

Boulcott School Charter 2019-21

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

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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.



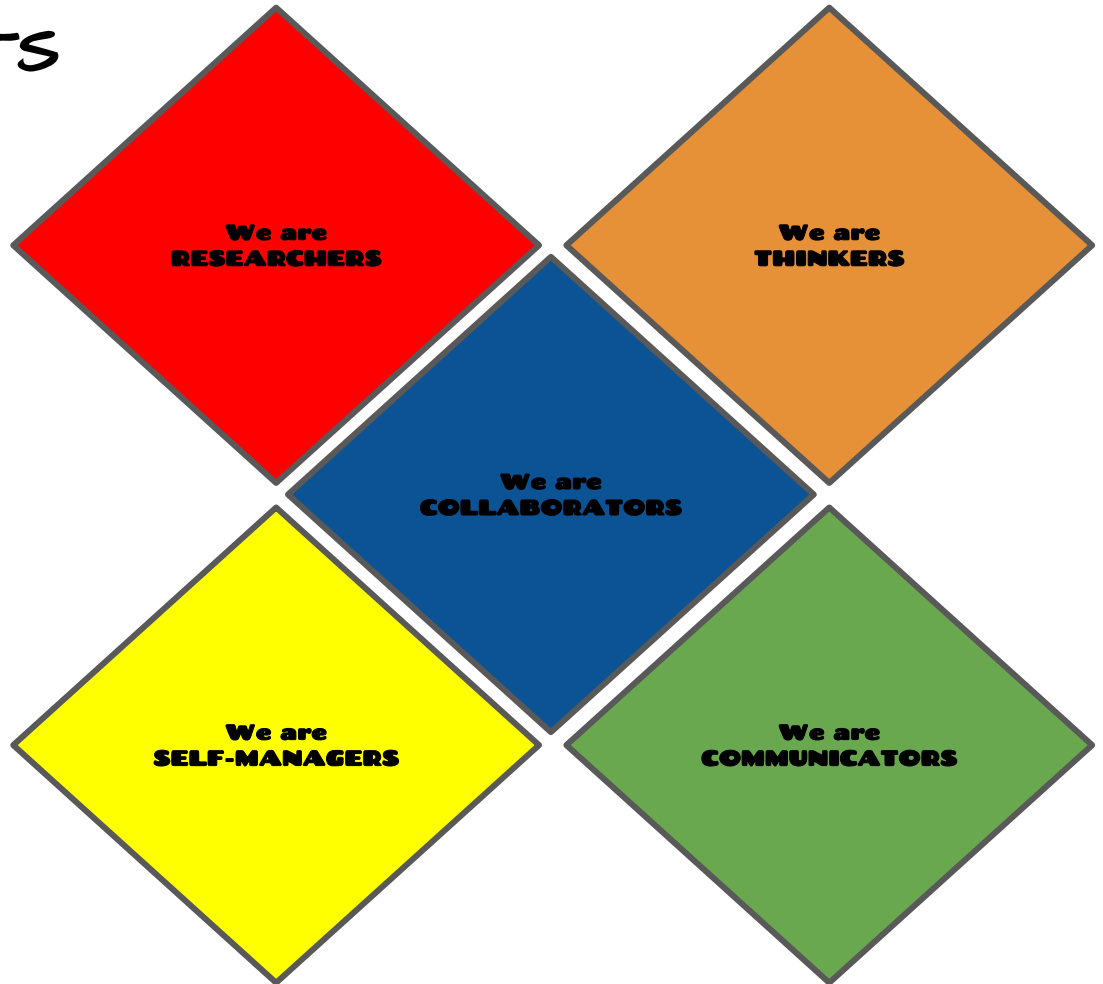
Displaying courtesy and consideration for themselves, the environment, and for others of differing ages, cultures and beliefs. Relating to others with compassion and understanding, through words and actions.

