

Linwood Avenue School

CHRISTCHURCH, NEW ZEALAND

Charter 2012 - 2013

Includes annual plan for 2012

LAS Learning Applying Succeeding

Location and Context

Linwood Avenue School is located in an older suburb of Christchurch on the eastern side of the city. The community has undergone significant change over the last decade including the expansion of Eastgate Mall and more recently the September, February and ongoing earthquakes. The school has always had a transient student population factor to deal with with approximately 15% of students either arriving or leaving during any school year

There are established links with the Eastgate business community, the local service centre, public library and facilities of Linwood Park. The school attracts children from several kindergartens, crèches and pre-school centres within the area and most children leaving after Year Six go on to Linwood Intermediate and Linwood College.

Many families own their own houses but a significant percentage are in rental accommodation and children may have attended several schools as well as Linwood Avenue. Since the aftermath of the earthquakes the availability of rented accommodation has reduced and many families have had to leave the area.

Linwood Avenue has a multicultural population and employs an ESOL teacher to support students for whom English is not their home language. At present the ethnic make up is approximately 39% European, 34% Māori, 18% Pasifika as well as families from Africa, the Middle East, China and India.

The School Vision

Whakaputa Hoa Te Akoranga

Whakaputa Hoa Te Akoranga - “Success through Learning” underpins the intent of the New Zealand Curriculum document which encourages schools to engage students in learning contexts that will enable them to be successful *confident, connected, actively involved lfe long learners*.

Understanding the need to ensure that our vision for ‘*what students will be like*’ is expressed and communicated in such a way that is understood by and incorporates the ideas and suggestions from parents, whānau, students and teachers. We spent considerable time as a whole school agreeing on a mission statement for our school where each word and concept could be linked back to our principles and values.

“Empowering children to aim high, persevere and succeed while making a positive contribution to the world”

The Linwood Learner



Our mission statement is underpinned by our values:

Respect, Resilience, Curiosity and Caring

At the heart of our school curriculum is the our “*Linwood Learner*”, the child who is working hard and aiming high to be successful in these four key areas:

Self Manager

Actively Involved

Connected to Others

Lifelong Learner

We use the profiles of the *Linwood Learner* to develop the key competencies and key competency awareness in our students.

Policy on Education of Māori Students

PURPOSE and RATIONALE:

NAG 1. Strategic Goal 3

Reducing disparity between Māori and Non Māori educational achievement is regarded as an important priority. Linwood Avenue School supports the strategic intent of Ka Hikitia - Managing for Success 'Māori enjoying education success as Māori'.

This means that we will strive to provide all Māori learners with the opportunity to get what they require to realise their own unique potential and succeed in their lives as Māori.

GUIDELINES:

Specific information on the progress of Māori students will be collected in the following areas:

- School Entry Assessment data
- 5 years 4 months Reading Benchmark assessment
- Six Year Diagnostic Survey
- Numeracy snapshots
- GLOSS Maths data
- Reading achievement graphs
- Peters Spelling data
- Star Reading Tests
- AsTTle reading, writing and mathematics test
- OTJ

Ways in which LAS recognises Aotearoa's unique cultural diversity

Linwood Avenue school will aim to take all reasonable steps to provide Tikanga Māori and te reo Māori within the school. We will ensure this happens by:

- Consulting with the community when appropriate
- Implementing Tataiako school wide with support and guidance from the teacher with responsibility of raising teachers' cultural competencies.
- Utilising the LAS te reo programme to build on students' skills as speakers and readers of te reo
- Maintaining specific te reo instruction for one hour per week (aside from regular classroom instruction) for those children and whanau who wish to learn.
- Language and culture will be enhanced and valued by regular whole-school celebrations and integrated study.
- Take part in annual Matariki celebrations
- Develop wider school capacity for kapa haka and powhiri
- Māori staff used to take cultural groups will also be consulted with and used as resource people by the Board of Trustees.
- Treaty of Waitangi education will be provided for Board and Staff members.
- Parents of Māori children will be consulted on a regular basis regarding student achievement and specific aspirations for their children. Parents will be invited to be a part of the setting of goals for their children.
- Encouraging staff to use commands in te reo in the classroom as and when appropriate.

