

# Swanson School

## Charter



<i>School Description</i>	<i>National Education Priorities</i>	<i>Cultural Diversity</i>
<p>Swanson Primary School is a state funded co-educational full-primary school situated in Swanson, Waitakere City. It caters for between 420 and 450 Year 1 to 8 students.</p> <p>Swanson is a semi rural/suburban community. A number of families have a long association with the school, and community groups use school facilities.</p> <p>The school is well resourced and appointed. In addition to the 20 classrooms and other associated buildings there is a hall, a library, a community room and a 'digital classroom'. The buildings and grounds are well presented and maintained.</p> <p>We have a focus on continuously improving teaching and learning. Professional development of all staff is therefore regarded as very important. Teachers and teacher aides attend courses, staff meetings are devoted to professional development and consultants are employed to assist the school in developing and delivering high quality programmes.</p> <p>Assets are well managed and the school is in a healthy financial state.</p>	<p>Swanson School recognises and is committed to the Government's National Education Priorities:</p> <ul style="list-style-type: none"> <li>• Success for all</li> <li>• A safe learning environment</li> <li>• Improving literacy and numeracy</li> <li>• Better use of student achievement information</li> <li>• Improving outcomes for students at risk</li> <li>• Improving Maori student outcomes</li> <li>• Reporting student achievement</li> </ul> <p>The school integrates the National Education Priorities at Governance and Operational levels by giving them full consideration when planning school developments or school/class programmes. Literacy and numeracy are recognized as curriculum priorities. Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes.</p>	<p>The Board takes all reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language).</p> <p>When developing policies and practices for the school every endeavour is made to reflect New Zealand Cultural diversity and the unique position of the Maori culture.</p> <ul style="list-style-type: none"> <li>• Parents of the students identified as Maori are consulted as to how the school supports their achievement by way of specific surveys.</li> <li>• Results from school assessments and surveys are collated and recorded and Maori children's progress is tracked.</li> <li>• Feedback about student achievement is given to teachers of Maori children.</li> <li>• Outside agencies are involved when extra assistance is needed.</li> <li>• Teaching staff are encouraged and fully supported with professional development to extend their current abilities in Te Reo.</li> <li>• Components of Tikanga Maori and Te Reo Maori are integrated into all appropriate aspects of the school curriculum and school life.</li> <li>• If parents of a full time student ask the school to provide instruction in Te Reo Maori, the school will open negotiations with neighbouring schools in order to find a suitable teaching/learning programme that the student can attend.</li> </ul>

### ***Swanson School Vision:***

Swanson School develops good citizens who are respectful, responsible and caring. We foster high expectations of academic and personal growth for learners.

### ***Swanson School Principles:***

*These principles are our beliefs about what is important and they will be seen in our teaching practices. They will underpin all our school decision making.*

**High Expectations** – We empower all students to achieve personal excellence.

**Treaty of Waitangi** – We acknowledge the principles of the Treaty of Waitangi and actively nurture Te Reo, tikanga and our bicultural heritage.

**Cultural Diversity** – We embrace the diverse cultures and histories of our community.

**Inclusion** – As part of an inclusive learning environment we celebrate and encourage individual talents and identities.

**Learning to Learn** – We encourage our students to reflect on their own learning processes and learn how to learn.

**Community Engagement** – Our students' learning has relevance in their world.

**Coherence** – Our students are given diverse opportunities that open up to future learning and encourage successful transitions.

**Future Focus** – Learning experiences are future focussed and therefore are relevant to the changing world in which we live.

### ***Swanson School Values:***

*In consultation with our community, these values are our deeply held beliefs about what is important. Whilst we acknowledge values cannot be 'taught' by a school, we accept the validity of the obligation to 'encourage, model, and explore' these values and the importance of them being expressed in everyday actions and interactions within the school.*

**Respect** – for self, for others, and human rights

**Responsibility**- to aim high, to be innovative and inquire, participation for the common good.

**Honesty** – to have integrity and to be truthful, fair and just.

**Trust** – to be accountable and act ethically

**Caring** – for self, our achievement, for others and the environment.

### ***Charter Ratification:***

The Charter was ratified by the Board of Trustees on 10 June 2010, and was submitted to the Ministry of Education.