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

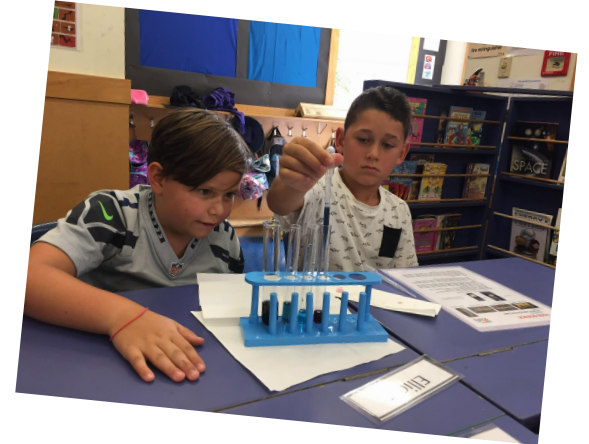
Boulcott School is a medium size primary school catering for between 300 - 370 children in Years 1 to 6. It is just a few minutes from the heart of Lower Hutt City.

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:

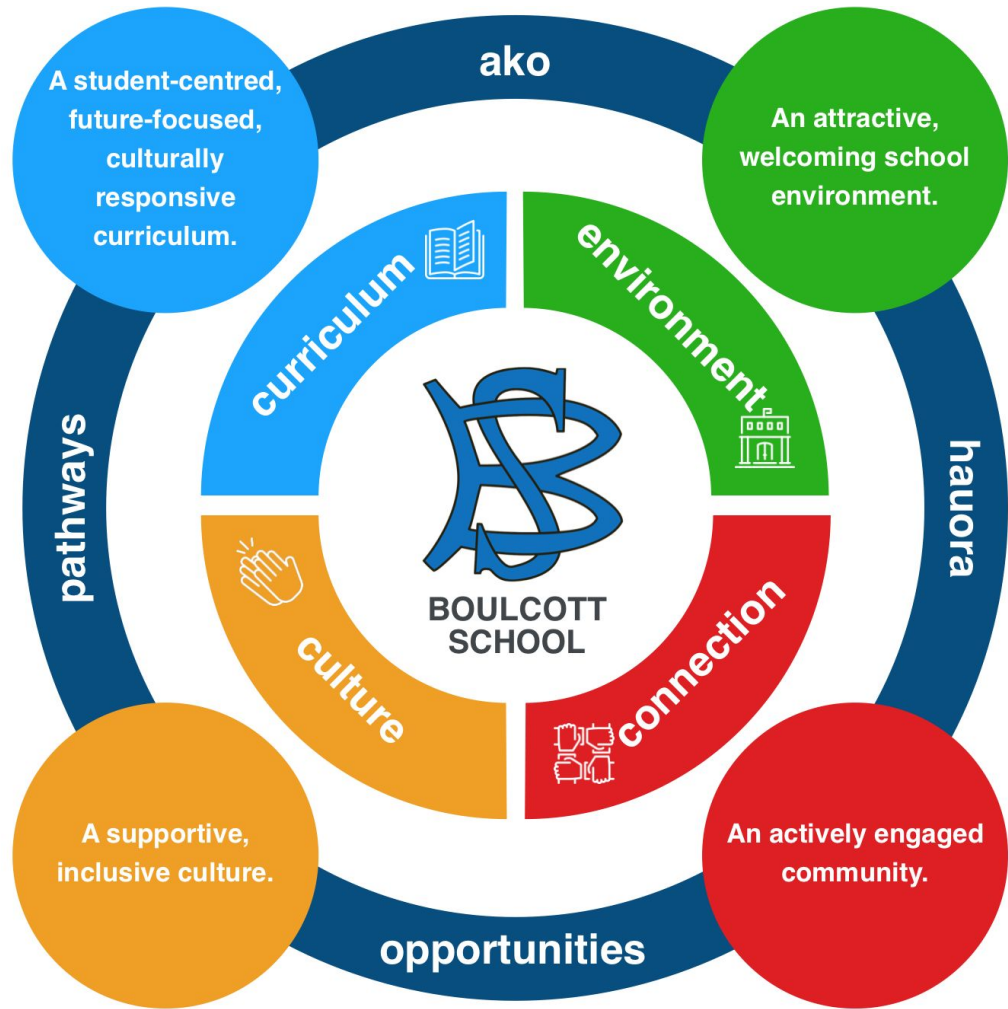
- Pasifika parents, families and communities support and champion their children's learning and achievements.
- Pasifika parents, families and communities are better informed, more knowledgeable and demanding consumers of education services.

