

Boulcott School Charter 2019-21

"Excited about learning and aiming for excellence - Kei te whakaongaonga mo nga mahi ako kei te whai, kia hiranga."

Phone: (04) 566 3058

Email: info@boulcott.school.nz

Address: Boulcott Street, Boulcott, Lower Hutt

OUR VISION: Boulcott School is a vibrant learning community where our students are empowered through high quality teaching and learning experiences designed to excite, engage and encourage them to be confident, successful learners who aim for excellence. The home, school partnership is critical to the success of students' progress and wellbeing, and is highly valued.

OUR MISSION: Boulcott School enthusiastically engages learners by providing an exciting learning environment. Children gain a quality education that:

- Caters for their individual needs and abilities,
- Prepares them for life's challenges; and
- Encourages them to positively contribute to society.

OUR CHEER VALUES: The Boulcott School CHEER values are at the heart of everything we do:



In accepting challenges, in sharing their ideas, in displaying leadership skills, and in their ability to take risks in their learning. Students who show resilience, self awareness and positive self esteem.



Adhering to an ethical code, displaying integrity, telling the truth and taking responsibility for their own actions.



Responding to new learning situations with wonder and excitement. Working cooperatively with others in a team situation, participating and contributing effectively, while considering others thoughts and ideas.



A readiness and willingness to learn. Able to set and monitor goals, manage time effectively and organise themselves for learning. Reflecting on, revising and modifying their own learning, and constantly striving to achieve 'personal bests' in learning achievements.



Displaying courtesy and consideration for themselves, the environment, and for others of differing ages, cultures and beliefs. Relating to others with compassion and understanding, through words and actions.

OUR LEARNING ASSETS

At Boulcott we believe school is not just about assessment results but for life-long learning. Pupils need to have learned to be tenacious and resourceful, imaginative and logical, self disciplined and self-aware, collaborative and inquisitive. - Glaxton, G. 2011.

Our learning assets adopted from Kath Murdoch, describe the broad skill set that are commonly required for an inquirer at Boulcott School. Each of these board assets includes multiple, specific skills.

These skills are essential skills for the learner's toolkit for success.



OUR SCHOOL AND COMMUNITY

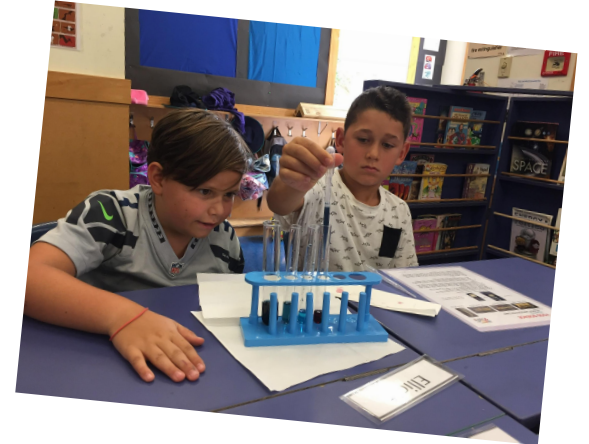
Boulcott School is a medium size primary school catering for between 300 - 370 children in Years 1 to 6. It is just a few minutes from the heart of Lower Hutt City.

The school was established in 1928 and has a strong tradition of community involvement. It continues to enjoy excellent support from parents and caregivers.

CONSULTATION STATEMENT

At Boulcott School we believe in and promote a strong, effective and positive home/school relationship. We know, and research supports this, that children's learning is enhanced and improved, when the partnership between home and school is supportive and positive. A child's learning is primarily important to three key stakeholders: the child, their whānau and the school. Alongside this, Self Review is critically important to identify what is working well and what can be improved. A key component of self review is engaging with the necessary people to provide a comprehensive picture of what is occurring and what can be improved.

During 2018, the Board planned and embarked on extensive community consultation to completely review and redevelop the Charter. The Board wanted to ensure that the Charter was reflective of the aims and aspirations of the students, staff and family and whanau.



INCLUSIVE EDUCATION

Inclusion at Boulcott School means success for all.

Boulcott strives to provide an inclusive environment for all students and whanau. Providing an optimum environment with opportunities for every student to flourish in all areas of life is our goal. We believe in a shared ownership of care of all students and maintain a 'wrap around' approach to problem-solving around students' needs in teams, with whanau and outside agencies.

