



**SCHOOL
CHARTER**

School Profile No. 3742

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CONTENTS

1. Type of School
2. General description of the School
3. The School Community
4. Vision, Mission, Values, Motto
5. School Goals & Objectives
 - 1) Curriculum & Assessment
 - 2) Management – Planning, Reviewing & Reporting
 - 3) Personnel
 - 4) Finance & Property – Asset & resource management
 - 5) Health & Safety
 - 6) Legislative Compliance
 - 7) Community Partnership
 - 8) Extra-Curricular Programmes
 - 9) Marketing
 - 10) Cultural Diversity
6. Code of Conduct
7. Charter Undertaking

CHARTER

This is the Charter of Grant's Braes School, situated at 137 Belford Street, Waverley, Dunedin, Otago, New Zealand.

1. Type of School

Grant's Braes School is a state co-educational primary school catering for students from years 1 to 6. It has a decile 10 rating.

2. General Description of the School

Grant's Braes School was opened on its present site in 1950 and over the years has undergone considerable modernisation. The general condition of the buildings is very good and the grounds are attractive and adequately meet the school's requirements. Most of the children attending Grant's Braes School are European/Pakeha New Zealanders. There is a good representation of other cultures within the school. The current roll of the school 170 and is expected to climb over 200 during the year.

Curriculum

Grant's Braes School Curriculum implements programmes based on the N.Z. Curriculum, which establishes and identifies the principles for all learning and teaching programmes in NZ Schools. It is using this as the basis for planning and assessment. The major focus is on Numeracy and Literacy with a further emphasis on providing a varied, relevant and interesting learning experience for students through the Inquiry approach

Learning Areas

English, The Arts, Health & Physical Education, Learning Languages, Mathematics & Statistics, Science, Social Sciences, Technology.

Principles

The principles are the foundations of the curriculum as outlined in the New Zealand Curriculum. The principles on which the school bases its decision-making includes: High Expectations, Learning to Learn, Treaty of Waitangi, Community Engagement, Cultural Diversity, Coherence, Inclusion, and Future focus.

As teachers we need to consider and reflect on what these look like within our classroom programmes so that they impact positively on student learning.

Key Competencies

Thinking; Using Language, Symbols and Text; Managing Self; Relating to Others; Participating and Contributing.

Attitudes and Values

Positive attitudes to all learning are encouraged
Values actively taught include honesty, reliability & responsibility, consideration & respect, and aiming high. These values will be underpinned by those listed in the New Zealand Curriculum which will also be encouraged.

A wide range of extra-curricular programmes are also available to the children.

Staff

The teaching staff comprises a Principal, Deputy Principal, Assistant Principal, Senior teacher, and five Scale A Teaching positions. This is expected to increase as the year progresses. We have two classes with shared teaching positions in 2014

Ancillary staff includes a Secretary, Caretaker and six Teachers' Aides.

Class Composition

The children are placed in mixed-ability groups, ability grouping is everyday practice within classrooms. Child placements are made by the Management Team and consultation with parents/caregivers is undertaken with placements which are considered exceptions to the general movement of children in that class or year group.

Outside Agencies

The School has ready access to outside agencies, eg. Visiting Teachers, Psychological Service, District Speech Therapist, Resource Teacher of English as a Second Language, Reading Recovery Tutor, RTLB service Public Health Nurse, Sara Cohen, Ministry of Education Officers, and requests their assistance as required.

School's Out

An After School Care programme is based at the School on a casual, on call, or regular basis, Monday to Friday, 3 pm. to 6 pm.

Pre-School Bears

The school offers an introduction to school programme on a Wednesday afternoon called the 'Grant's Braes Pre-School Bears'. This programme invites children from the age of 4 to spend one afternoon a week at school, with their parents and take part in activities which have a social and academic focus. Children become familiar with the staff, the classroom and the other children who will be starting school around the same time as them.

3. The School Community

Geographic Area

The School's catchment is bounded by Portobello Road (to Irvine Road), Marne Street, Somerville Street (to Dunrobin Street), Tower Avenue, Murano Street and McKerrow Street. Most students at the school come from this area, although an increasing number come from other schools' catchments.

Local Competition

Two other schools (Anderson's Bay and St Brigids) draws from the edge of our catchment area and are a definite consideration for parents looking at schools in the Waverley area.

Social, Economic and Cultural Environment

In our local catchment area, unemployment is low and incomes are predominantly in the middle to upper-middle bracket. The housing mix is balanced between established and new. The population tends to be stable but with a transient element due to an increasing number of rental properties.

