



Thorndon School Board of Trustees

SCHOOL CHARTER & PLAN 2009 - 2011

<p style="text-align: center;">Vision <i>for our children</i></p> <p>To develop independent and caring thinkers and learners.</p>	<p style="text-align: center;">Mission <i>the school's purpose</i></p> <ul style="list-style-type: none"> Success: to create a success culture so that each student may achieve their best possible learning outcomes. Respect: to respect others and their cultures and to encourage a respect for diversity in all aspects of life. Equal opportunity: to ensure equal education opportunities for all our students, where everyone has fair access to the curriculum, resources and support. Environment: to provide a safe, supportive, happy, healthy and exciting learning environment for our students. 	<p style="text-align: center;">Values <i>we share</i></p> <p>Our values are used to guide the School in all its activities.</p> <p>At Thorndon School we believe in:</p> <ul style="list-style-type: none"> Achievement Respect for diversity Open communication Motivating students Supporting each other The principles of the Treaty of Waitangi Inclusion
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People

Board of Trustees				Staff	
Mandy Hancock Anaru Mill Carol Weston Carleen Needham Karen Scott-Howman Rebecca Brown Bill Sutton	Chairperson Treasurer Staff Rep Principal	Bill Sutton Alistair du Chatenier Rebecca Brown Beth Huntington Meta Beyers Jane Stocker Jay Smith Rebecca Nicholls Niamh King Krista Huber Zeeta Andrew Sue Holman Leris Everitt Tash Jackson Andrew Pennell	Principal Deputy Principal Assistant Principal Senior Teacher Teacher Senior Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Resource Teacher Literacy Part-time teacher Supernumerary teacher	Regina Singh Jenny-Kaye Potaka Hela Isaac Julie Prout John Dinnison Jude Hancock Sara Dib	Teacher Aide Library Assistant Office Manager Accounts Manager Groundsman After School Care (ASC) After School Care

Area		Objectives Broad statements of intended outcomes. Highlighted intentions. Referenced against the NEGs and the Education Act, Sec 63 (Maori Culture and Language)	Actions Specific targets or actions Help achieve the school's objectives. May state a time for completion Standard for measuring success in achieving the objective	Timeline
Curriculum	Nag 1	<u>Principal Objective</u> <ul style="list-style-type: none"> • To deliver the best possible learning outcomes for all students in all curriculum areas <u>Specific Objectives:</u> <ul style="list-style-type: none"> • To implement a local school curriculum as envisaged in the 2007 New Zealand Curriculum which reflects the school's community and its vision, mission and values, by 4 Feb 2010 • To be recognised as a leading school in the Arts • To optimise the use of ICT resources in the school • To utilise the local community to support our curriculum • To maintain expertise across the whole school in the management of ASD and dyslexia • To have regular, appropriate and rigorous assessment in all curriculum areas, in line with the new legislation • To provide specific learning opportunities for Maori students that promote and foster te reo me ona tikanga Maori • To provide specific learning opportunities for Pasifika students • To provide specific teaching that will promote a culture of Physical Activity • To provide programmes that address the needs of the gifted and talented 	<u>2009 actions</u> <ul style="list-style-type: none"> • Consult with the whole community (teachers, students, parents) on how to develop the Thorndon School local curriculum. Finish first part of consulting with the community by end of Term 1, but continue consultative process throughout year • Combine with Michelle research report on what a Thorndon student should look like • Provide staff with professional development (PD) training on ways to implement the New Curriculum. Two teacher-only days to be used for this purpose, plus there is an opportunity to use some of the 4 call-back days <ul style="list-style-type: none"> ○ Teacher only day with external Curriculum "experts" in morning followed by teacher workshop in afternoon ○ Monday staff meetings 3.15pm – 5pm • Report regularly to the Board on progress made, actions and timeline for implementation • Arrange an information evening for parents on the New Curriculum – during Term 1 • Create a "New Curriculum Working Document" and have a draft plan of how Thorndon might implement the New Curriculum by end of term 3 • Provide parents with regular progress reports and a timeline for implementation • Canvas the community as to which modern language(s) should be taught at Thorndon. Currently Japanese is taught to years 7/8. Consult secondary school fed by Thorndon as to which languages they teach • Offer professional development (PD) to local schools with respect to Thorndon's success in the Arts, and Art Week • Create a group (parents, teachers, senior students) to manage physical activity across the school. <u>Ongoing actions</u> <ul style="list-style-type: none"> • Make best use of ICT across all school curriculum and management areas • Provide ASD and dyslexia management training to all staff • Develop and implement Maori language and cultural learning opportunities such as kapahaka, taiaha and Polynesian cultural activities. Find people to help provide kapahaka • Ensure all level of engagement and achievement data can be disaggregated by ethnicity. Use this data to set targets for improving the level of engagement and achievement of Maori and Pasifika students • Set relevant targets and report to the Board on the achievement of significant groups across all key curriculum areas • Continue to provide learning opportunities and extension & enrichment programmes for all children including the gifted and talented • Explore expanding the extension & enrichment programmes into the arts (dance, drama, music, creative writing) and also into physical activity (Active Schools) 	Term 1 Term 1 and Term 3 Term 1 Term 1