Meeting the needs of all learners involves having effective systems established and using data to inform quality teaching practices. Classroom teachers are skilled in analysing data to identify strengths and needs and adapt curriculum to cater for the needs of individual learners. Support and extension are provided within the classroom programme. Teachers are encouraged to deliver curriculum using evidence-based strategies which support all learners, e.g. using a visual timetable will support students with identified needs such as dyslexia, but will also support every learner in the class (Universal Design for Learning). In all professional development a focus on inclusive practice is maintained.

Evidence-based interventions and programmes are delivered which target gaps, accelerate and extend learners. Boulcott School maintains inclusive practices by having Teacher Aide support in class as much as possible to promote relationships, students' esteem and sense of belonging. Provision of learning programmes includes mathematics support, Quick 60, Toe by Toe (dyslexia), ESOL (oral language and narrative programmes) and Reading Recovery.

For a variety of reasons, some of our students present with challenging behaviours. Our school is developing an infrastructure through Positive Behaviour for Learning: School-wide to ensure we are providing a safe environment with consistency in the ways teachers proactively prevent and respond to behaviours.



MAORI ACHIEVEMENT STATEMENT

At Boulcott School we acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua. Boulcott School will provide opportunities that support its students' in te reo and tikanga Māori. (Education Standards Act 2001).

At Boulcott School we have high expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve 'educational success as Māori', *"students who are expected to succeed are more likely to succeed."* Ka Hikitia *Accelerating Success 2013-2017 requires the development of approaches to support all stakeholders to hold high expectations for all Maori students.* Ka Hikitia, Pg 38.

Achievement of Maori students is regularly reported to the Board and we will continue to have a focus on raising Maori achievement. We aim to have a higher percentage of our Māori learners achieving success either At or Above expectation.

To raise the prominence of Māori in our school and to grow the capacity, understanding and application of Tikanga and Te Reo in our school, we have employed a teacher to work in every class, where he will immerse the children in Tikanga. Alongside this, we aim to grow our school Kapa Haka group, to be a proud representation of our Māori learners.

We will endeavour:

- To provide opportunities for all students to respect and understand Te Reo and Tikanga Māori
- To grow the use of, and correct pronunciation of Te Reo throughout our school
- To engage and involve our whānau through hui and community events
- To consult with whānau was part of our regular self review
- To continue to grow and celebrate our Kapa Haka group
- To unpack, explore and meet the aims of Ka Hikitia and Tātaiako.



PASIFIKA ACHIEVEMENT STATEMENT

At Boulcott School, we adhere to the principles of the New Zealand curriculum and value the rich cultural diversity present in our school. We are proud of the Pasifika community within Boulcott and aim to achieve the best we can for our Pasifika learners. We have high expectations for all our learners in their educational progression and achievement. With this, we aim to improve our relationship with our Pasifika community to better reflect the goals and aspirations for their children. We adhere to the goals from the Pasifika Education Plan 2013 - 2017, which describe what we are striving to achieve at Boulcott:

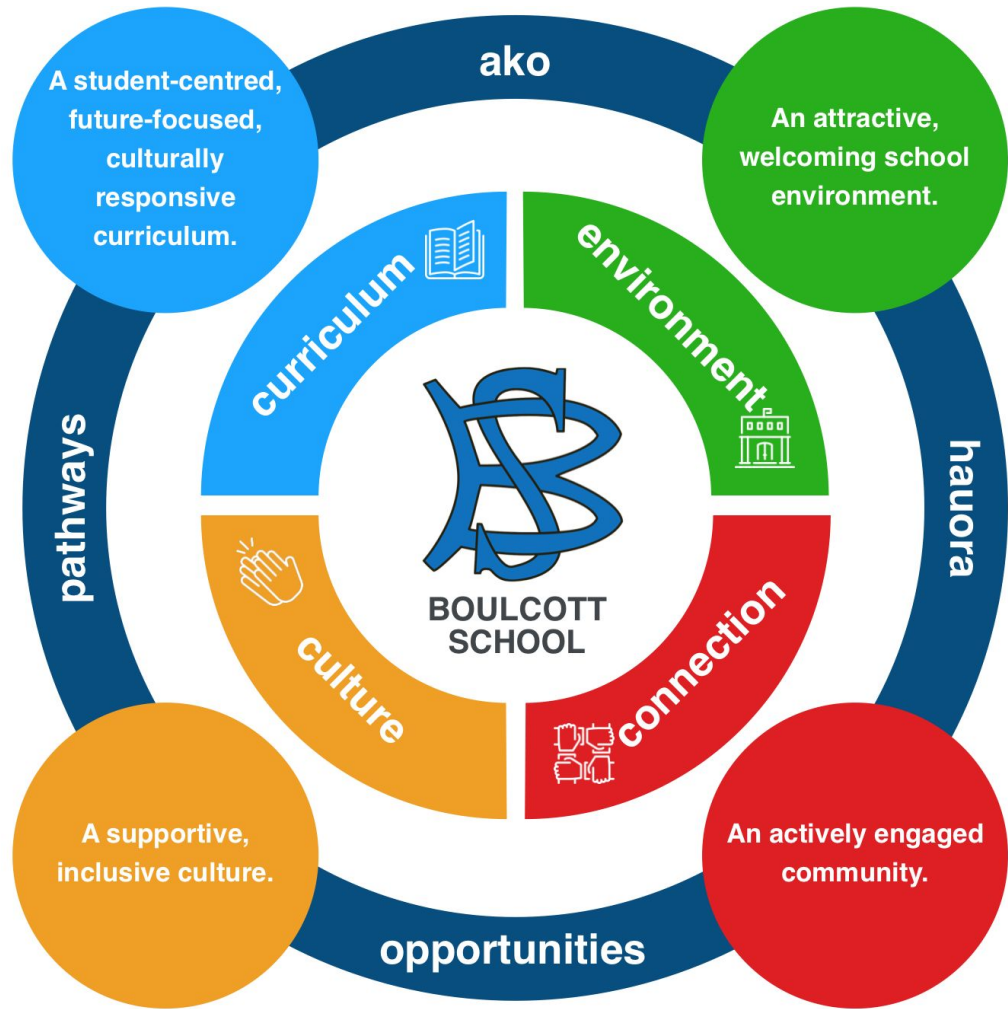
- Pasifika parents, families and communities support and champion their children's learning and achievements.
- Pasifika parents, families and communities are better informed, more knowledgeable and demanding consumers of education services.

Achievement of our Pasifika students is regularly reported to the Board of Trustees and we will maintain our focus on lifting the achievement of our Pasifika learners.

We will endeavour:

- To provide opportunities for all students to respect and understand the Pasifika culture
- To engage our families and establish a Pasifika parents group
- To provide practical learning sessions to support our parents with supporting their children
- To provide a facility where parents can come and meet and interact





ako

A student-centred,
future-focused,
culturally
responsive
curriculum.

An attractive,
welcoming school
environment.

curriculum



environment



hauora

pathways



BOULCOTT
SCHOOL

culture



connection



A supportive,
inclusive culture.

An actively engaged
community.

opportunities

Our Strategic Process

Curriculum A student-centred, future focused, culturally responsive curriculum.	Strategic Vision	Aims	Action Plan	Outcome
Culture A supportive, inclusive culture.	Strategic Vision	Aims	Action Plan	Outcome
Connections An actively engaged community.	Strategic Vision	Aims	Action Plan	Outcome
Environment An attractive, welcoming, innovative school environment.	Strategic Vision	Aims	Action Plan	Outcome

Our Aims for 2019

Curriculum

A student-centred, future focused, culturally responsive curriculum.

Aim 1

Develop and implement a localised curriculum to meet the needs of all students with a focus on maths and literacy.

Aim 2

Explore and develop knowledge and practice of the new Digital Technologies Curriculum.

Aim 3

Develop and implement a sound inquiry learning model throughout the school that focuses on student centred learning & enhances collaboration.

Culture

A supportive, inclusive culture.

Aim 1

Develop and implement PB4L practises consistently throughout the school

Aim 2

Continue to create opportunities to further embed the CHEER values throughout the school.

Aim 3

Continue to explore and implement strategies to enhance growth mindset, resilience and mindfulness.

Connections

An actively engaged community.

Aim 1

Refine methods of communicating with, and reporting to, our community.

Aim 2

Grow our relationship with our Maori families and their involvement in all areas of school life.

Aim 3

Celebrate our multicultural community in all areas of the school.

Environment

An attractive, welcoming, innovative school environment.