Technical Environment

The school is implementing its strategic plan to improve the technical resources available to students. The school is now well resourced technologically and has had several schools visit to discuss both our infrastructure and use of these tools in recent years. This is a strength of the

school

Vision, Mission, Values, Motto At Grant's Braes School

Vision

To develop children who are inquiring, resilient learners with the skills and desire to contribute and succeed.

Mission

To assist all children in reaching their potential, encouraging them to take a growing responsibility for their own quality learning and behaviour, and to create a caring but challenging environment, which operates in partnership with the home.

Principles

High Expectations, Learning to Learn, Treaty of Waitangi, Community Engagement, Cultural Diversity, Coherence, Inclusion, and Future focus

Values

honesty, reliability & responsibility, consideration & respect, and aiming high.

Driving Value

The needs of the children and their learning are paramount and therefore we will focus on ensuring Grant's Braes School is 'A place where every child matters.'

Supporting Values

Community Relationship – We will fully involve our community and be responsive to its needs.

Staff Are Important – We will lead, encourage and support each other to develop pride and self-esteem, and to achieve to our highest potential.

Continuous Improvement – We must all constantly strive to improve our practice for the benefit of our students.

Motto

A proud past - An exciting future.
A place where every child matters

Strategic Plan 2014 – 2016

(Unless otherwise identified goals and objectives are intended to be on-going throughout 2014 – 2016)

5. OUR SCHOOL'S GOALS (What we hope to do) AND OBJECTIVES (How we will do it)

GOAL 1 - CURRICULUM AND ASSESSMENT

To provide a high quality curriculum programme based upon the National Curriculum, which fosters high achievement and caters to individual student's needs.

This will be achieved through:

- 1) Delivering the National Curriculum emphasising the primary importance of literacy and numeracy and giving priority to regular quality physical activity, child centred teaching approaches including inquiry and the use of modern teaching technologies to assist learning. (2012, 2013, 2014)

Strategic plan for curriculum review, development and implementation		
2014	2015	2016
Science Technology Social Sciences ICT	English – literacy Inquiry – Social Sciences, Health, Science, Technology Physical Education	Arts Dance, Drama, Music, Visual Mathematics Cultural Diversity - Maori

- 2) Maintaining a programme of assessment applicable to the whole school, which informs teaching and is focused on student's progress and development, is varied and makes judgements against the National Standards. (reviewed each year 2014, 2015, 2016)

	2014	2015	2016
Moderation / focus around use of teacher judgment tools	Running records Probe National standards Writing	National standards Numeracy Inquiry	Writing Asttle National Standards
Other testing tools such as PAT, 6 year nets, Joy Allcock, Ikans will be used to assist with overall teacher judgements.			

- 3) Creating a learning environment which recognises and acknowledges each student as having individual needs. (2014, 2015, 2016)
- 4) Identifying those individuals and groups of students who are either at risk of not achieving or are not achieving to their potential and to address their needs (including gifted and talented students). (2014, 2015, 2016)
- 5) Developing strategies, which will assist in improving the achievement of Maori students. (2014)

GOAL 2 - MANAGEMENT – PLANNING, REVIEWING AND REPORTING

To provide an effective management and operating process which supports the school’s operational requirements and ensures effective planning and reporting (2014, 2015, 2016)

This will be achieved through:

- 1) Developing a strategic plan which documents how the school is giving effect to the National Education Guidelines and gives future direction for the school.
- 2) Maintaining an on-going programme of self-review which provides the Board, Staff and Community with information regarding the school’s performance in meeting present and future needs.

Review programme

				2014	2015	2016
Policy		Nag 1 – Curriculum Nag 3 – Personnel	Nag 5 – Health & Safety Nag 2 – Self Review	Nag 2 – Self Review Nag 4 – Finance and Property Nag 6 – Legislative compliance		
Local goals				Goal 7 – community partnership Goal 8 – Education outside the classroom	Goal 9 – Marketing Goal 10 – Cultural diversity	
Curriculum				Science Technology Social Sciences ICT Mathematics Cultural Diversity - Maori	English – literacy Inquiry – Social Sciences, Health, Science, Technology Physical Education	Arts Dance, Drama, Music, Visual Mathematics Cultural Diversity - Maori
Other				Staff appraisal Annual Report Parent Survey Meeting with Maori Parents	Staff appraisal Annual Report Parent Survey Meeting With Maori Parents	Staff appraisal Community health consultation Annual Report Student Survey Meeting with Maori Parents

- 2a) Reporting to students and their parents on the achievement of individuals.
Reporting to the school’s community on the achievements of students, via the annual report, both in groups and as a whole, in relation to the school expectations and National Standards.