Strategic Planning and Self-Review	Nag 2		<p><u>2009 actions</u></p> <ul style="list-style-type: none"> Confirm and adopt an annual Board evaluation process, including a self-evaluation survey of the Board. Anaru to adapt/reword the self evaluation survey to apply to a school Board, and distribute within first 4 weeks of Term 1, process to be complete by second half of Term 1. <p><u>Ongoing actions</u></p> <ul style="list-style-type: none"> Review and update the Charter and Plan annually or as required Ensure planning and budgeting cycles are appropriately aligned Confirm that job descriptions and appraisals link to the annual plan <p>Report to and get feedback from Maori and Pacific Island parents bi-annually. Hold meeting during week 8 of Term 1 and week 8 of Term 3</p>	Term 1 Week 8 of Term 1 Term 3
Personnel	Nag 3	<ul style="list-style-type: none"> To strengthen knowledge and understanding of Tikanga Maori and Te Reo Maori across the school (staff and students) 	<p><u>2009 actions</u></p> <ul style="list-style-type: none"> Aim to employ a more even mix of gender across the staffroom. Currently there are two men on the teaching staff and nine women. It would be advantageous to have a male teacher at every level of the school Aim to employ a more diverse range of cultures. Currently we have one Asian (Indian) staff member and a German staff member will start in 2009 We would like to employ someone from a Pacific/Maori background as this would enhance our ability to have a Kapa Haka group and increase the impact on Pacific/Maori student engagement and learning due to having representation in the staff room <p>Keep open communication between the staff and the Board so we can work more closely together</p>	
Finance and Fundraising	Nag 4		<p><u>2009 actions</u></p> <ul style="list-style-type: none"> Investigate whether we should change banks to maximise interest income (ASB) Investigate alternatives for an ATM in Tinakori Road in preparation for the 2009 fair Assist budget-wise, in further discussions regarding the Kimi Ora property Carol and Carleen to assess the School's "wishlist" equipment list for 2009. Fund raising activities will be aligned to the wishlist, and school cash allocated according to the priorities on the list. <p><u>Ongoing actions</u></p> <ul style="list-style-type: none"> Budget realistically and conservatively for each following year Manage financial affairs with the aim of an accounting breakeven and as a minimum requirement, a cash breakeven each year Fine tune the financial aspects of the Fair operations each year to increase the overall profit Identify new ways of increasing the Foreign Fee Paying income and improving its regularity Monitor the financial aspects of After School Care (ASC) to ensure income stability Ensure expenditure is within the breakeven boundaries and is prioritised to achieve what the school wants to provide educationally Aim for a positive working fund ratio Provide high quality financial reports to the Board of Trustees at each meeting Provide credible financial information to the Ministry of Education (and any associated functions such as ERO) on a timely basis and maintain a positive working relationship with the Ministry on funding matters <p><u>Fundraising actions</u></p> <ul style="list-style-type: none"> Prepare a Thorndon Fair newsletter for parents early in the year. Newsletter to reinforce that parental participation in the Fair is essential and a necessary requirement of their child attending Thorndon School <p>Continue to look for opportunities for raising money through other activities including an art auction to be held at the school. Parents to donate pieces of art.</p>	Term 1 Term 1 Term 1