### ***Consultation:***

Meetings of Board of Trustees, staff, parents and students were held in 2009 and 2010 to review the strategic plan. It was also made available for comment on the school website – [www.swanson.school.nz](http://www.swanson.school.nz)

## Swanson School Strategic Plan 2010 – 2012

### To ensure our students will be achieving at or above national expectations in literacy

2010	2011	2012
<ul style="list-style-type: none"> <li>• Introduce Professional Development in Writing aimed at raising achievement</li> <li>• Consolidate assessment practices</li> <li>• Develop literacy achievement targets with assistance of teachers</li> <li>• Introduce Professional Development in National Standards</li> <li>• Develop methods of reporting using National Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure assessment for learning occurs – a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies.</li> <li>• Explore use of ‘workbooks’ in literacy teaching and learning programmes</li> <li>• Consolidate assessment practices</li> <li>• Consolidate Professional Development in literacy aimed at raising achievement</li> <li>• Review National Standards Professional Development and reporting methods</li> </ul>	<ul style="list-style-type: none"> <li>• Review Professional Development in literacy</li> <li>• Review assessment practices</li> <li>• Review the use of learning intentions and success criteria in literacy</li> </ul>

### To ensure our students will be achieving at or above national expectations in numeracy

2010	2011	2012
<ul style="list-style-type: none"> <li>• Consolidate Professional Development in numeracy teaching aimed at raising achievement</li> <li>• Consolidate assessment practices</li> <li>• Introduce Professional Development in National Standards</li> <li>• Develop methods of reporting using National Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure assessment for learning occurs – a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies.</li> <li>• Consolidate Professional Development in numeracy aimed at raising achievement</li> <li>• Review National Standards Professional Development and reporting methods</li> </ul>	<ul style="list-style-type: none"> <li>• Review Professional Development in numeracy</li> <li>• Review assessment practices</li> <li>• Review the use of learning intentions and success criteria in numeracy</li> </ul>

## To raise levels of achievement of targeted students (including Maori) in literacy and numeracy

2010	2011	2012
<ul style="list-style-type: none"> <li>• Consolidate assessment practices</li> <li>• Review programmes for targeted students</li> <li>• Develop achievement targets using targeted students</li> <li>• Collect and analyse data</li> <li>• Sustain the Learning Support Team to coordinate and provide learning support</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse data</li> <li>• Explore the alignment of achievement targets with teachers' appraisal goals</li> <li>• Provide PD for all staff in teaching Maori students</li> <li>• Unpack "English for Speakers of Other Languages" with staff</li> <li>• Sustain the Learning Support Team to coordinate and provide learning support</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and review programmes</li> <li>• Review assessment practices</li> </ul>

## To identify and cater for gifted and talented students

2010	2011	2012
<ul style="list-style-type: none"> <li>• Review identification of Gifted and Talented students</li> <li>• Review programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor enrichment programmes</li> <li>• Provide PD for all staff in differentiating classroom programmes</li> <li>• Collect and analyse data</li> </ul>	<ul style="list-style-type: none"> <li>• Review programmes</li> <li>• Analyse assessment results and programme effectiveness</li> </ul>

## To give effect to the New Zealand Curriculum

2010	2011	2012
<ul style="list-style-type: none"> <li>• Review and implement school values</li> <li>• Develop further understanding of the Key Competencies</li> <li>• Introduce Professional Development in National Standards</li> <li>• Develop methods of reporting using National Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Review inquiry approach</li> <li>• Review Professional Development and reporting methods in National Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Review development of NZ Curriculum</li> </ul>

# Annual Plan for 2010

## *1. To improve teaching, learning and achievement in reading*

Specific Strategies for 2010	Who	Resourcing	When	Expected Result
1.1 Continue to provide professional development in teaching reading for all Y4-8 teachers (Focus on specific programmes for at-risk-readers)	Principal, Literacy Group, Literacy Consultant – Kate Birch	Staff & Team meetings, cost of literacy consultant	Ongoing	Improved teaching and learning programmes and achievement levels
1.2 Continue to provide professional development in teaching reading for all Y0-3 teachers (Focus on teaching the ‘5 pillars’ and ensuring that students working independently are completing differentiated learning tasks)	Principal, Literacy Group, Literacy Consultant – Kate Birch	Staff & Team meetings, cost of literacy consultant	Ongoing	Improved teaching and learning programmes and achievement levels