GOAL 3 - PERSONNEL

To provide a school climate which attracts, retains and develops the best available staff to support the schools aims, objectives, policies and plans. To always act in the manner of a good employer.

This will be achieved through:

- 1) Developing and maintaining a supportive environment, which encourages collegiality and personal growth for all staff.
- 2) Providing a professional development programme that meets the needs of the teachers and students and reinforces the focuses of the strategic and annual plans.

	2014	2015	2016
Professional development priorities	<p>Implementation of the NZC – major focus on Writing</p> <p>Moderation of OTJ’s against National Standards</p> <p>Knowledge Net or cloud based reporting</p> <p>Raising achievement for Priority learners</p> <p>Inquiry Learning</p>	<p>Implementation of the NZC – Thematic topics delivered through inquiry</p> <p>Mathematics</p> <p>Key competencies review</p> <p>Implementation of National Standards</p>	<p>Implementation of the NZC – Arts</p> <p>Maori</p> <p>NZC Principles</p>

This table outlines the anticipated focuses for staff development and will be subject to additions to meet needs as they arise through new developments and self review.

- 3) Having a fully qualified professional and support staff team, through a sound process of recruitment and retention. (2014, 2015, 2016)
- 4) Maintaining a personnel management and appraisal programme which meets all the requirements of a sound performance management system. (2014, 2015, 2016)
- 5) Ensuring that the school meets the requirements of all appropriate legislation as it relates to the employment and conditions of staff and the Health and Safety in Employment Act, 1992 and its amendments. (2014, 2015, 2016)

GOAL 4 - FINANCE & PROPERTY – ASSET & RESOURCE MANAGEMENT

To allocate funds to reflect the school’s priorities as stated in the charter. To provide, develop and maintain buildings and facilities, which are appropriate to the current and long term needs of the school and which are compliant with all safety requirements.

This will be achieved through:

- 1) Having in place a safe, efficient system of financial management. (2014, 2015, 2016)
- 2) Having school buildings, which meet the programme requirements currently applying. (2014, 2015, 2016)
- 3) Having in place an approved long term property management plan. (2014, 2015, 2016)
- 4) Ensuring that the school property is well maintained, attractive, safe and secure.
- 5) Having an approved, and implemented, Information Technology Plan. (2014, 2015, 2016)
- 6) Having an up to date and accurate asset register and a programme of asset (eg. furniture, equipment) replacement and renewal.
- 7) Development and construction of modern shared learning environments. (2012 – 2020)

2013	2014	2015
Classroom furniture new classroom Teacher aide/ kitchen space paint and outfit. Painting contract School maintenance Scooter Track Storage facility	Classroom furniture Painting contract School maintenance Replacement projectors	Classroom furniture Painting contract School maintenance Replacement technology

These items are identified as anticipated asset spending over the next three years outside the projects identified within the schools 5YP

GOAL 5 - HEALTH & SAFETY

To provide an environment which addresses the appropriate physical and emotional well-being of students which is conducive to learning. (2014, 2015, 2016)

This will be achieved through:

- 1) Providing appropriate programmes of pastoral care and guidance to all students.
- 2) Having a suitable programme of student behaviour management.
- 3) Having policies and procedures in place which identify students at risk and which have strategies for dealing with these situations.
- 4) Having in place a programme which seeks to minimise the potential for accident and injury to staff, students and visitors to the school.
- 5) Complying in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

GOAL 6 - LEGISLATIVE COMPLIANCE

To fully comply with all regulatory and legislative requirements as they relate to the school's operations and to Board of Trustees activities. (2014, 2015, 2016)

This will be achieved through:

- 1) Ensuring the school complies with general legislation covering operating hours and days.
- 2) Complying with regulations relating to monitoring of student attendance.
- 3) Complying with all other legislation as it relates to school operations including Board of Trustees proceedings, in a way that best serves the interests of our students.

GOAL 7 - COMMUNITY PARTNERSHIP

To encourage an understanding of and participation in the school's activities by members of the school community through good communications. (2014, 2015, 2016)

This will be achieved through:

- 1) Welcoming and encouraging community involvement, goodwill and interest in the life of the school.
- 2) Providing an environment which encourages the fostering and development of local curriculum goals for the school.
- 3) Regularly surveying families on school operation and progress.
- 4) Providing opportunities for parents to get together and socialise at school based events
- 5) Encouraging parents and members of the community share their skills and expertise as part of classroom programmes and topics of study.