Property and ICT			<p><u>2009 actions – Kimi Ora</u></p> <ul style="list-style-type: none"> • Prepare a strong business case for the acquisition from the Ministry of the Kimi Ora property adjacent to the school at 21 Turnbull Street. Kimi Ora will vacate the land and building by the end of 2010 • Separate sub-committee to be formed to research and present the case to MoE • Consider uses for the land and building (ICT, or Technical Suite?) • Jeff Needham to meet Brian Mitchell (Group Property Manager) to discuss <p><u>Ongoing actions</u></p> <ul style="list-style-type: none"> • Playground redevelopment • School entrance • Creation of a new classroom <p>Purchase new ICT items on school “wishlist” of equipment (full list attached – includes whiteboards, wireless projectors, laptops, speakers, desktops)</p>	Term 1 asap
Health and Safety	Nag 5	<ul style="list-style-type: none"> • To maintain a culture of inclusion and co-operation within the school environment 	<p><u>2009 actions</u></p> <ul style="list-style-type: none"> • Survey the school community and then develop a framework and write the guidelines for a school culture document • Continue the buddy system 	Term 1
General Legislation Compliance	Nag 6	<ul style="list-style-type: none"> • To ensure that all relevant policies and procedures are in place • To comply with all relevant legislation, including workplace legislation 	<p><u>2009 actions</u></p> <ul style="list-style-type: none"> • Implement and adopt an annual compliance checklist review as required by ERO. Mandy will complete compliance checklist in Term 1. • Review ERO’s 2008 recommendations and confirm that steps underway to implement them over time (3 years). The 2008 ERO recommendations were: <ul style="list-style-type: none"> ○ The Board will investigate ways to enhance its current strategic planning in order to provide a more cohesive framework for school direction and self review; ○ Teachers will continue to refine their use of assessment information to improve teaching and learning outcomes at the classroom level; ○ Senior managers will employ current and accumulated data to conduct a comprehensive review of literacy provision in the school in order to enhance literacy planning and programme delivery (planned for 2009); and ○ Senior managers will continue to improve the key elements of the teacher appraisal system and ensure that the system is relevant and robust. <p>Ensure strategies are in place to address any other management and teaching focused recommendations</p>	

<p>Community</p>	<ul style="list-style-type: none"> • To have parents, staff & pupils identify with the school. • To build a sense of community • To maintain and build on the sense of collective achievement and goodwill between the school and its community • To keep all interested parties (parents, staff etc) informed 	<p><u>2009 actions</u></p> <ul style="list-style-type: none"> • Consult with the school community on how best to reflect the school's relationship with tangata whenua and its cultural diversity • Complete a review and change the school website as necessary, in particular to develop processes to facilitate ongoing input from children and teachers to the content of the site (use student IT group) • Consider website access by the community (students, parents, teachers) to parts of the website using a login • Implement ways to improve direct communications between teacher and parents as opposed to communications between the school/principal and parents. (consider use of email distribution lists by class) • Hold a parent evening at the end of term 1; and the end of term 3 (invite new term 4 parents to latter) • Monitor liaison position (Beth Huntington term 1) and consider extending to other terms • Explore other ways of being a community – e.g. virtual community • Develop an intranet (MS Sharepoint) using student IT group • Make more use if School Master system (it has a portal) <p>Consider further use of blogs</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1 Term 3</p>
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Thorndon School Board of Trustees Curriculum Annual Plan

