



**Avondale Primary School  
Board of Trustees**

*Avondale Primary  
School*

*Charter*

2010

*Mission Statement*

To develop each student's learning and love of learning in a safe  
and caring environment

## *From the Chairperson and Principal*

Tena ra koutou katoa

At Avondale Primary School, we want to equip our students with the personal values and skills to be life-long learners. We want to provide excellent educational opportunities to support effective teaching and learning. We want to provide staff and students with excellent work conditions and resources. We want to nurture the shared values and beliefs of the school's community.

Our Charter documents these goals. It is a 'living' document that we update regularly. It is a public statement to our parents, staff and students of our commitment to these goals. It is a yardstick against which we can measure our performance.

The Charter also documents our statutory requirements. It helps ensure that all National Education Guidelines are being met. Yet, it is innovative and forward-looking and is based on strong values and the pursuit of excellence.

The future holds an exciting challenge for our students and we are proud to play a role in preparing them for that challenge.

*Signed:*

.....  
Philip Quirke (Chairperson, Avondale Primary School Board of Trustees)

.....  
Greg Chalmers (Principal)

Date .....

## Charter 2010

### Statement of Commitment

Section 61 of the Education Act 1989 states that the *'purpose of a school charter is to establish the mission, aims, objectives, directions and targets of the board that will give effect to the Government's national education guidelines and the board's priorities, and provide a base against which the board's actual performance can later be assessed'*.

The Charter will indicate the board's commitment to:

- developing policies and practices that reflect New Zealand's cultural diversity and the unique position of Tikanga Maori;
- taking all reasonable steps to provide instruction in Te Reo Maori and Tikanga Maori;
- establishing a realistic and meaningful long term strategic direction and ensuring this is followed by the development of a detailed annual plan that shows clearly how long term goals will become a reality;
- monitoring and reporting on student achievement against the NZ curriculum objectives; school targets; and National Standards [as required by section 9 of the Education (National Standards) Amendment Act 2008]; and
- effectively managing all school resources – including human resources – assets, liabilities, finances, and property.

Section 60A of the Education Act 1989 clarifies the National education guidelines as comprising the following:

- (a) **national education goals**, which are—
  - (i) statements of desirable achievements by the school system, or by an element of the school system; and
  - (ii) statements of government policy objectives for the school system:
- (aa) **foundation curriculum policy statements**, which are statements of policy concerning teaching, learning, and assessment that are made for the purposes of underpinning and giving direction to—
  - (i) the way in which curriculum and assessment responsibilities are to be managed in schools;
  - (ii) national curriculum statements and locally developed curriculum:
- (b) **national curriculum statements** (that is to say statements of—
  - (i) the areas of knowledge and understanding to be covered by students; and
  - (ii) the skills to be developed by students; and
  - (iii) desirable levels of knowledge, understanding, and skill, to be achieved by students,— during the years of schooling):
- (ba) **national standards**, which are standards, in regard to matters such as literacy and numeracy, that are applicable to all students of a particular age or in a particular year of schooling:

- (c) **national administration guidelines**, which are guidelines relating to school administration and which may (without limitation)—
- (i) set out statements of desirable codes or principles of conduct or administration for specified kinds or descriptions of person or body, including guidelines for the purpose of [section 61](#);
  - (ii) set out requirements relating to planning and reporting including—
    - (A) scope and content areas, where appropriate:
    - (B) the timeframe for the annual update of the school charter:
    - (C) broad requirements relating to schools' consultation with parents, staff, school proprietors (in the case of integrated schools) and school communities, and the broad requirements to ensure that boards take all reasonable steps to discover and consider the views and concerns of Maori communities living in the geographical area the school serves, in the development of a school charter:
    - (D) variations from the framework for school planning and reporting for certain schools or classes of schools, based on school performance:
      - (iii) communicate the Government's policy objectives:
      - (iv) set out transitional provisions for the purposes of national administration guidelines.

In accordance with this section of the Education Act therefore, the Avondale Primary School Board of Trustees undertakes to support all initiatives to 1 achieve the aims and aspirations of the school's community, and to take full account of the National Education Guidelines.

The Charter incorporates the school's strategic plan and the annual targets for improving student learning outcomes. The needs of students will be the focus of the school. The Board of Trustees will monitor progress toward meeting the goals and objectives set out in this plan, and provide support to ensure optimum learning outcomes in an emotionally and physically safe environment.

The Board of Trustees will ensure that all students are given an education that enhances and challenges their learning and respects their individual needs and dignity. The curriculum will be designed to allow students to achieve personal standards of excellence and to reach their full potential.

In 2010 the school will provide specific instruction in Te Reo me ona Tikanga across all levels of the school. A specific goal will be included in the Annual Plan to support this initiative which arose following extensive whanau hui in 2009.

## *Our Goals*

As well as its obligation to address the National Education Guidelines, the school has the following general goals:

- To preserve the 'family' atmosphere of the school.
- To provide a comprehensive, high quality education which recognises and responds to each student's needs; values staff, parents and caregivers; and celebrates the various cultures in our community.
- To provide an education that meets the learning needs and styles of the students from our diverse community.
- To support staff in achieving and maintaining high standards, and provide them with opportunities for professional development.
- To provide a safe, pleasant school environment which is conducive to quality teaching and learning.