We Can't Ignore the Research

As discussed last year research indicates many ways that we can purposefully improve educational and social outcomes for diverse students. We know that the majority of our Māori /Pasifika/ students achieve at or above National Standards in Literacy and Numeracy but the tail of underachievement for Māori and Pasifika (and ESOL) students is too long and so we must use every strategy and tool available to ensure that under achievement among our diverse students is eliminated. Please remind yourself of these well researched ideas, reflect on them and apply them in your teaching and learning.

- Quality teaching is focused on student achievement (including social outcomes)
- Teachers specifically teach and model caring and inclusive behaviours to enable classes to work as cohesive learning communities
- Effective links are created between school and other cultural contexts
- Teaching is responsive to student learning process (personalised learning)
- Teachers create effective and sufficient learning opportunities
- Learning contexts need to support and extend the student in a variety of different ways within the learning cycle.
- Curriculum goals, resources, task design and teaching are effectively aligned
- Teachers scaffold student learning and provides appropriate feedback on students' task engagement
- Teaching strategies should promote deeper thinking, student discussion, student and teacher discussion, reflective thinking and or self regulated learning
- Teachers and students construct goals for learning and possibly assessments together
- Best Evidence Synthesis (Alton-Lee, 2006)

Expectations

At Linwood Avenue School all students are expected to:

- Always try to do their personal best
- Persevere and show determination in all activities
- Be positive and believe that they can achieve success
- Take responsibility for their own decisions and actions
- Be polite and friendly to others
- Respect themselves, others and property
- Be proud of themselves, and their school
- Become Self Managers of their own learning



At Linwood Avenue School all teachers are expected to:

- Place the needs of students and their learning at the centre of their practice
- Plan for and provide meaningful and relevant learning opportunities and experiences
- Encourage students to take risks challenging their own abilities
- Be enthusiastic and positive
- Welcome all students, parents and visitors
- Model that we are all learners and that we can achieve what we set out to do
- Remember that our everyday interactions need to be respectful and caring of others

Linwood Avenue School Charter and Strategic Plan: 2011 - 2013

Vision Statement

Whakaputa Hoa Te Akoranga -Success through Learning.

Mission Statement

Empowering students to aim high, persevere and succeed while making a positive contribution to the world

Linwood Avenue school is a diverse multi cultural learning community where children and teachers show respect for themselves and each other while developing skills to take part in an ever changing world as confident, connected actively involved life long learners. It is our aim to ensure that all children are supported and challenged in their individual learning pathways to achieve their personal best. Through our *Linwood Learner Keys to Success* programme we will empower students to take responsibility for their own actions and make positive choices.

School Values

- **Respect – for themselves, others and their environment**
- **Resilience – To be determined and self motivated.**
- **Curiosity – To have a sense of wonderment and interest outside of self**
- **Caring - To be empathetic and inclusive of all**

Strategic Direction

In order to ensure that our Mission and Vision Statements embedded in everyday practice we will continue our journey in developing the following recent initiatives: Team leaders as leaders of learning; Teaching as Inquiry; curriculum planning with engagement as the focus; growing student voice and co-construction in the curriculum, embedding and growing e and m technology to enhance teaching and learning programmes; continuing to develop circle time and introduce philosophy in years 5 & 6; continue to develop focus on oral language as the basis for reading and writing up into year 4-6; Explore ways of ensuring that students are thinking deeply about learning contexts; continue to work on the use of solo taxonomy as way of scaffolding and observing learning outcomes in the inquiry process; focus on formative assessment as part of OTJ; develop school wide consistency of teaching of writing in groups; continue to develop our literacy learning support and ESOL groups; review our gifted and talented programme to ensure more personalised extension learning opportunities; work towards implementing understandings around Te Tataiako throughout the school in order to bring about better outcomes for Maori students; develop a performance group including all cultures at the school; continue to develop keys to success and further embed restorative practices throughout the school; continue to develop use of Ultraset and student e portfolios; in order to support our focus for a healthy school we will continue to develop relevant health and Physical education programmes in our curriculum.

