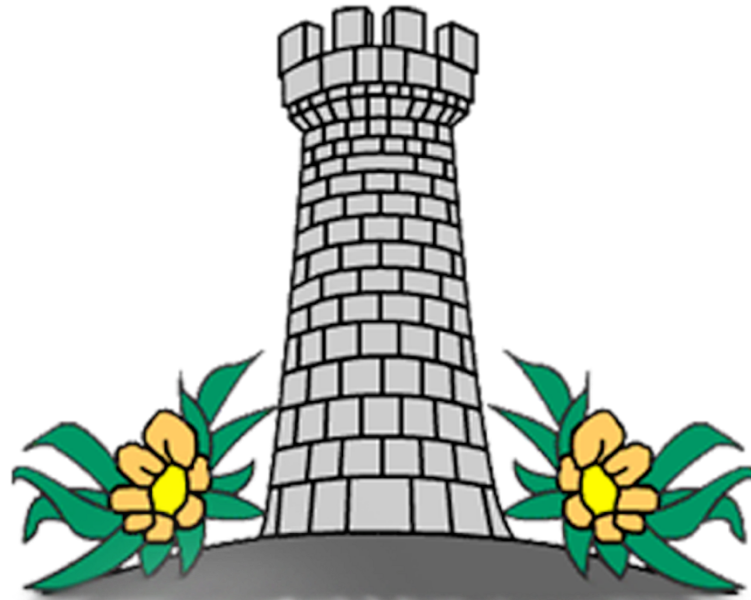


Beaconsfield School

“Learning Today to Meet the Challenges of Tomorrow”



2017-2019 Charter



Beaconsfield School Mission Statement

Our mission statement is “Learning Today to Meet the Challenges of Tomorrow”. It is a challenging motto but we as a school and community enthusiastically embrace it. We believe the children have must experiences today that will prepare them for the challenges that they will meet in the future.



Beaconsfield School “Who are we?”

We are a school that prides itself on ‘where we come from’ but more importantly ‘where we are going’ and how we are going to ensure our children are given the best opportunity to succeed in the unknown future. We celebrate and value our rural community and encourage the “Rural “into the school whenever possible.

We celebrate the children, their experiences and uniqueness that they carry with them and bring to our school. Our teachers celebrate each child’s passions and teach to their strengths. At Beaconsfield everyone is a name not a number. Our staff know the children and their families and what makes them “tick”. This ‘family feel’ means close communication learning with everybody on the same page working towards the same goal of the best, most relevant education for each child.

We understand and have ‘the desire’ to ensure that the whole child needs to be a focus. With the whole child being developed, encouraged and celebrated we will ensure Academics, Sportspeople, Artists and Citizens.



Beaconsfield School EXTRA Values

Our children deserve the opportunity to learn at Beaconsfield through positive experiences, through our EXTRA values we display, our principles of behaviour and our judgement of what is important in life. They need to feel safe, secure and have a sense of belonging to something bigger than themselves. We expect our students, staff and community to exhibit our EXTRAvalues at all times:

RespEct

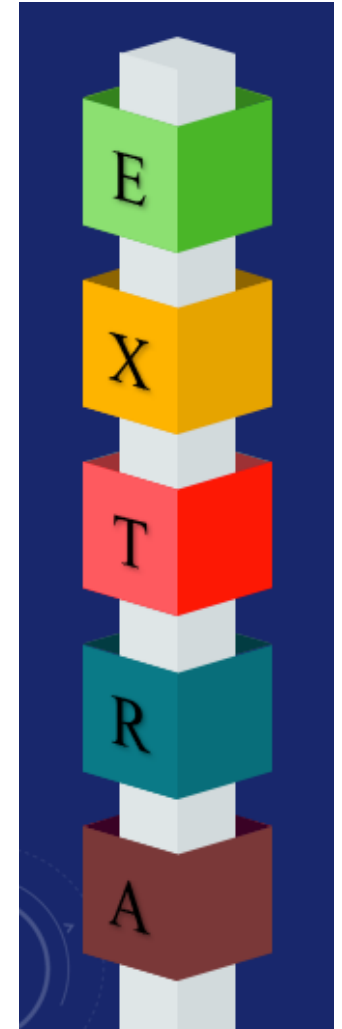
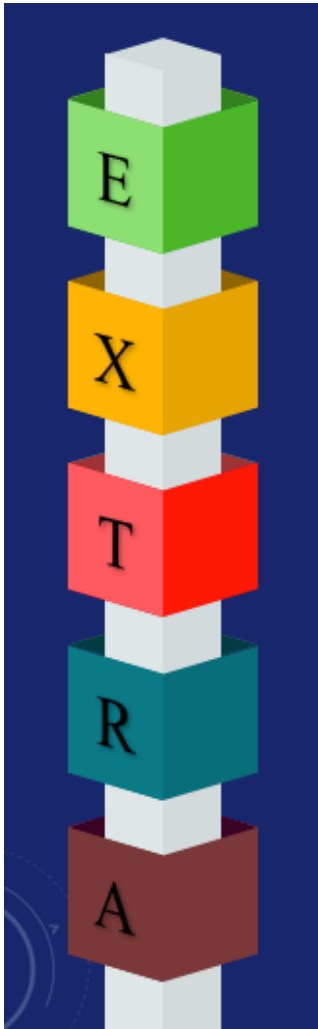
Respect is what people remember and admire us for. It enhances communication, trust and school spirit. It is intangible but very important. We need respect for ourselves and others to ensure we can be successful today and in the future. We show respect by:

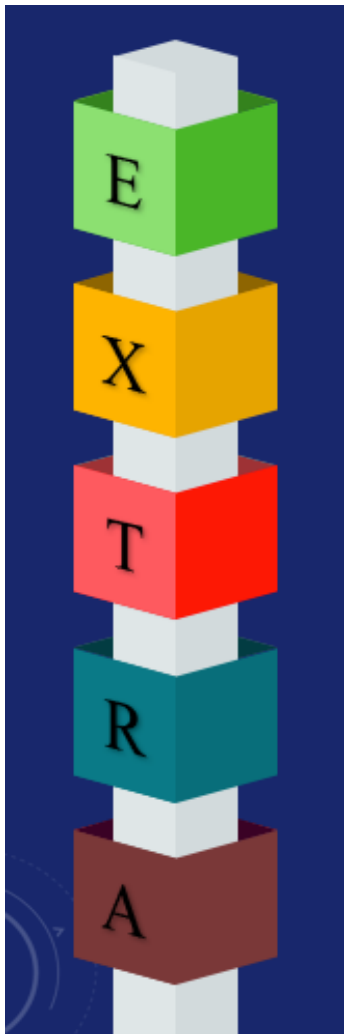
- Taking care of and respecting all property
- Being responsible for our own belongings,
- Treating others with kindness and consideration
 - Using our manners at all times
 - Accepting other ideas and opinions.

EXcellence

We all have our own strengths and weaknesses. The most important achievement we can reach is our Personal Excellence. This needs to be strived for both in and out of the classroom, with others and by ourselves. We will achieve personal excellence by:

- Participating in every opportunity given,
- Challenging ourselves to try new things,
- Setting, Achieving and Evaluating personal goals,
- Motivating ourselves to keep working towards our goals
 - Being the best by expecting success.





Co-opera**T**ion

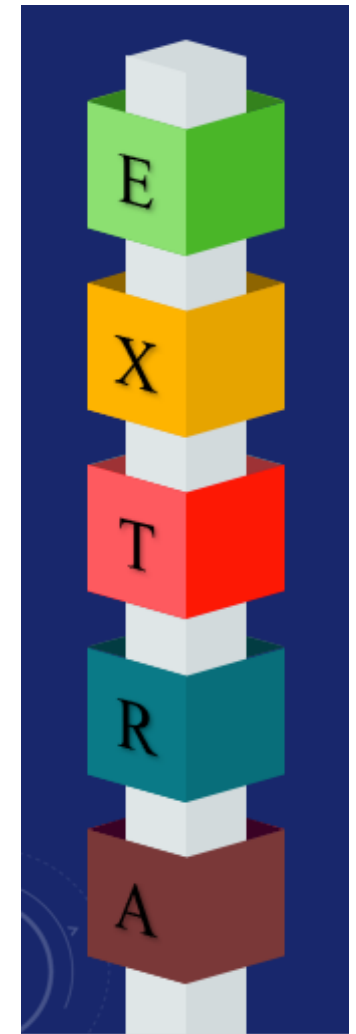
We celebrate the opportunity to interact, work and learn with one another no matter who we are, what stage of life we are at or what we are doing. We co-operatively work through:

- Listening to each other
 - Sharing our ideas
 - Waiting for our turn
 - Helping others
- Including everyone
- Deciding as a team

Cu**R**ious and Cre**A**tive

Knowledge will be less relied on in the future. What will be needed is the ability to be curious and creative in finding information and then assimilating it for your and others benefit. We display being curious and creative through:

- Asking questions about the world,
- Exploring different ways of learning and solving challenges,
 - Being self motivated
- Taking the initiative in our learning.





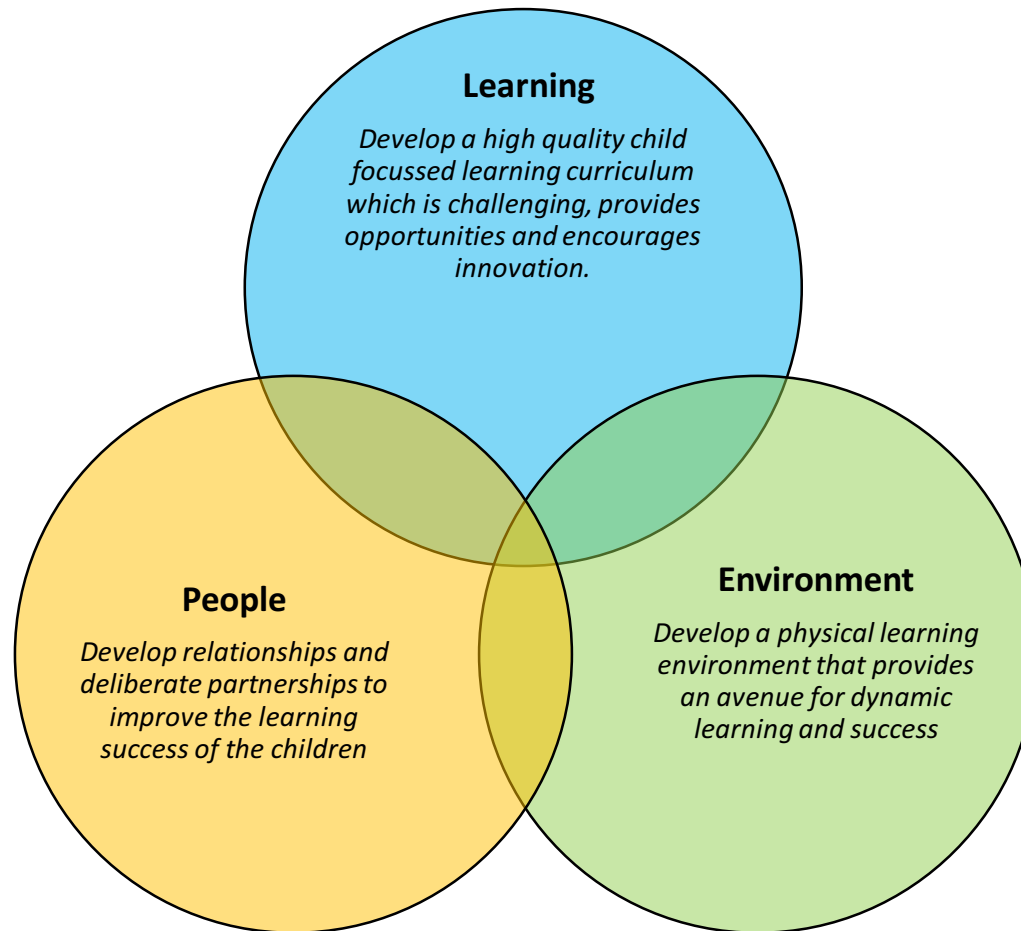
BEACONSFIELD SCHOOL AND CULTURAL DIVERSITY

<i>All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture.</i>				
WHANAUNGATANGA Building Relationships	KOTAHITANGA Ethic of Bonding	AKO Teacher Pedagogy	RANGATIRATANGA Teacher Effectiveness	HAUROA Learning today to meet the challenges of tomorrow
<ul style="list-style-type: none"> • Consultation with our Maori community in a variety of ways • Get to know our student's backgrounds • Use people in our community as knowledgeable resources • Get families and whanau involved in school life • Use cooperative learning structures • Teachers share own experiences with the students • Interviews with parents of Maori students • Encourage parents of Maori students to become BOT members 	<ul style="list-style-type: none"> • Get to know the students and bond at the beginning of the year • Whole class rewards • Classroom treaty • Person to person bonding • Teach whole school together • Visibility of Principal 	<ul style="list-style-type: none"> • Staff up skilling in Maori learning styles • Staff up skilling in teaching Te Reo • Staff encouraged to use te reo in day to day teaching • Appraisals linked to teaching and learning. 	<ul style="list-style-type: none"> • Teachers demeanour to the children • Body language • Passion and enthusiasm for teaching • Using mana to build relationships • Provide real life experiences • Use student friendly vocabulary • Understand and respect customs • Be firm, be brief, move on 	<ul style="list-style-type: none"> • Taha tinana- Physical well being • Taha hinengaro- Mental and emotional well being • Taha whanau- Social well being • Taha wairua – Spiritual well being • <i>NZC Health and Physical Ed.</i>
<p align="center">TREATY OF WAITANGI PRINCIPLE PROTECTION PARTNERSHIP PARTICIPATION Class and wider community</p>				



Strategic Goals 2016-2018

Our Strategic goals are an interconnecting set of aims which overlap to work towards the one overarching goal of ensuring our children get the best possible education and achieve to the best of their ability. No one aim or goal in isolation will see Beaconsfield School serve its student's and their learning, they all rely on each other.



