

West Park School

Every student matters, every moment counts.



CHARTER 2020-2022

~~~~~ West Park School (MOE 2867) ~~~~~

## Our School

Nestled in the hills of Johnsonville, West Park is a medium-sized, decile nine school which serves children and families from a diverse range of cultures and backgrounds. This diversity is celebrated and helps to ensure the school provides a caring, creative, safe and equitable learning environment where all children can achieve excellence.

Our shared vision, 'Every student matters, every moment counts', is used to drive improvement as well as day-to-day operations. It presents our values, purpose and gives voice to our key stakeholders, including students, parents, Board, staff and community.

## Our Purpose

To provide all students with opportunities to become highly successful individuals within a safe, dynamic, caring and contemporary learning environment that promotes respect for oneself and others.

## Our Core Values

- **Collaboration** by demonstrating cooperation and awareness of school and community responsibility and involvement.
- **Diversity** by accepting the individuality of others, their views, beliefs and heritage.
- **Environmental & global awareness** by showing concern and care for the local and global environment.
- **Excellence** by aiming high and demonstrating a strong work ethic.
- **Honesty** by demonstrating responsibility, accountability, integrity and trustworthiness.
- **Initiative** by showing willingness to take responsibility and get things done.
- **Kindness** by supporting others, showing compassion and being cooperative.
- **Laughter** by having fun, seeing the funny side of things and feeling positive.
- **Respect** for others by showing kindness, empathy and fairness.

## Consultation

The Board of Trustees consults with its community through regular newsletters, community survey, focus groups and representation at all school / community events.

## AS TEACHERS & A SCHOOL WE:

Value and respect all students

Understand learning preferences

Tailor programmes to suit different learning styles

Communicate effectively

Are open, honest and professional

Are collegial in approach, not just between staff but with the wider school community

## AS A COMMUNITY WE ARE:

Connected  
Supportive

Global Thinkers

Concerned for the environment, and share a sense of belonging

# West Park School

Every student matters, every moment counts.

I am the leader of my learning.

I experience success and achievement.

I can think critically and relate to others effectively.

I am creative.

I dare to dream!

I am happy, confident and engaged.

I feel safe and valued.

I am skilled in literacy, numeracy and thinking.

I celebrate and contribute to a global community.



I am working and learning to the best of my ability and in a way that provides for my individual needs.

I have good self esteem.

I am given opportunities to try things.

I am well prepared for the future.

I can set my own goals.

I am a risk taker.

I am a problem solver.

I have strong IT skills.

I am motivated.

## AS A BOARD WE ARE:

Informed & proactive leaders

Supported by Educational Leaders

Respected

Well resourced

Reflective

Supportive of new initiatives

## AS PARENTS & WHANAU WE:

Enjoy a trusted & transparent partnership with teachers.

Are encouraged to develop our relationships with staff.

Are involved in learning and aware of our child's progress.

Have skills which are valued by our school.

## Our Cultural Diversity

Our goal is to develop and maintain programmes and an ethos that reflects our schools and New Zealand's cultural diversity and, in particular, the unique position of Maori as the tangata whenua.

We achieve this by:

- Developing plans and policies that are sensitive to varying cultures, and incorporating relevant aspects, especially Tikanga Maori.
- Incorporating a variety of ethnic and cultural contexts in learning programmes
- Raising staff understanding and awareness of New Zealand's cultural diversities, especially that of the Treaty of Waitangi
- Encouraging Maori parents and community to take part in the planning process to assist in raising Maori achievement levels
- Developing appropriate and reasonable provisions for delivery of programmes using Te Reo and Tikanga Maori

## How do we contribute to the National Education Priorities

West Park School contributes to the achievement of National Education priorities by:

- Analysing the school's current situation using available data
- Identifying the variable factors in raising achievement levels
- Establishing priorities for setting targets
- Taking into account both local needs and the national education priorities
- Outlining how we will address the priorities in the long-term strategic planning section of the Charter

## Competency based learning at West Park School

The key competencies are:

- 🕒 Thinking
- 🕒 Using Language, Symbols and Text
- 🕒 Managing Self
- 🕒 Relating to Others
- 🕒 Participating and Contributing

All people use these competencies to live, learn, work, participate and contribute as active members of society. They are competencies individuals will require throughout life NOT just in the classroom. Key competencies draw on values, attitudes and indeed knowledge, and encompass what we as members of society use to shape ourselves as the individuals we are. At West Park School, we acknowledge the competencies as the key to learning in every curriculum area, consequently enmeshed in all learning contexts.

## Our Direction


### Strategic Priorities

From our community consultation and Board and Senior Management strategy day the Board have determined the following strategic priorities for the School for the short to medium-term.

- Inclusive Education - **To ensure equitable opportunities for all students**
- Curriculum - **To develop confident, capable, empowered learners**
- Staff & Student Wellbeing - **To ensure all students and staff have a strong sense of wellbeing**

