

Queenstown Primary Charter 2009



Queenstown Primary School

National Priorities

Literacy
Numeracy
Information and Communication
Technology
Health/PE

Ratification of Charter

June 2009

School Priorities

Literacy
Numeracy
Outdoor Education
Inquiry/Thinking Skills
ICT

Submission to MOE

June 2009

Mission Statement

'Learning for Life, Today's Children, Tomorrow's
Communities'

Values and Beliefs (Consultation with Community 2009)

The following values will be promoted and modelled at Queenstown Primary school:

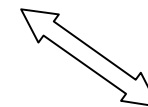
- To develop a positive attitude and work ethic towards learning.
- Pride in performance.
- Respect, honesty and tolerance.
- To take an active part in outdoor education activities and care for the environment.
- An ability to co-operate, work and be organized either within a team or independently.
- An ability to respond to challenge.
- A desire to achieve excellence and ability to think and learn.

Cultural Diversity and Maori Dimension (Consultation with Maori Community 2008)

The Board of Trustees will ensure:

- Te Reo Maori is taught in all classes at all levels of the school.
- The achievement of Maori students is monitored to assist then reaching their full potential.
- The Maori community is consulted regularly.
- The school's policies and plans are implemented in a way which is sensitive to the cultural backgrounds and values of individual students and their families.

Queenstown Primary School Strategic Plan 2009-2011



Improved Student Learning and Achievement

Developing a Quality Learning Environment

School Organisation and Structure

Numeracy

- To develop high standards of numeracy knowledge and strategies.
- Implement expected standards, data collection systems and setting of specific achievement targets.

Literacy

- Improve understanding of text by targeting higher level thinking strategies and setting targets for the school based on data.
- Setting of targets for individual students.
- Develop and implement a consistent approach to the teaching of writing.

Thinking Skills

- To teach higher order thinking strategies and plan and implement the curriculum in an integrated inquiry approach that encourages the use of these skills.
- Use ICT's to enhance teaching and learning.

Education Outside the Classroom

- Maximise the learning opportunities available outside the classroom.

Learning Programmes and Teaching Delivery

- Establish a consistent approach and clear guidelines for the teaching of the key learning areas, literacy and numeracy.
- To plan and teach topics and learning experiences that will be rich, relevant and memorable.
- Develop effective formative assessment practices school-wide.

Personal and Professional Development

- Continue the Information and Communication Technology (ICT) Contract (emphasis on developing our school-wide inquiry learning approach and developing ICT skills).
- Ongoing school based Numeracy development to up-skill students, teachers and our community.
- Ongoing school based Literacy development to up-skill students and teachers.
- Individual needs based on identified areas within the appraisal system.

Supporting Documentation

Property

- 5 Year Property Plan
- Health and Safety Policy
- Property Policy

Human Resources

- School Review Procedure
- Teacher Appraisal and Review Procedure
- Good Employer and Personnel Procedure
- Equal Opportunities Programme Procedure