## *2. To improve teaching, learning and achievement in writing*

Specific Strategies for 2010	Who	Resourcing	When	Expected Result
2.1 Provide professional development in teaching writing (Focus on the purpose and audience of writing and using the asTTle marking criteria)	Principal, Literacy Group, Team Solutions	Staff & Team meetings	Ongoing	Improved teaching and learning programmes and achievement levels

## *3. To monitor teaching and learning programmes with the goal of improving student numeracy achievement*

Specific Strategies for 2010	Who	Resourcing	When	Expected Result
Review the numeracy assessments teachers are using	Numeracy Leader, Numeracy Focus Team, Team Solutions	Staff & Team meetings	Ongoing	Improved teaching and learning programmes and achievement levels

#### ***4. To embed the use of ICTs in teaching and learning programmes***

Specific Strategies for 2010	Who	Resourcing	When	Expected Result
Explore possibility of purchasing more Computers on Wheels (COWS) and/or interactive whiteboards using fundraising income	Principal, Deputy Principal	Nil	Term 3	COWs purchased resulting in improved access to computers to complete e-asTTle assessments and research tasks; and/or interactive whiteboards purchased resulting in further imbedding of ICTs into the teaching and learning process

#### ***5. To implement the New Zealand Curriculum***

Specific Strategies for 2010	Who	Resourcing	When	Expected Result
Monitor the introduction of the New Zealand Curriculum	Principal, Deputy Principals	Nil	Ongoing	The direction for learning is clear

#### ***6. To implement the National Standards***

Specific Strategies for 2010	Who	Resourcing	When	Expected Result
All staff will ensure that every child will make progress towards reaching the appropriate National Standard regardless of gender, ethnicity, disability or special education needs.	All staff	Nil	Ongoing	Every child will make progress towards reaching the appropriate National Standard regardless of gender, ethnicity, disability or special education needs.

#### ***7. Encourage use of the 'Teaching as Inquiry' model***

Specific Strategies for 2010	Who	Resourcing	When	Expected Result
To encourage teachers to use the 'teaching as inquiry' model, on an ongoing basis, to inquire into their practice in order to determine the impact of their teaching on their students	The Leadership Team	Nil	Ongoing	Teachers will regularly inquire into their practice

## **Business As Usual Plan 2010**

### ***NAG 1 Curriculum: Raising Student Achievement***

- Continue to regularly monitor student reading achievement
- Continue to provide targeted reading instruction for the lowest achievers in each class
- Continue to monitor and evaluate the inquiry model introduced as part of the ICT Cluster PD
- Continue to review student reports to parents
- Continue to gather & analyse Maori and Pasifika student achievement data
- Continue to develop special programmes for Gifted & Talented students and encourage personalised learning through differentiation of classroom programmes
- Ensure that career guidance is given to Year 7 & 8 students
- Review the commitment to giving priority to regular quality physical activity (NAG 1)
- Introduce National Standards and plain language reporting to parents
- Continue the development of the library, in particular the physical space, the collection and the use of the library as an information centre
- Continue the development of the resource room in order to facilitate the curriculum initiatives
- Continue to develop students' knowledge of environmental issues enabling them to think and act in sustainable ways
- Continue to develop Arts Curriculum opportunities for students e.g. Kapa haka, choir, school show, art exhibition
- Continue to give students EOTC opportunities
- Continue to develop students' knowledge of environmental issues enabling them to think and act in sustainable ways

### ***NAG 2 Strategic Planning and Review***

- Monitor work of the School Focus Teams
- Work with the YMCA regarding the establishment of an ECE centre on the school site
- Monitor the sustainment of the developments achieved as part of the Global West ICT PD Cluster
- Consult with Maori parents
- Ensure that self review procedures ask what trustees, school leaders and teachers know about the engagement, progress and achievement of the students, and what decisions they have made as a result of this information.
- Review the way student achievement is reported to parents to ensure that the information is accurate and clear and meets requirements.