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| <b>Strategic Priority</b> | <b>INCLUSIVE EDUCATION</b><br><b>To ensure equitable opportunities for all students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Objectives</b>         | <ol style="list-style-type: none"> <li>1. To foster strong, cultural identities and sense of belonging</li> <li>2. To ensure there is resourcing, inclusion, belonging and successful outcomes, as well as strong advocacy for our Maori and Pasifika learners and other identified priority learners across all year levels in the school.</li> <li>3. To develop greater cultural awareness and how to best integrate it into classroom programmes.</li> </ol>                                                                                                                                                                                                                                                                                                               |
| <b>Initiatives</b>        | <ol style="list-style-type: none"> <li>1. Increase our support to, and our understanding of, priority learners:               <ol style="list-style-type: none"> <li>a. Increase TA positions to work with priority Maori and Pasifika students</li> <li>b. Evolve our teaching practices for priority learners through family engagement</li> </ol> </li> <li>2. Increase staff awareness of how Maori &amp; Pasifika cultural diversity may impact on teaching and learning</li> <li>3. Ensure our teaching practices support advanced learners through engagement with families of identified advanced learners</li> </ol>                                                                                                                                                  |
| <b>Measures</b>           | <ol style="list-style-type: none"> <li>1. Student achievement results of priority learners against target, measured at mid-year and end of year</li> <li>2. Student feedback through NZCER Years 4-6 Engagement Survey</li> <li>3. Quarterly Team Leader feedback to the Board on successes and development areas</li> <li>4. Staff PD in the area of cultural awareness and how the diversity may impact on practices</li> <li>5. Team Leader observations of teaching practice within their team</li> <li>6. Introduction of cluster initiatives through the Kāhui Ako, and feedback on the progress/success of these initiatives</li> <li>7. Feedback from the families of our priority learners</li> <li>8. Feedback from the families of our advanced learners</li> </ol> |

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| <b>Strategic Priority</b> | <b>CURRICULUM</b><br><b>To develop confident, capable, empowered learners</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Objectives</b>         | <ol style="list-style-type: none"> <li>1. To deliver relevant school programmes through evidence based and culturally responsive best teaching pedagogy to assist students to be equipped for their future</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Initiatives</b>        | <ol style="list-style-type: none"> <li>1. Introduce an accelerated literacy learning programme (ALL) @ Years 3 - 6</li> <li>2. Establish a quarterly review process (start, stop, evolve) for the Strategic Overview Curriculum</li> <li>3. Introduce Seedlings Project (a three-year project focusing on literacy and mathematics in the first two years of school) from 2021-2023</li> <li>4. Teacher PD in the area of effective pedagogies and practices in relation to student agency and personalisation of learning</li> <li>5. Staff PD in the area of cultural awareness and its' integration</li> </ol>                                                                                                             |
| <b>Measures</b>           | <ol style="list-style-type: none"> <li>1. Team Leader observations of teaching practice within their team</li> <li>2. Student feedback through NZCER Years 4-6 Engagement Survey</li> <li>3. Quarterly Team Leader feedback to the Board on staff observations, successes and development areas</li> <li>4. Termly 'Reading' progress report on Year 2 students participating in the Seedlings project</li> <li>5. Annual 6 Year net results in comparison to the previous year</li> <li>6. Student achievement results against set targets, measured at mid-year and end of year</li> <li>7. Feedback from our Maori and Pasifika families on how their culture has been incorporated into the teaching programme</li> </ol> |

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| <b>Strategic Priority</b> | <p style="text-align: center;"><b>WELLBEING</b><br/> <b>To ensure all students and staff have a strong sense of wellbeing</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Objectives</b>         | <ol style="list-style-type: none"> <li>1. To implement inclusive structures and programs that support staff and student wellbeing and resilience</li> <li>2. To foster a culture that encourages, promotes and supports engaged staff</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Initiatives</b>        | <ol style="list-style-type: none"> <li>1. Implement schoolwide the Rock and Water, wellbeing and resilience programme for students and staff</li> <li>2. Provide personalised Rock and Water professional development opportunities for all staff, with a primary focus on resilience and wellbeing</li> <li>3. Encourage/support collaboration in all areas, celebrate our successes, and provide opportunities for staff to connect and socialise</li> <li>4. Regularly promote and discuss the school's vision and direction with staff and students</li> </ol>                                                                                                                                                                                                                        |
| <b>Measures</b>           | <p><u>Students</u></p> <ol style="list-style-type: none"> <li>1. Student feedback through NZCER student Engagement Survey</li> <li>2. Staff feedback following main Rock and Water PD sessions</li> <li>3. Quarterly Team Leader feedback to the Board on successes and development areas</li> <li>4. Verbal feedback on cluster Kāhui Ako initiatives – challenges/successes identified</li> </ol> <p><u>Staff</u></p> <ol style="list-style-type: none"> <li>1. Results of NZCER Teacher Workplace Survey</li> <li>2. Quarterly Team Leader feedback to the Board on successes and development areas</li> <li>3. Feedback on Board generated staff entry survey given to new staff after being at WPS for a term</li> <li>4. Feedback from the annual staff wellbeing survey</li> </ol> |