In order to provide quality learning environments we will investigate and undertake property initiatives such as: new playground equipment; extended prefabs with extra learning spaces; wall the caged area between room 10 and 11 for extra learning spaces; provide extra sunshade around the school; Develop the hall and library to make a learning centre; extend the staff room to provide more meeting rooms and teacher planning spaces.

In order to provide effective school organisation and structure we will; undertake robust and frequent self review and develop annual plans and budget in line with strategic priorities and goals; we will work with the Linwood LIFT initiative to examine better practices for governance and management with Principals and Boards in the Linwood Area; we will continue to work with eTime as part of our distributed leadership focus for the school.

Linwood Avenue School Strategic Priorities Areas

<p>Enhancing student achievement</p> <p>NAG 1: All students are able to access the New Zealand Curriculum and according to their individual learning needs progress and achieve in relation to the National Standards</p> <p>NAG 2: National Standards reporting</p>	<p>Providing quality learning communities and environments</p> <p>NAG 4: Finance and Property</p> <p>NAG 5: Safe physical and emotional environment</p>	<p>Providing effective school organisation and structure</p> <p>NAG 2: Strategic planning/self review/reporting achievement</p> <p>NAG 3: Employment and personnel</p> <p>NAG 6: Legislative requirement</p>
---	--	--

Strategic Goals

<p>We will enhance student achievement by:</p> <ol style="list-style-type: none"> 1. Develop and implement best practice in the teaching of Literacy and numeracy throughout the school. 2. Ensure deep learning and engagement is planned for at team level 3. Compiling assessment information throughout each year to show trends and patterns for groups of students with a focus on Maori and Pasifika, ESOL, gifted & talented and students with learning needs 4. Ensure that teaching is reflective and adaptive through teaching as inquiry 5. Teachers to be aware of literature and theory surrounding best practice for diverse learners and discuss their own beliefs about teaching and learning in order to establish practices that impact positively on student outcomes 6. Use moderation practices to inform OTJ. 	<p>We will provide quality learning communities and environments by:</p> <ol style="list-style-type: none"> 1. Ensuring annual budget is aligned with the identified needs of the Annual plan goals 2. Modernising and upgrading teaching spaces 3. Continuing to develop ICT infrastructure and building on our ICT tools to enhance relevance and creativity in student learning. 4. Investigating the possibility of redeveloping the hall as a multi use learning space incorporating the library. 5. Continue to build on the keys to success, restorative justice approach and circle time in all classrooms 6. Continue to fund SENCO, ESOL and teacher aides to support student learning 7. Uphold healthy eating as part of our communication with community 	<p>We will provide effective school organisation and structure by:</p> <ol style="list-style-type: none"> 1. Ensuring appraisal goals are linked to improving outcomes for students and staff. 2. Using a range of evidence in relation to literacy and numeracy progression, New Zealand Curriculum and National Standards to report on progress and achievement. 3. Undertake two major curriculum reviews plus Literacy and numeracy annually as part of LAS self review programme 4. To continue to work with School Docs to review policies for relevancy and accuracy 5. To use the focus for engagement to include community in learning contexts 6. Grow distributed leadership capacity 7. Maintain links with LIFT initiative
---	---	---

Excerpts from 2012 Annual Plan

Goal 1 All students are able to access the New Zealand Curriculum and according to their individual learning needs progress and achieve in relation to the National Standards