Aim 1

Continue to improve and modernise the physical buildings and learning spaces.

Aim 2

Continue to enhance our journey as a Silver Enviro School.

Aim 3

Utilise our local environment & community resources to enhance the learning opportunities.

Curriculum

Aim 1

A student-centred, future focused, culturally responsive curriculum

Develop and implement a localised curriculum to meet the needs of all students with a focus on maths and literacy.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Continue developing our Localised Curriculum	<ul style="list-style-type: none">Establish a Curriculum Design Team to continue this work, focusing on development in Literacy, Numeracy & InquiryUtilise the MoE Curriculum Design Tool to guide us in this process	Stu Devenport Jo Lock	Term 2-4 \$2000	
Literacy & Numeracy Progressions	<ul style="list-style-type: none">Provide professional development to teaching staff on learning progressions in Literacy & Numeracy based on the NZ Curriculum Levels	Jo Lock	Term 2-4	
Learning Assets	<ul style="list-style-type: none">Continue to embed Kath Murdoch's Learning Asset into classroom practice to support our Inquiry development.	Lisa Hassell	Terms 1-4	

Curriculum

Aim 2

A student-centred, future focused, culturally responsive curriculum.

Explore and develop knowledge and practice of the new Digital Technologies Curriculum

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Building teacher capability	<ul style="list-style-type: none">Provide professional development to staff on the new digital technologies curriculum to ensure teachers are ready for implementation in 2020	Corrina Rayson Melissa Coton	\$10,000 All year	
Utilise hardware effectively	<ul style="list-style-type: none">Continue to share ways of utilising ipads, chromebooks and laptops throughout the school to benefit of student learning	Corrina Rayson Melissa Coton		
Parent Education	<ul style="list-style-type: none">Provide information evenings to families on internet safety and how we utilise technology in the classroom	Stu Devenport Digital Technologies Corrina Rayson		
Learning Experiences	<ul style="list-style-type: none">Share & encourage the implementation effective learning opportunities that link to the DT Curriculum	Corrina Rayson Melissa Coton		

Curriculum

Aim 3

A student-centred, future focused, culturally responsive curriculum.

Develop and implement a sound inquiry learning model throughout the school that focuses on student centred learning & enhances collaboration.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Inquiry Learning	<ul style="list-style-type: none">• Provide Professional Development to all staff on Inquiry Learning• Develop our shared understanding of Inquiry Learning• Utilise our new Inquiry Model in classroom practise	Stu Devenport Lisa Hassell	All year \$2000	
Collaboration	<ul style="list-style-type: none">• Encourage collaboration between staff in all levels of their practise; planning, teaching, assessment	All staff	All year	
Learning through Play	<ul style="list-style-type: none">• Continue to provide professional development to Junior Team teachers on Learning through Play.• Refine ways of monitoring progress and achievement. How is it making a difference?• Refining the role of the teacher during learning through play	Karen Clements & Junior Team Teachers	All year \$1000	

Culture

Aim 1

A supportive, inclusive culture.

Develop and implement PB4L practises consistently throughout the school.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
PB4L Team: Boulcott 'CHEER leaders'	<ul style="list-style-type: none">● Establish a PB4L leadership team - clarify roles and responsibilities.● Meet regularly throughout the year to develop and work on an action plan● Follow the PB4L SW Tier 1 procedures in preparation for MOE PB4L SW 2020	Jodi Mitchell	RTLB LSF funding: 4 days release for the year for 4 teachers on the team	
Professional Development	<ul style="list-style-type: none">● Develop a LTP for PD for 2019● Plan Staff Mtg PD on training day afternoons● Support with delivery of PD in staff mtgs (twice a term)● RTLB to provide professional development and funding for release for PB4L leadership team.	Jodi Mitchell		

A supportive, inclusive culture.

Continue to create opportunities to further embed the CHEER values throughout the school.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
In Class	<ul style="list-style-type: none"> ● Visual representation of CHEER values in all classrooms. ● Define each value into child-friendly language (observable behaviours). ● Explicit use of language in classroom and teaching/practising of skills. ● Make links to Inquiry Learning Assets (explore in teams/staff). 	Jodi Mitchell	All year	
School-Wide	<ul style="list-style-type: none"> ● Celebrate and acknowledge CHEER values in assemblies. ● Visual representation of CHEER values school-wide (corridor). 	Jodi Mitchell		

A supportive, inclusive culture.