### ***NAG 3 Personnel***

- Board Chair to ensure appraisal of the Principal
- Complete annual EEO requirements
- Ongoing monitoring of teacher registration
- Continue to engage teachers in professional conversations which ensure that assessment for learning occurs
- Provide, where possible, staff with the skills and abilities to meet the needs of:
  - The delivery of the curriculum
  - Students needing learning support
  - Gifted and Talented students
- Provide, where possible, professional development opportunities to staff that caters for the above needs within a supportive learning environment
- Encourage teachers to use the ‘teaching as inquiry’ model, on an ongoing basis, to inquire into their practice in order to determine the impact of their teaching on their students

#### ***NAG 4 Property and Finance***

- Review the Five Year Agreement and the Ten Year Property Plan
- Appoint a consultant to assist with the development of a new 10YPP and 5YA
- Allocate funds to reflect and support the school’s strategic and annual plans
- Annual audit
- Continue lease of MoE laptops for teachers
- On-going programme of replacement of resources to run classroom programmes
- To maintain and develop the school environment
- To liaise with remediation contractors
- To ensure that the ICT infrastructure continues to serve the learning and administrative needs of the school

#### ***NAG 5 Health and Safety***

- Continue to resource the Cool Schools programme
- Build on the establishment of the ‘Hauora’ component of the school scheme by incorporating the teaching of values
- At least once every two years, consult the community regarding the health programme being delivered to students.
- Monitor behaviour management policies and procedures to ensure that a safe learning environment is maintained

#### ***NAG 6 Legislation & Administration***

- Implement all required legislation
- Keep Board informed of any changes to legislation

## ACHIEVEMENT TARGETS FOR 2010

### Teaching and learning programme development

- Professional development to assist teachers to focus on effective practice and pedagogy, and a sharing of successful strategies.
- Teachers will keep in depth assessment evidence of targeted students using standardised and non-standardised assessments.

### Links to Strategic Planning

- Aligned to Literacy focus and PD

### Literacy Targets for improving student achievement

Target 2-3 at risk students in each class in reading to accelerate their reading by at least 2 sublevels.

### Review

- Staff/Leadership Team meeting/s sharing discussions
- Review of progress at least twice per year

### Baseline Data (Historical position)

- Students identified in Term 1 using standardised assessments.
- Gender & ethnicity recorded

### Resourcing

- Learning Support Team
- Teaching resources

### Reporting

- To Board of Trustees in Terms 2 and 4.

## Analysis of Variance 2009

### *1. To improve teaching, learning and achievement so that reading levels at all year levels are at or above chronological age*

Specific Strategies for 2009	Actual Result
1.1 Provide professional development in teaching reading for all Y4-8 teachers (Focus on specific programmes for at-risk-readers via a teacher coaching model)	<ul style="list-style-type: none"> <li>• Literacy consultant, Kate Birch, was employed to assist individual teachers to improve their practice through self analysis and coaching.</li> <li>• Year 0-3 teachers undertook professional development in analysing running records, setting up wedge graphs, identifying a focus group of struggling readers and developing profiles for these students. Year 4-8 teachers undertook professional development in analysing asTTle data to inform planning, identifying a focus group of struggling readers and developing profiles for these students.</li> <li>• Kate worked with individual teachers and in teams to ‘moderate’ their planning according to agreed success criteria.</li> <li>• A foundation policy/philosophy for literacy was co-constructed, based on the 5 Pillars: Oral language, Play, Phonological Awareness, Reading Aloud and Letter ID.</li> <li>• A shared understanding of a ‘Literacy Block’ was developed which included exploration of ideas for independent tasks for those students working independently of the teacher.</li> <li>• Consideration was also given to differentiating teaching to cater for the range of identified needs, as well as developing the ‘student voice’ – metacognition and agency.</li> <li>• The place of running records in the assessment armoury of teachers was reviewed</li> </ul>
1.2 Provide professional development in teaching reading for all YO-3 teachers (Focus on teaching phonemic awareness as well as specific programmes for at-risk-readers via a teacher coaching model)	
1.3 Do a running record on all students twice a year in Terms 1 and 3	