## *Values and Teaching Beliefs*

- We encourage and equip students to make the 'right choices' (to consider how their actions affect others).
- We treat people as we would want to be treated.
- We are respectful of others, our property, our school and other peoples' beliefs and differences.
- Problems are dealt with in a fair and open-minded manner.
- Successful students will know how to work independently when they are taught a range of strategies to enable them to make 'right choices', set goals and be able to achieve them (i.e. to be strategic learners).
- Foundation values of literacy and numeracy are assured.
- Students learn through being challenged and when we provide powerful and memorable learning experiences.
- Students need to feel safe, secure and happy in a positive environment, and have the strategies to be able to achieve their set tasks and goals.
- Effective classroom management will allow students to learn independently, and teachers to teach.
- Room environments will reflect the key understandings the school is focussing on: goal setting, learning intentions, success criteria for tasks and processes, and a range of quality work across the curriculum.

## *Behaviour and Relationships (Shine) Programme*

The following are the agreed core values and beliefs that underpin the 'Shine' Programme at Avondale Primary School:

- Expected behaviours are realistic and achievable.
- We provide a safe, caring and stimulating environment.
- We accentuate positive, quality relationships.
- Consequences are clearly defined and students make choices knowing what the consequences are.
- Students and teachers have rights and responsibilities based on respect and fairness.
- There is an effective partnership between family, school and community.
- Restorative Justice philosophy and strategies are used in the Shine programme.
- Communication is based on courtesy, co-operation and common sense.

### *School Description*

There has been a school on the site since 1882 and the current permanent blocks of 14 classrooms were rebuilt in 1971. Later 5 re-locatable classrooms were added. All school buildings are in a good state of repair.

The current ethnic composition of Avondale Primary School, a decile 3 school, is about 8% Pakeha, 18% Maori, 40% Pasifika, 10% Chinese and the rest mostly even proportions of Chinese, Indian, African, other Pacific Island groups, and other Asians.

A part-time TESSOL-trained teacher (0.80) provides programmes to meet the needs of ESOL students and also supports and liaises with class teachers.

All classrooms are networked and there is a modern library, a computer suite, an administration block which was opened by the Prime Minister, The Right Honourable Helen Clarke in 2003, and a hall with a kitchen, toilets and a deck. There are computers in every classroom and a sound field system is installed in each room and in the computer suite.

The school is built on a site overlooking the Avondale Jockey Club and looking west towards the Waitakere Ranges. There is a field, some hard court areas and three adventure playground areas. Some of the mature trees along the southern and western boundaries are protected by the District Scheme.

An attached clinic houses two Resource Teachers: Literature (RT:Lit) and is used at times by a Speech and Language Therapist.

## *The Vision*

The community recognises that the Board of Trustees and staff are committed to providing the best possible learning opportunities.

Staff will be sensitive to the range of cultures and support the policy of acceptance of differences. Support programmes and staff will ensure students are taught in ways that meet their need.

The three-way partnership among parents, students and staff will be an actively promoted part of the school culture.

Students will feel safe in the school community by having their intellectual, emotional and physical needs met.

Through the school's Relationships Management Plan (Shine), students will learn that there are consequences for their choices, decisions and actions at school.

Students will develop self-awareness and confidence in their own unique individual strengths and abilities as learners and decision makers.

Staff will provide the structures, environment and support to help students meet with success.

## *Our Image of a Successful Learner*

The image we share of a successful future learner is a student with a strong sense of values and personal identity, confident to take the risks necessary to continue learning.

We want our students to be equipped not only with the foundation skills of literacy and numeracy, but also with a range of future-oriented attributes, including confidence with information and communication technology.

The learning experiences the school provides need to ensure students keep this image in mind. We believe that helping students realise that having faith in their own ability will be the best guarantee for them to achieve future success.

We value:

- Positive relationships
- Acceptance of cultural diversity
- Recognition of individual differences
- Respect for self, others and property
- Life-long learning

*To achieve our vision staff has agreed on the following set of pedagogies to support students' learning.*

**Metacognition**

- Higher order thinking
- Self-regulated learning
- Inquiry learning, 'The Avondale Way'
- Problem solving

**Authenticity**

- Contextual learning
- Appropriate subject-specific language
- Relationships with their world

**Teaching & Learning**

- Shared expectations for quality and performance
- Independent learners

**Key Competencies**

Five overarching and interconnected key competencies form a cornerstone for learning. They integrate all aspects of learning (knowledge, skills, attitudes and values); they offer an alternative way of viewing curriculum and a clearer focus for teaching practice.

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

We see these as enhancing our values and beliefs.