Strategic aim	Actions	Expected outcomes	responsibility	resources	timeframe
1.1 Develop and implement best practice in the teaching of Literacy and numeracy throughout the school. With the aim of raising rate of progress or those student at risk of not achieving	<ul style="list-style-type: none"> • Expectations for literacy & numeracy revisited in LAS guidelines • Expectations embedded in appraisal • Mentoring, modeling and guidance by teacher of literacy relating to specific teaching of oral language to underpin the teaching of guided writing 	<ul style="list-style-type: none"> • Professional learning conversations, reflective practice, consensus, improved outcomes for students. • Consistent and specific better practices school wide • Team leaders mentoring teachers • All teachers in the Tui and Kea syndicate will be teaching guided writing • Students will make progress in their writing. 	<p>Principal, teachers</p> <p>Principal, DP & team leaders</p> <p>AP and teachers</p>	<p>\$250 reliever costs x 12 = \$3,250</p>	<p>TOD term 1</p> <p>Term 1, 2, 3</p>
1.2. Ensure deep learning and engagement is planned for at team level	<ul style="list-style-type: none"> • Working with eTime to focus on student engagement • Adapt planning template to include criteria for engagement • Interviewing students to hear student voice 	<ul style="list-style-type: none"> • Teachers skilled in focusing on backward by design • Student engagement is the aim of all planning • Learning contexts are relevant to students 	<p>Principal & DP</p> <p>Team leaders & teachers</p> <p>DP, teachers</p>	<p>\$500 eTime fee</p> <p>6 days release @ \$250 = \$1500</p>	<p>TOD term 1</p> <p>Terms 1, 2, 3 & 4</p> <p>Term 1 week 3</p>
1.3 Compiling assessment information show trends and patterns for groups of students	<p>Revisit entering data into etap</p> <p>Teachers using sort and filter option to analyse data more deeply</p>	<ul style="list-style-type: none"> • Formative assessment during year can be aligned with bi annual literacy and numeracy data to identify student needs to provide more valid OTJ 	<p>DP, teachers</p>		<p>Term 2, 3 & 4</p>

Excerpts from 2012 Annual Plan

Goal 1 All students are able to access the New Zealand Curriculum and according to their individual learning needs progress and achieve in relation to the National Standards

Strategic aim	Actions	Expected outcomes	responsibility	resources	timeframe
1.4. Ensure that teaching is reflective and adaptive through teaching as inquiry, So that teachers are able to identify evidence that shows that their inquiry has made a difference to student learning	<ul style="list-style-type: none"> Revisit teaching as inquiry in guidelines folder and discuss template for any adaptations Compile list of strategies tried in 2011 Check for discussion and needs identification in team meeting minutes. Look look for ways in which inquiry has made a difference 	<ul style="list-style-type: none"> All teachers will know expectation, rationale and sequence. Teachers will provide evidence of difference/progress Lead teachers into new ways of approaching inquiry and share professional knowledge Students with needs are identified and scaffolded 	<p>Principal</p> <p>Principal and teachers</p> <p>Principal, team leaders and teachers</p>		<p>TOD term 1</p> <p>TOD & Staff meeting term 1 week 2</p> <p>Term 1,2,3&4</p>
1.5. Teachers to be aware of literature and theory surrounding best practice for diverse learners	<ul style="list-style-type: none"> Appoint teacher with MU to lead school in Tataiako Ensure that expectations regarding inclusive teaching strategies are evident 	<ul style="list-style-type: none"> Classroom programmes are inclusive Māori students contributions are valued and Māori students achieving success as Māori 	Susan Walsh Teachers Leadership	I MU ½ day per week release	Term 1-4 and ongoing
1. 6. Teachers use moderation practices to inform OTJ	<p>Planning regular staff meetings to moderate school wide</p> <p>Moderate samples in team meetings</p>	<p>Staff develop school wide knowledge of OTJ assessment in a variety of contexts</p> <p>Professional conversations around student work samples</p>	Team leaders Teachers		Ongoing

Goal 2 We will provide quality learning communities and environments

Strategic aim	Actions	Expected outcomes	responsibility	resources	timeframe
21. Ensuring annual budget is aligned with the identified needs of the Annual plan goals 2Modernising and upgrading teaching spaces	<ul style="list-style-type: none"> • Links will be made between assessment information and student achievement goals during end of year self review • Needs will be identified • Modern learning environments are planned for 	<ul style="list-style-type: none"> • Budgets will be allocated and sufficient to support and further the strategic aim of the school. • Student learning will be given priority in budget allocation • Increase in any time any place learning and self management 	Principal, BOT Team leaders BOT, Teachers and students	5 YA money BOT funded playground equipment Donations carried forward	Term 4 2011 & term 1 2012 2012 - 2013
2.2Continuing to develop ICT infrastructure and building on our ICT tools to enhance relevance and creativity in student learning.	<ul style="list-style-type: none"> • Ensure wireless network is sufficient • Purchasing of 15 new laptops • Purchasing of interactive whiteboards for junior classes • I pads for middle 	<ul style="list-style-type: none"> • Better availability of wireless for more learners • Increased availability and equity of resources to improve practice ad outcomes for students 	Principal, DP, BOT Teachers	\$25,000 from 2012 budget	2012
2.3. Investigating the possibility of redeveloping the hall as a multi use learning space incorporating the library.	<ul style="list-style-type: none"> • Researching similar ideas in other school settings • Discussing possibilities with MOE property manager • Canvas teacher and community for their ideas 	Clearer idea of possibilities, limitations and approximate costs	Principal, Warren Vincent, MOE, Teachers and community	unknown	2012 - 2014