	Goal(s) These goals are for a 3 year period	Leadership Responsibility	2009	
			Targets	Activities
Curriculum	To implement the New Zealand Curriculum by 2010	Management Team	<p>All curriculum policies will be reviewed by the end of the year.</p> <p>All curriculum statements will be reviewed and revised to ensure that they are aligned to the new curriculum</p>	Consult with parents on developing the local curriculum. Questionnaires, focus groups, information evenings.
Literacy	<p>To personalise literacy programmes to meet the diverse needs of our students.</p> <p>To ensure that all our students have the competency in English that they need to pursue their goals in other curriculum areas.</p> <p>To prepare students to receive and produce meaning in a variety of diverse and changing media.</p> <p>To ensure students develop the ability to operate across all strands of the English curriculum.</p> <p>To promote students' enjoyment of reading and writing.</p>	Curriculum Leader Alistair du Chatenier	<p>Use assessment tools more effectively to identify target groups within each cohort. Provide learning resources to meet the learning needs of target groups. Identify teaching strategies...</p> <p>The majority of students will meet Ministry of Education targets for reading</p> <p>Whole school English units are planned and taught which incorporate the teaching of oral and visual language.</p> <p>Enhance listening comprehension.</p> <p>Improve Oracy</p> <p>Improve orthography(handwriting)</p> <p>Provide resources, programmes and activities that stimulate enjoyment of reading and writing.</p>	<p>Review and revise, if necessary, the school's literacy policy</p> <p>Introduce the use of STAR tests in Term 1, 2008. Introduce new NZCER Spelling diagnostic tool.</p> <p>Monitor student performance against Ministry targets. Teachers identify target groups of literacy in their class descriptions. Teachers write a plan to address the needs of targets groups</p> <p>Attach instruction in minor strands to major units of work based on the written strand, e.g. To 'written arguments' attach oral language, listening to arguments, or debating; to 'written reports' attach visual language, tables, graphs, diagrams or visual organisers; to 'written dialogues' attach oral language, listening to oral texts, recording radio plays.</p> <p>Operate the HELP programme as required to improve oral language. Speech competitions.</p> <p>Targeted instruction to those children who need to improve their formation throughout the school (Note, this does not mean whole class writing lessons)</p> <p>Utilise authors in schools programme throughout the year. Operate a book week. Ensure that the library is appealing to children. Participate in Kids' Lit Quiz.</p>

<p>Numeracy</p>	<p>To raise the level of numeracy knowledge and strategy stages across the school.</p> <p>To improve teachers' numeracy knowledge and pedagogy</p>	<p>Curriculum Leader Zeeta Andrew, Jane Stocker</p>	<p>Identify Targeted Learning Groups</p> <p>Provide a resource kit for a T/A to use with Targeted Learning Groups</p> <p>Online PD</p> <p>Workshops</p> <p>Tutor Support</p> <p>Lead Teacher Support</p> <p>Collect school wide data Term 2 and Term 4. Make comparisons to identify children at risk and 'cause for concern' and those needing extension.</p>	<p>Review and revise, if necessary, the school's numeracy policy</p> <p>Train staff in basic facts, place value and strategy (led by curriculum leaders and school support)</p> <p>Investigate the possibility of an external provider for PD.</p> <p>Provision of Teacher Aide time for groups.</p> <p>Numeracy Project PD for new staff and others wishing to refresh.</p> <p>On-going Numeracy PD for Numeracy Leader(s)</p> <p>Maths World Day in School</p> <p>Maths Week</p> <p>Maths promoted through the newsletter</p>
<p>The Arts</p>	<p>To confirm Thorndon School's position as a leader in the field of Arts Education.</p>	<p>Curriculum Leader Rebecca Brown</p> <p>Rebecca Brown – Visual Arts Andrew Pennell – Music Jay Smith – Drama Zeeta Andrew/Krista Huber - Dance</p>	<p>Drama to be used across the school and across the curriculum.</p>	<p>Deep Review of the Arts at Thorndon</p> <p>Review and revise, if necessary, the school's arts policy</p> <p>Review and revise, if necessary, the school's literacy policy</p> <p>Train staff in using Skills in Drama Progression.</p> <p>Artist in Residence</p> <p>Investigate the possibility of a dance or drama residency in the school.</p> <p>Art Week</p> <p>Participation in Artsplash</p>