## *The National Priorities / Business as Usual*

The school will demonstrate performance and achievement in relation to the national education priorities as outlined in the National Administration Guidelines (NAG)

<b>NAG</b>	<b>Strategy</b>	<b>Outcomes</b>
<b>NAG 1 Curriculum Delivery Programme: ensuring quality teaching and learning</b>	<ul style="list-style-type: none"> <li>• Give priority to achievement in Literacy and Numeracy.</li> <li>• Plan for and provide consistent, balanced learning programmes based on the NZ curriculum.</li> <li>• Support quality professional development for all staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ The school's commitment to literacy and numeracy is clearly communicated and reflected in best practice.</li> <li>✓ Learning programmes are related to the curriculum and students will have a range of experiences to achieve success in the various Learning Areas.</li> <li>✓ Quality teaching is evident.</li> </ul>
<b>Student progress &amp; achievement; student assessment programme</b>	<ul style="list-style-type: none"> <li>• Monitor and assess students' progress against achievement objectives in the NZ curriculum; against school goals; and against National Standards.</li> <li>• Identify and analyse barriers to learning and address students' learning needs.</li> <li>• Board of Trustees to be fully informed on student achievement and strategies that are in place to meet identified learning of needs.</li> <li>• Report to BOT and community on student achievement targets.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Each student's achievement is accurately tracked.</li> <li>✓ The Charter and Strategic Plan records target areas for improvement.</li> <li>✓ Annual plan will record how needs of students not achieving are to be met.</li> <li>✓ Annual Reports include achievement data related to targets, analysis of variance against actual outcomes</li> </ul>
<b>Community Consultation</b>	<ul style="list-style-type: none"> <li>• Consult regularly with parents and staff about the charter, strategic and annual plans, and student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ There are shared understandings and commitment to the strategic direction of the school in the interests of raising student achievement.</li> </ul>
<b>Cultural Diversity</b>	<ul style="list-style-type: none"> <li>• Develop and maintain policies and practices to reflect the unique position of Maori within New Zealand society and recognise a national cultural diversity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The unique position of Maori people in NZ society is clearly understood by all members of the learning community.</li> <li>✓ Regular consultation occurs with whanau Maori.</li> <li>✓ Policies and procedures are sensitive to the cultural backgrounds and values of individual students and families.</li> </ul>

<b>NAG</b>	<b>Strategy</b>	<b>Outcomes</b>
<b>NAG 2 School Self Review: implement strategic Planning, school self-review &amp; reporting to parents</b>	<ul style="list-style-type: none"> <li>• Update/revise Strategic Plan annually.</li> <li>• Document and maintain an on-going programme of self-review in relation to annual operations plan, teaching programmes, assessment data, staff professional development and all BOT policies.</li> <li>• Produce annual report covering school's achievements and students' progress, particularly those at-risk.</li> <li>• Monthly reports to BOT and community.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Strategic Plan is always current and relevant to the school direction and needs.</li> <li>✓ Outcomes from reviews will determine priorities for future school development and improvement</li> <li>✓ The Annual Report is an accurate and honest evaluation of the achievement of the School.</li> <li>✓ Community is aware and involved in review processes.</li> </ul>
<b>NAG 3 Personnel: to be a good employer &amp; attract &amp; retain quality staff</b>	<ul style="list-style-type: none"> <li>• BOT to act at all times as a good employer.</li> <li>• Promote high levels of staff performance.</li> <li>• Performance Appraisal System encompasses job description, professional standards and annual professional development.</li> </ul>	<ul style="list-style-type: none"> <li>✓ BOT policies will reflect its commitment to being a good employer.</li> <li>✓ All staff will be appraised annually.</li> <li>✓ Resources will be provided within budget limitations to ensure quality Professional Development programmes.</li> </ul>
<b>NAG 4 Finance &amp; Property</b>	<ul style="list-style-type: none"> <li>• Allocate funds to meet priorities of strategic and annual plans.</li> <li>• Ensure accounts are prepared and audited.</li> <li>• Manage assets and maintain a safe, healthy learning environment.</li> <li>• Maintain property plans.</li> <li>• Maintain school's asset register.</li> </ul>	<ul style="list-style-type: none"> <li>✓ BOT will prepare annual budget for curriculum, personnel, property and administration activities.</li> <li>✓ BOT will monitor and control income and expenditure. And ensure annual accounts are prepared and audited.</li> <li>✓ BOT will prepare and implement an on-going property maintenance and development plan.</li> <li>✓ Keep asset register accurate and current.</li> </ul>
<b>NAG 5 Health &amp; Safety: provide a safe, physical &amp; emotional environment</b>	<ul style="list-style-type: none"> <li>• Provide a safe, physical and emotional environment for students and staff.</li> <li>• Comply with relevant legislation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student learning is enhanced.</li> <li>✓ High quality teaching is evident.</li> <li>✓ Principal will report regularly to BOT on how Health and Safety requirements are being met.</li> <li>✓ Legislation requirements will be met as appropriate.</li> </ul>
<b>NAG 6 Comply with all legislation</b>	<ul style="list-style-type: none"> <li>• Ensure that all of our documents are in line with compliance regulations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Legislation requirements will be met as appropriate</li> </ul>