Goal 2 We will provide quality learning communities and environments

Strategic aim	Actions	Expected outcomes	responsibility	resources	timeframe
2.4 Continue to build on the keys to success, restorative justice approach and circle time in all classrooms	<ul style="list-style-type: none"> - RTLB visiting senior classes to introduce shields - Circle time observed by leadership - Circle time supported by regular sharing in team meetings and staff meetings 	<p>Senior students develop and model social skills</p> <p>Consistency of practice throughout school</p> <p>Students are learning to ask peers for support in solving problems and are able to suggest solutions for problems of others</p>	<p>RTLB and classroom teachers</p> <p>Leadership and team leaders</p> <p>Students</p>		Term 1-4
2.5 Continue to fund SENCO, ESOL and teacher aides to support student learning	<p>Continue with the literacy support programmes and small group teaching</p> <p>Identify those students who need support in literacy, assess and scaffold to personalise programmes and sustain gains made</p>	<p>Teachers are identifying students at risk</p> <p>Students are scaffolded to accelerate and sustain progress</p> <p>Classroom teachers are given best practice strategies to support students back into classroom literacy programmes</p> <p>Outcomes for students below or well below will improve</p>	<p>SENCO</p> <p>Teacher aides</p> <p>Classroom teachers</p>	<p>BOT funding for SENCO \$48,00</p> <p>SEG Grant for teacher aides</p>	Term 1-4
2.6 Uphold healthy eating as part of our communication with community	<p>Reminders in newsletters and team newsletters</p> <p>Organising a community breakfast including community in planning for healthy eating</p>	<p>Parents are gaining ongoing knowledge about healthy eating choices</p> <p>School community share and learn about healthy breakfast options from a range of cultures</p> <p>Students are given opportunities to prepare own breakfast</p>	<p>Teacher in charge of Health – Jill Morris</p> <p>Teachers</p> <p>Principal</p> <p>BOT</p>	<p>Health Budget and additional Bot funding if needed</p>	Term 2 or 3

Goal 3: We will provide effective school organisation and structure by

Strategic aim	Actions	Expected outcomes	responsibility	resources	timeframe
<p>3.1 Ensuring appraisal goals are linked to improving outcomes for students and staff.</p>	<ul style="list-style-type: none"> Individual appraisal goals around teaching practice are set at the end of term one with team leaders and leadership. Term two and three appraisal are literacy and numeracy focused. Teachers reflect on personal and professional goals at the end of each term 	<ul style="list-style-type: none"> Teachers are aware of best practice and are trialing new strategies in their inquiry order to meet goals. Students will receive more personalised focus in order to make progress Teachers reflections will be connected to their growth in practice 	<p>Principal DP, AP, Team leaders Teachers</p>	<p>Possible release time may be needed depending on CRT times</p>	<p>Term 1 - 4</p>
<p>3.2.Using a range of evidence in relation to literacy and numeracy progression, New Zealand Curriculum and National Standards to report on progress and achievement.</p>	<ul style="list-style-type: none"> See strategic goal 1.6 Team leaders will refer to a range of documents/literature in team meeting when discussing evidence that we are making a difference to student learning 	<ul style="list-style-type: none"> Evidence of discussions relating to evidence and student learning are evident in team minutes Teachers are able to justify decisions about student learning Teachers use of OTJ's become more valid and reliable 	<p>Principal Leadership Team leaders Teachers</p>		<p>Term 1-4</p>