PE	The community will recognise Thorndon as an "Active School"	Curriculum Leader Jane Stocker	<p>The long term plan will be re-written based around Fundamental Skills.</p> <p>Teachers will be familiar with SPARC's Fundamental Skills and the matching activities.</p> <p>Teachers will be teaching and assessing PE under the umbrella of the Fundamental Skills. Two Physical Education classes and three fitness activities over five days across the whole school.</p> <p>Raise the profile of PE/Sport in the school.</p> <p>One Active Schools initiative implemented each term.</p> <p>Extra curricular Sports Activities</p> <p>Parental involvement in extra curricular sports activities.</p>	<p>Revised long term plan to be presented to staff for discussion.</p> <p>PD for PE Leader in Fundamental Skills.</p> <p>In-house PD on implementing programmes using Fundamental Skills.</p> <p>Teacher/Student games at the end of each term. Sports Squad Extra-curricular Sports Activities – Triathlon, Bike the Bays etc. Lunchtime sports and activities – provide equipment.</p> <p>Theresa to introduce fitness games each staff meeting. Solidify fundamental skills based teaching and assessment.</p>	
Maori	To define Thorndon School's standing as regards a bi-cultural Aotearoa and implement a scheme of work.	Curriculum Leader Krista and Jay	<p>Define Thorndon School's position to Maori language and culture.</p> <p>Write school scheme</p> <p>Develop Tikanga Thorndon</p> <p>Established Kapahaka Groups</p>	<p>Review and revise, if necessary, the school's Te Reo Maori policy</p> <p>Staff Language Learning sessions</p> <p>Write a school statement on Maori education.</p> <p>Create a hui for guidance on Maori education.</p> <p>Staff Language Learning sessions</p>	
Integrated Studies	To develop and refine a Thorndon School Inquiry Learning Model	Curriculum coordinator Rebecca Brown	Develop a school policy for Integrated studies/inquiry learning.	<p>One integrated unit to be taken each term. Each of the four integrated curriculum areas will be used as the major focus for investigation.</p> <p>Two school wide units: Birds in Term 2 and China (Olympics) in Term 3.</p> <p>PD on inquiry learning – in-house</p> <p>Information Evenings for parents on Inquiry Learning and how it will inform teaching and learning.</p>	
Integrated Studies	Technology	To ensure the 3 strands are covered in a balanced way throughout the school over a 3 year repeating cycle	Jane - Technology	To have one Technology topic used as a lead curriculum area in an inquiry approach unit in each of the school syndicates this year	<p>Carry out a Deep review of Technology in the school</p> <p>Participation in BP Challenge</p> <p>To rewrite the school Technology Scheme</p>