People

Develop relationships and deliberate partnerships to improve the learning success of the children

- Ensure our **Parent and Community** continue to be engaged and encourage them to have a voice in the learning of the children
- **Create links between schools, ECE centres and High Schools** to ensure our learners learn, transitions with confidence and relevant skills needed.
- To ensure the **staff** are developed professionally and teach with passion and innovation backed by sound pedagogy and research.

Learning

Develop a high quality child focussed learning curriculum which is challenging, provides opportunities and encourages innovation.

- To ensure our **Parents and Community** have the opportunity to give qualified and thoughtful input into their child's learning through excellent communication and development opportunities.
- Every **student** must have the opportunity to be able to attain his or her highest possible standard in educational achievement
- Evaluate and update our **Curriculum** so that it is relevant, child cantered and unique to the Beaconsfield School children
- **BOT** makes forward thinking proactive governance decisions based on relevant facts and up to date knowledge

Environment

Develop a physical learning environment that provides an avenue for dynamic learning and success

- Create a school where the **Buildings and Learning Areas** (School Grounds) are child focussed, motivating, inspiring sustainable and workable
- The **Board of Trustees** support the Strategic Aims with relevant finances

STRATEGIC AIM 1

People

Develop relationships and deliberate partnerships to improve the learning success of the children

Ensure our **Parent and Community** continue to be engaged and encourage them to have a voice in the learning of the children

- Carry out relevant consultations and surveys relating to the school development and the children's learning.
- Use digital means to communicate in a clear, timely and regular manner
- Enhance parent's knowledge and confidence of school curriculums and processes with evening activities in Maths, Writing and Reading
- Use the wider community experts in school to enhance and give real world experience and relativity to class topics
- Engage using relevant means with the different cultures represented in the school

Create links between schools, ECE centres and High Schools to ensure our learners learn, transitions with confidence and relevant skills needed.