### *2. To monitor teaching and learning programmes with the goal of improving student numeracy achievement*

Specific Strategies for 2009	Actual Result
2.1 Review the numeracy assessments teachers are using	<p>The review of numeracy assessment led us to plan for the introduction of GLOSS testing in 2010. A Team Solutions facilitator worked with teachers to improve numeracy testing using the IKAN and GLOSS assessments. Better information will therefore be available to guide teaching and learning programmes in 2010 and beyond. Student achievement data in numeracy was presented in new ways in 2009 in order to better report student achievement with the purpose of identify learning and resourcing needs</p>
2.2 Introduce the IKAN test for all students twice a year in Terms 1 and 3	

2.3 Explore ways of reporting numeracy achievement	
<b>3. To better use student achievement information</b>	
Specific Strategies for 2009	Actual Result
Explore new ways of presenting student achievement data in order to enable the triangulation of data and to better use data to assist with improving the achievement of at-risk students	We have presented student achievement data in new ways in 2009. Literacy consultant, Kate Birch, has provided models which we have adapted. The aim has been to better report student achievement in order to identify learning and resourcing needs. This has certainly led to the identification of professional development needs.
<b>4. To introduce asTTle testing in order to improve teaching and learning programmes and to better inform the planning and reporting process</b>	
Specific Strategies for 2009	Actual Result
As an e-asTTle trial school, embed e-asTTle into school assessment practices and explore the use of the adaptive test	Improved data has been made available and has resulted in more effective teaching and learning programmes in Literacy and Numeracy. Teachers have used the adaptive tests and have begun using the rich formative assessment information to improve their planning to meet the needs of their students.
<b>5. To review the delivery of the national curriculum with regards to the requirements of the new curriculum</b>	
Specific Strategies for 2009	Actual Result
Make final plans for the introduction of the new curriculum in 2010 including the development of a school scheme incorporating statements about learning and organisation of teaching and learning programmes	A coordinated professional development programme involving staff meetings, leadership team meetings, Board of Trustees meetings and a Teacher Only Day continued in 2009 in preparation for the introduction of the new curriculum in 2010. Staff are now familiar and have interacted with the document on many occasions. A School Scheme is in preparation. Over the past three years teachers have trialled new planning formats, begun working with a new inquiry model, and experimented with a newly organised school day. We have introduced new assessment tools, modified our classroom practice, and started exploring a new model of self review using tools being developed by the Ministry and the 'teaching as inquiry' model. While the Government's introduction of National Standards threatens to interrupt the excellent work that has been done on the curriculum, we are working very hard to ensure that this does not happen.
<b>6. To ensure that the ICT infrastructure continues to serve the learning and administrative needs of the school</b>	

Specific Strategies for 2009	Actual Result
Explore possibility of purchasing Computers on Wheels (COWS) using fundraising income	COWs were purchased and arrived in the school late in the year. While we did not see improved access to computers in 2009, as the COWs arrived too late to enable this to happen, this is expected to happen in 2010.
<b><i>7. To develop students' knowledge of environmental issues enabling them to think and act in sustainable ways</i></b>	
Specific Strategies for 2009	Actual Result
Form and support a team to get children involved in environmental projects and coordinate individual projects across the school	Environmental projects around the school and in the community involved increasing numbers of staff and children. Projects include 'Twin Streams' planting and clean-ups and 'Trees for Survival' planting at a local farm. A school 'Vision Map' was produced in order to guide future plans. Despite key staff leaving at the end of 2009, other staff have continued the projects started in 2009 and have new projects under way.
<b><i>Achievement Targets for 2009</i></b>	
Our achievement targets for 2009 were for Years 1 and 2 and were based on running record data. Results for Term 1 Week 9 were compared to results for Term 3 Week 4. The results were pleasing. 71% became 29% of Y1 students achieved at Pre-Curriculum Level 1B; 26% became 60% at 1B; and 3% became 11% at Level 1P. 42% became 5% of Y2 students achieved at Pre-Curriculum Level 1B; 42% became 40% at 1B; 12% became 7% at 1P; and 5% became 48% at Level 1A.	