Potential workshop. ELLs - supports for Melvi ELL using Pasifika Plan approaches, ELLs focuses and approaches. NOTE: these approaches are important for ALL Melvi learners 	<p>Major Focus on:</p> <ul style="list-style-type: none"> Te Pukapuka o Melvi Poutama Ako: individual portfolio of Melvi learning achievement steps including goal for learning, samples of work and cumulative formative and summative records of each learning area that Melvi has ownership of and for using to report to parents through Melvi led conferences The understanding and implementation of New Zealand Curriculum Standards Leadership and Assessment Programme: Supporting consistency of practice to have Melvi in the Driving Seat of their learning <p>Self Review:</p> <ul style="list-style-type: none"> Strategic Review – Charter BOT training action plan focussing on different providers of training over 2010 - 2013 BOT Policies –annual review Melvi Criteria – Key Competencies Meri Criteria - Inquiry - Pedagogy with deliberate acts of teaching for Melvi Guidelines and Procedures – ongoing annual review and updating <p>Parent and Community Engagement:</p> <ul style="list-style-type: none"> Early Childhood Education liaison 4 years - 5 years Becoming a Melvi Transition programme Incredible Years Parenting Programme Home Hui Whanau Roopu Curriculum evenings Walking School Bus - adult drivers Hei Awhina Pukapuka Panui reading to programme Talk to Learn - oral Cultural and sports events and activities Pasifika involvement to begin a cultural group 	<p>Major Focus on:</p> <p>Appraisal:</p> <ul style="list-style-type: none"> Development of an individual teacher <p>Inquiry into improving their effective practice therefore improving learner achievement</p> <ul style="list-style-type: none"> Attestation using teacher professional Standards Teacher self appraisal against NZTC criteria <p>Professional Learning:</p> <ul style="list-style-type: none"> Positive Learning Environment - Restorative Practice, PB4L, Incredible Years Teachers Maori Education NZ Curriculum Standards ELLs - Pasifika TAP, ELA, ESOL training Literacy Numeracy - lead teachers and pick up teachers PRT courses Associate Teacher and Tutor Teacher Courses <ul style="list-style-type: none"> Leadership - nurturing and growing leadership capacity



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	<ul style="list-style-type: none"> Hall - for a variety of community group use 	
NAG 4 - Finance and Property	NAG 5 - Health and Safety	NAG 6 - Legislation
Major Focus:	Major Focus:	Major Focus:
<ul style="list-style-type: none"> 5YA - begin refurbishment of A Block Finance - to keep within the 2011 budget Learning Resources - ICT implementation of the Mimio Interactive Boards and third Interactive Teaching Station including staff training Funding Applications: Focus on: Environment - signage, murals, gardens Cultural - puipui x 16 Shading - B Block shade canaopy on north side Pool area Tutors - ukulele, guitar, keyboard ICT - netbooks 10 per senior classes Hall - curtains, commercial kitchen upgrade	Providing and positive environment for learning: <ul style="list-style-type: none"> Staff professional learning and implementation of Restorative Practices Alongside RP staff professional learning and implementation of Positive Behaviour for Learning <ul style="list-style-type: none"> Healthy Eating Healthy Activity - HEHA and Project Energise Action Plan linked with Health Promoting Schools Plan Sports opportunities: Fundamental skills focus for PE learning area Daily fitness activities - huff and puff All sporting teams opportunities - touch, ripper rugby, sevens, 15s rugby, rugby league, netball, world cup cricket day, squash court week, etc	Attendance: <ul style="list-style-type: none"> Rigorous school monitoring SASH home visits and delivery of attendance letters Principal home visits ROCK ON Police programme School Day: Change to session times to allow for better teaching and learning <ul style="list-style-type: none"> 8.45 -9 am Oral Language and tone setting for the day 9 - 10 am Mathematics 10 -10.20 am Morning Interval 10.20 - 11.25 - Reading 11.23 - 11.30 am Fruit, water and Toilet Break 11.30 - 12.30 pm - Written Language 12.30 -1.15 pm - Lunch Break 1.15 - 2.45 pm - Inquiry learning and cultural activities