Goal 3: We will provide effective school organisation and structure

Strategic aim	Actions	Expected outcomes	responsibility	resources	timeframe
3.3 Undertake two major curriculum reviews plus Literacy and numeracy annually as part of LAS self review programme	<p>Assign leaders of reviews</p> <p>Discuss time lines</p> <p>Revisit review template</p> <p>Discuss with staff the reasons for review and the type of evidence that will be gathered</p>	<p>Report back to BOT and staff about the effectiveness of our programmes</p> <p>Ensure that Literacy and Numeracy programmes are catering for the needs of LAS learners</p>	Principal, designated teachers		Term 2-4
3.4 Maintain links with LIFT initiative	<p>Meet regularly with Linwood Cluster schools to share resources through future planning and teacher professional development</p> <p>Develop consistent approaches for leadership across the cluster by continuing to meet together with Linwood North in a distributed leadership learning cluster</p> <p>Attend eTime leadership course to Sydney with Linwood cluster</p>	<p>Opportunities for students will be enhanced through sharing resources and expertise across the cluster</p> <p>Linwood school will have a consistent approach to student behaviour management, teacher expectation and moderation.</p> <p>School leaders will develop leadership action plans to share with and benefit the whole cluster</p>	<p>Principal DP, AP, Team leaders</p> <p>Principal eTime</p>	\$ 3,000 per school LIFT funding.	<p>Term 1-4</p> <p>Term 2</p>

Student Achievement Goals 2012

Strategic Goal

Goal 1: All students are able to access the New Zealand Curriculum and according to their individual learning needs progress and achieve in relation to the National Standards

Annual Goal

1. Develop and implement best practice in the teaching of literacy and numeracy throughout the school, with the aim of raising the rate of progress of those students at risk of not achieving in reading

Target Reading

Analysis of 2011 school wide data identified a problem group within the school in this area. There are large numbers of Pakeha and Māori children who are not performing. There is a large group working just below the standard and required curriculum level. These children need focussed teaching, relevant learning and intervention to bring them into the band of acceptable achievement.

1.a The 2012 year 6 students who were achieving below and well below the standards in reading in 2011 will make more than one years progress and will be achieving at or above the standard in reading

Annual Goal Writing

1. Develop and implement best practice in the teaching of literacy and numeracy throughout the school. With the aim of raising the rate of progress of those students at risk of not achieving in writing

Analysis of 2011 school wide data identified the year 5 results as being especially concerning, as their reading levels are also low. This indicates a general lack of knowledge and strategies in literacy. This affects the child's performance in most of the areas at school. These children will need to be monitored closely.

Targets Writing

1.b The 2012 year six students who were achieving below or well below the standards in writing in 2011 will have made more than one years progress and will be achieving at or above the standard in writing by the end of 2012. This includes a specific focus on Māori Boys who were achieving below and well below the standard in this year group.

1.c The 2012 year 4 Pasifika students who were achieving below the standard in 2011 will have made more than one years progress and will be achieving at or above the standard for writing.

Annual Goal Maths

1. Develop and implement best practice in the teaching of literacy and numeracy throughout the school. With the aim of raising the rate of progress of those students at risk of not achieving in Maths

The 2012 Year 6 students of concern are a number of Pakeha girls and Pasifika boys. With two Pakeha girls in the well below band and the Pasifika boys in the below band. There are some areas of concern in year 5 2012 cohort These children have been receiving support through a STM math support programme and continued resources and focussed teaching will be required to move them out of the well below band in 2012.. In the 2012 year 4 group there are concerns in the Māori cohort of the year level with 9 students achieving below and / or well below the standard. Six Pasifika girls also feature in the well below and/or below band.

Target Maths

- 1. d All year 6 students who are in the below and or well below band in maths will make more than one years progress in relation to the National Standards with a particular focus on Pakeha girls and Pasifika boys.**
- 1.e All Year 5 students who are well below the standard for maths will make more than one years progress in maths in relation to the National Standards.**
- 1.f All year 4 Māori students who are well below the standard for maths will make more than one years progress in maths in relation to the National Standards.**
- 3.g All year 4 Pasifika students who are well below the standard for maths will make more than one years progress in maths in relation to the National Standards**