GOAL 8 – EXTRA-CURRICULAR PROGRAMMES

To encourage participation in extra-curricular programmes which stimulate creativity and foster individual and/or team excellence and co-operation. (2014, 2015, 2016)

This will be achieved through:

- 1) Providing a wide range of sporting, educational and cultural activities.
- 2) Out of the classroom activities to encourage students to interact with the outdoor physical environment and foster independence and co-operation.
- 4) Enabling students to appreciate and utilise individuals, groups and facilities in the school's wider community.

Areas for review, development and implementation		
2014	2015	2016
Kapa Haka Group Year 5 activities day Enviro group Year 6 camp formats Food technology groups	Interschool opportunities Peninsula Choir, Art School music groups	Peninsula Gym, Art Interschool opportunities

GOAL 9 - MARKETING

To maintain and grow the schools positive reputation and to market the school to its potential students source, in order to gain maximum utilisation of its facilities and resources.

This will be achieved through:

- 1) Having a marketing plan in place which identifies appropriate marketing strategies, and targets potential clients. (2014, 2015, 2016)
- 2) Developing promotional material and information which is presented to a high standard of excellence. (2014, 2015, 2016)

Areas for review and development		
2014	2015	2016
Marketing Plan and calendar Website Pre school bears programme Information pack and video School banners and flags	Marketing plan Enrolment pack and video Website Kindy visiting programme	Marketing plan Website

- 3) Taking up marketing opportunities and making effective use of promotional materials and the schools positive reputation to attract families to our school (2014, 2015, 2016)

GOAL 10 - CULTURAL DIVERSITY

To develop and maintain programmes and an ethos that reflects New Zealand's cultural diversity and in particular the unique position of Māori as the Tangata Whenua. (2014, 2015, 2016)

This will be achieved through:

- 1) Ensuring that plans and policies are sensitive to the cultural background and values of the various ethnicities represented at the school.
- 2) Recognising the unique position of the Māori people in New Zealand society, in particular Ngai Tahu as our local iwi.
- 3) Undertaking to provide, subject to the availability of appropriate resources, learning opportunities in Tikanga Māori and Te Reo Māori on request.
- 4) Communicating and consulting with our Māori parents and community regularly to better identify their ideas, feelings and beliefs in relation to the education of their children.
- 5) Undertake professional development opportunities as appropriate with a goal of implementing strategies to better meet the learning needs of our Maori and Pacifica students.
- 6) Use of an advisor to the school for areas involving Maori, ie achievement, cultural opportunities, consultation.

6. Codes of Conduct

Effective governance and management is a successful blend of community involvement and professional competence	
Board of Trustees	The Principal
The Board of Trustees agrees to adhere to the following code of conduct:	In carrying out his or her duties, the principal will:
<ol style="list-style-type: none"> 1. Ensure that the needs of the children and their learning are given full consideration when resourcing the school in line with the goals set out in the school charter. 2. Ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standards of personal achievement 3. Serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair. 4. Respect the integrity of staff, the principal, parents and students 5. Maintain the confidentiality and trust vested in them. 6. Ensure strict confidentiality of papers and information related to the Board's position as employer. 7. Ensure that individual trustees do not act independently of the board and its decisions 8. Accept that the principal is the professional leader of the school who is responsible to the board 	<ol style="list-style-type: none"> 1. Ensure that the needs of the children and their learning are given full consideration in planning, resourcing and implementing the school's curriculum. 2. Show a commitment to the belief that each student is of equal value and is entitled to an education which respects their individuality and challenges them to reach their highest standards of personal achievement. 3. Be loyal to the charter and fully committed to achieving its purpose, aims and objectives 4. Respect the integrity of staff, members of the Board of Trustees, parents and students, and show a commitment to the continuing development of the staff's professional skills. 5. Work co-operatively with school staff, but take final responsibility for decisions within the principal's authority as delegated by the Board 6. Provide all information on a student to any person with legal rights to the information who requests it, and respect confidentiality by keeping information on students from people who have no right to it. 7. Not vote in Board of Trustees' decisions in relation to the Principal's employment

7. Charter Undertaking

In accordance with Section 64 of the Education Act, the Grants Braes School Board of Trustees undertakes to take all reasonable steps to achieve the purposes, aims and objectives in this charter which have been approved by the Board following consultation with the community in terms of Sections 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations.

The Board of Trustees accepted this charter as its undertaking to the Minister of Education on _____

This charter was submitted to the Ministry of Education for the Minister's approval on _____

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Chairperson, Board of Trustees

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Date

.....
Minister of Education

.....
Date