- Regular meetings with our Rural cluster to undertake moderation, PLD and resources sharing
- Continue to be involved in the South Canterbury CoL process and establish our school needs
- Establish firm contacts and visit ECE centres and High Schools.
- Get reports on our previous year's leavers and their achievements and challenges. Report to the ECE centres on how their New Entrant started.

To ensure the **staff** are developed professionally and teach with passion and innovation backed by sound pedagogy and research.

- Leadership is developed throughout the staff by distributing responsibilities and being given opportunities for leadership PLD
- Teachers expertise is recognised and celebrated within the school and the wider community
- Robust Appraisal process with reflective practice and professional development
- Innovative practices are implemented to develop passion and talents

STRATEGIC AIM 2

Learning

Develop a high quality child focussed learning curriculum which is challenging, provides opportunities and encourages innovation

To ensure our **Parents and Community** have the opportunity to give qualified and thoughtful input into their child's learning through excellent communication and development opportunities.

- Consultation will be carried out to support the development of each curriculum area.
- National Standards, NZC and school Values reporting to the BOT and community will be concise, timely regular and clear
- Consultation/ review will be carried out with parents over report format
- Aim for a more digital reporting
- Enhance parent's knowledge and confidence of school curriculums and processes with evening activities in Maths, Writing and Reading

Every **student** must have the opportunity to be able to attain his or her highest possible standard in educational achievement

- Learners to show progress in the stated targeted areas
- Students continue to progress and achieve at or above the National Standards
- Student voice will be used in evaluation and review, planning and development of our school curriculum
- Student success will be celebrated in the school and community
- Ensure digital learning is used when at all possible

Evaluate and update our **Curriculum** so that it is relevant, child cantered and unique to the Beaconsfield School children

- School curriculum reflects students and values of the school
- Beaconsfield Curriculum will continue to be developed, upgraded and personalised through sound pedagogy, students voice and community consultation
- Systematic Evaluation of curriculum from staff, children, principal and BOT

BOT makes forward thinking proactive governance decisions based on relevant facts and up to date knowledge

- Board Members will undertake relevant training sessions to ensure decisions are based on up to date knowledge and are relevant for school governance

STRATEGIC AIM 3

Environment

Develop a physical learning environment that provides an avenue for dynamic learning and success

Create a school where the **Buildings and Learning Areas** (School Grounds) are child focussed, motivating, inspiring sustainable and workable

- Environment will be developed using the 5 and 10-year property plan
- Learning environments reflect our digital learning priority
- Invest in the infrastructure of the school and modernise facilities to enable the school vision
- The environment meets all health and safety requirements
- Promote a safe and healthy environment for all members of the school community
- Sustainable principles underpin school operations and school development

The **Board of Trustees** support the Strategic Aims with relevant finances.

- To ensure there are sustained funds to support the strategic direction of the school to maintain our school as a leading learning environment

2017 ANNUAL TARGETS

Reading

Strategic Aim	All students are able to access the NZC as evidenced by achievement in relation to the National Standards
Annual aim	To increase the number of students achieving at or above the National for reading
Targets	<ol style="list-style-type: none"> 1. All students who are 'at' or 'above' the national standard to maintain or improve their achievement 2. The cohort of students who are reading 'well above' the national standard (more than two years above expectations) will maintain their achievement. 3. The cohort who are "well below" or 'below' will be reading 'at' the National Standard by the end of the year
School expectations	<p>Three reports to the BOT.</p> <ul style="list-style-type: none"> • Entry Point data week 6 term 1 • Mid-Point data (end term 2) • End point Data November <p>Action plan developed Careful identification of students through data analysis Periodic review of students' progress and the strategies used</p>

Writing

Strategic Aim	All students are able to access the NZC as evidenced by achievement in relation to the national standards
Annual aim	To increase the number of students achieving at or above the National for writing
Targets	<ol style="list-style-type: none"> 1. All students who are 'at' or 'above' the National Standard to maintain or improve their achievement 2. The cohort of students who are 'well below' will be writing at the National Standard by the end of the year 3. The cohort of students who are 'below' will be writing at the National Standard by the end of the year
School expectations	<p>Three reports to the BOT.</p> <ul style="list-style-type: none"> • Entry Point data week 6 term 1 • Mid-Point data (end term 2) • End point Data November <p>Action plan developed Careful identification of students through data analysis Periodic review of students' progress and the strategies used</p>