Curriculum

- School Implementation Guides/Handbook

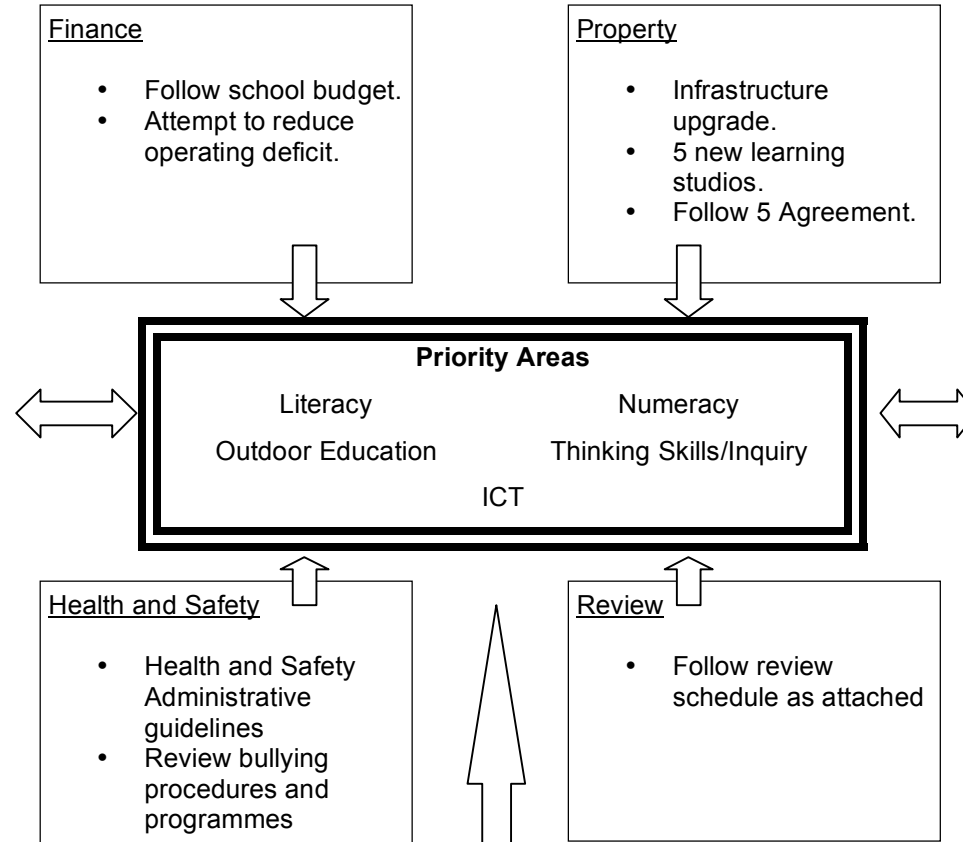
Finance

- Financial Management Policy

Teaching and Learning Programmes Development

- Review the writing implementation guide by participating in an extensive and in depth professional development programme facilitated by Murray Gadd.
- The school will identify its key values and beliefs about teaching and learning and articulate these in a school vision statement.
- The key competencies will be 'un-packed' alongside our school vision so the teachers, students and community understand their relevance in the context of what we are trying to achieve as a school.
- School-wide achievement data collection system updated and made more efficient and user-friendly.
- Music programme adapted with specialist music teacher now providing more specialist tuition.
- Introduction of numeracy snapshots to identify individual learning needs in the 3 numeracy domains and to provide effective feedback and forward to parents in Learning Journals.
- 3-Way conferences refined to reflect changing classroom practices.
- All class teachers to set writing targets for a group of under-achieving writers within their class.
- Ensure G.A.T.E register is kept up to date and implement I.E.P's for selected gifted students.
- Learning Centre to continue for students with learning difficulties.
- Perceptual Motor Programme to run daily for all New Entrant classes.
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Queenstown Primary School Annual Plan 2009



Human resources, Staffing, Professional Development, Performance Management

Professional Development Focuses

- Literacy-PD programme to be facilitated by Murray Gadd over 8 visits this year
- Implementing the Revised NZ Curriculum

Staffing/Human Resources

- Maintain effective, well trained BOT.
- Ensure we are fully staffed.
- Employ a specialist Health teacher-0.2 (CRT), PE teacher (CRT), and Music teacher.
- Learning Centre teacher funded 0.7
- Gifted and Talented Education co-ordinator/teacher employed 0.4.
- Meet EEO obligations
- Creation of two smaller teams in the Year 5/6 area of the school.
- New model in the New Entrant area of school. Start new class when they are full (15/16 children)

Performance Management

- Implement the revised system for both class teachers and team leaders.

Partnership with the Community

- **Vision Survey**-values, skills/attributes and beliefs about learning.
- **Communication** : Regular newsletters will update parents on all issues and target updates. Class blogs introduced.
- **Consultation** : Parent interviews, reports and community questionnaires will ensure full consultation on all matters.
- Formation of a Whanau group and regular PTA meetings.
- Maintain an up to date school website.
- Numeracy web based and knowledge programme initiative.
- Murray Gadd parent evening

Reflecting New Zealand's Cultural Diversity

- Pursue visual recognition of other cultures.
- Te Reo programmes active in classrooms, integration into other areas of the curriculum.
- Professional developmet for Te Reo leaders.
- Multi-cultural component in school-wide units.
- Kapa Haka group started.

Queenstown Primary School Achievement Target 2009

Teaching and Learning Programme Development and/or Focus

All staff will be required to:

- Identify a group of 5 underachieving students per class
- Monitor the progress of these students on a regular basis
- Identify key instructional strategies to lift these students achievement level
- Carry out instructional lessons daily
- Share teacher preparation and student work in teams to analyse the impact of their teaching

Target for Improving Student Achievement

By the end of the year 80% of all students will be achieving at or above their expected level of achievement in writing.

Staff and Personal Professional Development

Literacy Professional Development

Facilitator Murray Gadd will be visiting us 8 times over the course of the year, some of the aims include:

- To develop a shared understanding of the writing process
- Teachers to become effective teachers of writing
- Develop clear school-wide expectations

This will be done by participating in:

- whole staff PD
- informal and formal observations of Murray and colleagues
- professional readings and discussions

Links to Strategic Plan

- Establish a consistent approach and clear guidelines for the teaching of the key learning areas, literacy and numeracy.
- Develop and implement a consistent approach to the teaching of writing.
- Implement expected standards, data collection systems and setting of specific achievement targets.

Baseline Data

After all children completed a writing task in February 2009, 36% of all students were identified as achieving below the expected level in writing.

Ongoing Assessment

School-wide writing sample, Terms 1 & 3
Ongoing informal analysis and observation of writing in classes

Review

Ongoing focus within team and whole-school professional development sessions

Reporting

Term 1/3-Learning Journal samples
Term 2/4-3-Way conference with parents/students
BOT-Term 1, initial results, Term 3, results of second assessment
BOT-Term 4 final target report

Resourcing

Murray Gadd-25 days @ \$1000

Community Involvement

- 3-Way conferences
- Murray Gadd parent information evening, Term 2
- Reporting of targets via our school website

Agency Support

Facilitator-Murray Gadd (private consultant)