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





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 2020

Curriculum

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

Aim 1

Continue to develop and implement a localised curriculum to raise the achievement of all students across the curriculum with a particular focus on **Writing**.

Aim 2

Continue to explore and develop knowledge and practice of the new **Digital Technologies** Curriculum.

Aim 3

Continue to embed our **Inquiry** learning model throughout the school that focuses on student centred learning & enhances collaboration.

Culture

A supportive, inclusive culture.

Aim 1

Embed **PB4L** School wide using data analysis, systems and practices based around our CHEER values.

Aim 2

Refine our systems of identifying and supporting students with learning and social needs.

Aim 3

Continue to explore and implement strategies to enhance growth mindset and well-being of akonga.

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

Continue to develop and implement a localised curriculum to raise the achievement of all students across the curriculum with a particular focus on **Writing**.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Our Localised Curriculum	<ul style="list-style-type: none">● Complete a community consultation on our draft localised curriculum to seek further input before it becoming finalised.● Continue to utilise the MoE Curriculum Design Tool to develop curriculum and progressions.	Stu Devenport Jo Lock Curriculum Design Team	Term 1 - 2	
Literacy & Numeracy Progressions	<ul style="list-style-type: none">● Continue to develop the coherent pathways progressions in all curriculum areas.● Utilise the PACT tool for monitoring progress in writing across the school and for building teacher capability in writing progressions.	Jo Lock & Curriculum Design Team	Term 2-4	
Moderation, Assessment & Tracking	<ul style="list-style-type: none">● Continue to identify target groups of students across the school in writing, identifying students to accelerate in learning.	Jo Lock Holly Hughes Team Leaders	All year Teacher Only days in Term 2 and 4	
Professional Development	<ul style="list-style-type: none">● The PACT tool will also be used as professional development for staff, identifying expectations and each level of the curriculum.● Provide professional development to staff on enhance engagement for students, particularly boys in the writing programme.	Jo Lock Holly Hughes	All year \$2000	

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">Continue to provide professional development to staff on the new digital technologies curriculum to ensure full implementation across the school.	Corrina Rayson Melissa Coton	All year	
Utilise hardware effectively	<ul style="list-style-type: none">Incorporating the use of Sphero in the classroom to support the digital technologies curriculum.Continue to share ways of utilising ipads, chromebooks and laptops throughout the school to benefit student learning.	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">Continue to monitor the consistency of planning throughout the school for Inquiry.Embed the new Inquiry Model in classroom practices and make it visual within the classrooms.	Stu Devenport Lisa Hassell	All year \$1500	
Student Agency	<ul style="list-style-type: none">Utilise the Inquiry model to create more opportunities of student agency with their learning through Learning through Play, iTime and Passion Projects.Embedding a clear vision the role of the teacher during Learning through Play	Karen Clements Jo Lock Melissa Coton Lisa Hassell	All year	
Learning Assets	<ul style="list-style-type: none">Continue to embed Kath Murdoch's Learning Assets into classroom practice to support our Inquiry development.Refining the Learning Assets progressions across the school.	Lisa Hassell	Terms 1-4	

A supportive, inclusive culture.

Develop and implement PB4L practises consistently throughout the school.