Continue to explore and implement strategies to enhance growth mindset, resilience and mindfulness.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Growth Mindset	<ul style="list-style-type: none"> Use the 'learning pit' visual in classrooms and explicitly use the language of Growth Mindset: to promote problem-solving skills and positive framing which is solution focused Encourage teachers to revisit Carol Dweck's GM resources 	Jodi Mitchell	All year	
Mindfulness	<ul style="list-style-type: none"> Teams establish approaches for developing mindfulness - through Mindfulness resources, Feeling Brave programme or yoga. 	Jodi Mitchell & Team Leaders		

Connection

Aim 1

An actively engaged community.

Refine methods of communicating with, and reporting to, our community.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Reporting on student achievement	<ul style="list-style-type: none">● Review the current reporting of parent schedule making changes based on feedback from parent consultation.● Continue to utilise Seesaw to share learning with families.● Refine our written reports with a particular focus on improving how students are achieving against curriculum levels.	Stu Devenport & Jo Lock	All year	
Platforms for communication	<ul style="list-style-type: none">● Refine our processes of using Google Forms.● Complete school website upgrade.● Continue to explore opportunities to connect with all our families.	Stu Devenport	All year	

Connection

Aim 2

An actively engaged community.

Grow our relationship with our Maori families and their involvement in all areas of school life.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Consultation	<ul style="list-style-type: none">Continue to seek feedback from our whanau on how we can improve learning opportunities for Maori students.	Stu Devenport & Jodi Mitchell	Term 2	
Governance	<ul style="list-style-type: none">Board to complete self review to identify strengths and areas of development on the principles of the Treaty of Waitangi.	Paul Martin & Stu Devenport	Term 1 & 2	
Parent Ropu	<ul style="list-style-type: none">Utilise the expertise from our newly formed Parent Ropu on how we can further meet the needs of our Maori students and embed the principles of the Treaty of Waitangi.	Stu Devenport & Jodi Mitchell	All year	

Connection

Aim 3

An actively engaged community.

Celebrate our multicultural community in all areas of the school.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Consultation	<ul style="list-style-type: none">Explore opportunities to make connections of the various groups within our diverse cultural community.	Stu Devenport	Terms 2-3	
Celebration	<ul style="list-style-type: none">Focus of promoting and celebrating various cultural events within the school such as Chinese New Year, Diwali, Matariki.	All Staff	All year	

Environment

Aim 1

An attractive, welcoming, innovative school environment.

Continue to improve and modernise the physical buildings and learning spaces.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Building Projects	<ul style="list-style-type: none">• Complete Middle School cladding project.• Complete modernisation of Room 11.• Complete Hall re-cladding and roofing project.	Stu Devenport Nic Oliver Kai Khaw	5YA funding MoE funding All year	
Property Planning	<ul style="list-style-type: none">• Complete 10YPP & 5YA planning for the school, utilising property manager and Ministry of Education expertise.	Stu Devenport Nic Oliver Kai Khaw	Term 2-3	

Environment

Aim 2

An attractive, welcoming, innovative school environment.

Continue to enhance our journey as a Silver Enviro School.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Waste management	<ul style="list-style-type: none">Refine our processes on managing waste throughout school. This includes re-establishing ourselves as a 'Nood Food School'.	Eileen Falconer	Terms 2 & 3	
Gardens	<ul style="list-style-type: none">Review our current school garden space and management. Explore options for planting fruit trees and landscaping.	Stu Devenport	Terms 2-4	
Embedded practice	<ul style="list-style-type: none">Continue to explore ways to embed the principles of EnviroSchools into all learning programmes.	Eileen Falconer	All year \$500	

Environment

Aim 3

An attractive, welcoming, innovative school environment.

Utilise our local environment & community resources to enhance the learning opportunities.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
People Expertise	<ul style="list-style-type: none">Explore ways to make connections with expertise in our school community to further enhance the learning.	All Staff	All year	
Summerset	<ul style="list-style-type: none">Continue to build our relationship with construction and Summerset personnel to ensure the impact of student learning is minimised.	Stu Devenport Glenn Goad Paul Martin	All year	
Local environment	<ul style="list-style-type: none">Utilise spaces and resources in our local environment to give the learning authenticity.	All Staff	All year	