Maths

Strategic Aim	All students are able to access the NZC as evidenced by achievement in relation to the national standards
Annual aim	To increase the number of students achieving at or above the National for mathematics
Targets	<ol style="list-style-type: none"> 1. All students who are 'at' or 'above' the National Standard to maintain or improve their achievement 2. The cohort of students who are achieving 'well above' (more than two year above expectation) the national standard will maintain their achievement. 3. The students who are 'well below' in mathematics will be 'at' the National Standard by the end of the year 4. The students 'below' will be 'at' or 'above' the National Standard by the end of the year.
School expectations	<p>Three reports to the BOT.</p> <ul style="list-style-type: none"> • Entry Point data week 6 term 1 • Mid-Point data (end term 2) • End point Data November <p>Action plan developed</p> <p>Careful identification of students through data analysis</p> <p>Periodic review of students' progress and the strategies used</p>

		BEACONSFIELD SCHOOL BOARD OF TRUSTEES SELF REVIEW TIMETABLE FOR 2017									
		Term 1		Term 2			Term 3		Term 4		
		15 th February	29 th March	31 st May	28 th June	26 th July	30 th August	27 th September	1 st November	6 th December	
Strategic Review	Charter	Charter Approved	Techr registration						Draft Annual Goals	Analysis of Variance	
	Strategic Aims		Strat Goal 1	Strat Goal 2	Strat Goal 3						
Regular Review	Policy	Staff Leave (B/S)	Separated Parents (B/S) Cultural Diversity (B/S/P)	Documentation (B)	Employer Responsibility (B/S)		Appointment Pro (B) Child Protection (B/S)	Students Special Needs (B/S/P)	Privacy (B) Salary Units (B/S) CRT (B/S)		
	Curriculum Review Report ODD Year		EOTC	Maths	The Arts	Writing	Social Science Reading	Technology	PE/ Health	Oral Language	
	Curriculum Review Report EVEN Year		Maori	Inquiry	Writing	Assessment	Science	Maths	Reading		
	Principal Performance	Performance Agreement Approved	Initial appraiser visit			Mid year appraiser visit				Year End Appraisal visit & report	
	Budget	Approved		Monitor		Mid Year Review		Monitor	2016 Draft		
Board Requirement		Appoint Chair	Accounts to Auditor	Annual Report to MOE		Roll Return				2018 budget	
BOT Programme Reports	ODD Year	PMP ICT	Enrichment SENCO: Plan for year		Swimming programme	Inquiry Prof programmes	Careers	KiwiSport	Enrichment PMP	EOTC SENCO: Year Review Prof programmes	
	EVEN Year	PMP ICT	Enrichment SENCO: Plan for year	Inquiry ICT	Swimming programme	PLD	Careers	KiwiSport	Enrichment PMP	EOTC SENCO: Year Review PLD	
Student achievement BOT reports		Confirm student achievement targets	Start year data	Maori Technology	The Arts PE/Health	Mid Year Natl Stds Data (Writing, Reading, Maths)	Social Science Science	Technology	PE/ Health Oral language	EOY Natl Stds Data (Writing, Reading, Maths)	
PD Focus 2014		Maths ICT									
PD Focus 2015		ICT Maths									
PD Focus 2016		Writing Maths Science									
PD Focus 2017		ICT, Science, Maori									
	Stewardship Indicator Review	Review Indicators Review 2013 ERO Report	The board actively represents and serves the school and education community in its stewardship role	The board scrutinises the effectiveness of the school in achieving valued student outcomes	The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted	The board effectively meets its statutory responsibilities					
Reporting to parents (even & odd)		Yr. 1-3 anniversary reports (ongoing)	Y1-8 conferencing/inter views			Yr. 4-8 mid year reports	Yr1-8 conferencing/inter views			Yr. 4-8 end year reports	