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
PB4L	<ul style="list-style-type: none"> ● Attend MOE network meetings (8 half days in 2020) with other schools working to further embed Tier 1. ● Attend relevant Tier 2 workshops at MOE. ● Attend two Cluster Forums over 2020 (mini-conferences). ● Develop SW lesson plans. ● Complete matrix/SW expectations/minor-majors/PB4L booklet . ● Develop a LTP for PD for 2020. ● TOD - PB4L SW 2020 (classroom mgmt practices at start of the year (expectations, consequences, incentives). ● Facilitate staff developing signage concepts. ● Plan staff PD hui on half-day release days. ● Support with delivery of PD in staff hui (twice a term). ● PD on using ETAP to track behaviour data . 	Jodi Mitchell	MOE funding - \$10,000 for the year	
CHEER values	<ul style="list-style-type: none"> ● Visual representation of CHEER values in all classrooms. ● Define each value into child-friendly language (observable behaviours - each year) ● Explicit use of language in classroom and teaching/practising of skills - lesson plans and circle time resources. ● Make links to Inquiry Learning Assets (explore in teams/staff). 	Jodi Mitchell		

Culture

Aim 2

A supportive, inclusive culture.

Further strengthen our practice in supporting students with additional needs

Focus	Action	Led by	Monitoring: Budgeting/ When	Reflections
Learning Support monitoring	<ul style="list-style-type: none">Maintain the Boulcott School Inclusion Register. Identify trends and develop systems and practices to support identified needs across Boulcott School.	Jodi Mitchell	All year	
Cluster connections	<ul style="list-style-type: none">Work with the local cluster of schools on establishing pathways and a register for students with specific learning and behavioural needs.	Jodi Mitchell Stu Devenport		

Culture

A supportive, inclusive culture.

Aim 3

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 (provide a consistent visual for classrooms). Investigate how to teach/coach kids the steps they need to complete to climb out of the learning pit.	Jodi Mitchell	All year	

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">● Continue to refine of student report template, ensuring it covers achievement, values and learning assets.● Investigate options for 'realtime' reporting using online tools.	Stu Devenport & Jo Lock	All year	
School-wide reporting on achievement	<ul style="list-style-type: none">● Continue to refine what and how we we report to the Board on student achievement in Reading, Writing and Maths.	Jo Lock	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
Professional Development	<ul style="list-style-type: none">Staff start Year 1 of Te Reo Maori professional development through the Wellington Tenth Trust. This will build on our journey of improving teacher confidence and capability in teaching Te Reo Maori across the school.	Stu Devenport & Stacey Rowe	All year \$1000	
Governance	<ul style="list-style-type: none">Board to utilise findings from recent NZSTA survey to identify strengths and areas of development on the principles of the Treaty of Waitangi.	Deena Anderson & Stu Devenport	Term 1 & 2	
Parent Ropu	<ul style="list-style-type: none">Continue to 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 Stacey Rowe Pania Dewes	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.● Continue to seek feedback from our whanau on how we can improve learning opportunities for Maori & Pasifika students. Utilise Ka Hikitia & Tapasaā documents for guidance.	Stu Devenport Stacey Rowe	Terms 2-3	
Celebration	<ul style="list-style-type: none">● Continue to focus of promoting and celebrating various cultural events within the school such as Chinese New Year, Diwali, Matariki.	Melissa Coton	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">• Commence modernisation projects through the start of our 5YA, making improvements to Room 1 & 2.• Continue to liaise with MoE on completion Hall re-cladding and roofing project.	Stu Devenport Nicky Sivert Kai Khaw	5YA funding MoE funding All year	

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">Continue to refine our processes on managing waste throughout school. This includes re-establishing ourselves as a 'Nood Food School'.	All staff	All year	
Outdoor spaces	<ul style="list-style-type: none">Continue to explore ways we can make improvements to our outdoor spaces especially our garden area and space behind Middle School.	Stu Devenport Jo Lock	All year Community Grants and Home and School funding	
Embedded practice	<ul style="list-style-type: none">Continue to explore ways to embed the principles of EnviroSchools into all learning programmes.	Team Leaders	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	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	