	Social Studies	<p>Ensure the 4 strands are covered in a balanced way through out the school over a four year cycle.</p> <p>To develop topics and learning strategies that will meet the needs of the curriculum and the school community.</p>	TBA –Social Studies	Community priorities will be developed through a process of consultation.	<p>Carry out a Deep review of Social Studies in the school</p> <p>Inform the parents about the strands and teaching approaches (information evening or open day)</p> <p>Develop a questionnaire for parents. Curriculum Committee planning sessions.</p>
	Health	<p>To ensure the 3 strands are covered in a balanced way throughout the school over a 3 year repeating cycle.</p> <p>To rewrite the school scheme</p>	Natasha Jackson – Health	To consult with staff and write a draft scheme	<p>Carry out a Deep review of Health in the school</p> <p>Committee and staff meetings</p> <p>Reconsider KOS programming.</p> <p>Consultation with parents regarding Health Curriculum.</p> <p>Term 4 Health – Juniors/Middle –KOS. Term 2 – Seniors Puberty</p>
	Science	<p>Science to be the lead area of one Inquiry Unit per year throughout the school.</p> <p>To have the four areas of Science curriculum covered evenly over the course of four years on a repeating cycle.</p> <p>To revisit the possibility of having a Science Fair every 4 years.</p>	Sue Holman – Science	To have science used as the lead curriculum area for an inquiry learning unit in each of the school syndicates.	<p>Carry out a Deep review of Science in the school</p> <p>To rewrite the School Science Scheme - deleting the Technology aims.</p> <p>Science Fair participation as part for Extension/Enrichment programme</p>
ICT	To establish Thorndon as a leading edge school in the use of ICT	ICT Leader Jay Smith	<p>Staff will use electronic registers</p> <p>Teachers will be confident in the use of: Word processing Film Internet for Teaching and Learning Digital Photography</p> <p>Staff will be able to use of E-asTTle</p>	<p>Write a school ICT statement</p> <p>In House PD each term .</p> <p>PD in the use of E-asTTle</p> <p>Training in setting up and maintaining Class Blogsites linked to the school website.</p> <p>Use of Digital learning objects</p>	
EOTC	To maintain Thorndon School's use of the city and community as teaching resources.	Curriculum Leader	The school's EOTC manual will be reviewed and revised.	<p>Year 7 and 8 children will attend Camp in Term 1 –Motueka</p> <p>All classes will have the opportunity to attend performances at the Festival of the Arts – Schools Programme.</p> <p>PD on the use of RAMS forms.</p>	

2nd Language ESOL	Second Language Learning will be provided in a systematic way for all Year 7/8 children. Thorndon will be recognised as a safe environment for ESOL children.	Curriculum Leader Natasha Jackson	To develop a school scheme of work for teaching a second language.	Teach Japanese to Year 7/8 Provide a second language extension group for Year 5/6 children. Rationale and scheme to be completed by end of year.
EnviroSchools	To achieve gold level in the Enviroschools programme	Curriculum Leader Meta Beyers Rebecca Brown Rebecca Nicholls	To solidify Bronze Level environmental actions around the school. To begin to consider silver level criteria.	Establish an Envirogroup through applications from Students. Envirogroups leading committees for different areas of the school. School-wide focus on reducing energy consumption. Ongoing PD
Enrichment	To establish Thorndon School as a leader in education for gifted and talented students through providing an innovative extension and enrichment programme	Curriculum Leader Natasha Jackson	All children identified as needing extension and enrichment programmes will have the opportunity to participate in a range of activities.	Write an agreed definition for Thorndon School of what we mean when we refer to gifted and talented. Identify children for extension and enrichment. Provide a programme of extension and enrichment based on 2007 evaluations, student needs and school resources.
Library	To establish the library as an information centre supporting the curriculum	Curriculum Leader Krista Huber Mets Beyers	A buying policy will be written. Establish a parent group to assist with the processing of books to reduce time taken to get new material onto the shelves. To fill the gaps in non –fiction books To build stocks of books for boys. To build up the stock of junior picture books	All classes will use the library regularly. Senior children trained as librarians. New books introduced to the library approximately monthly. Senior/Middle book group to review and introduce at assembly. Book Week
Special Needs	Thorndon will be recognised as an inclusive school which welcomes children with differing abilities.	Special Needs Coordinator Rebecca Brown	All children identified through the school's Special Needs Register will have access to programmes and assistance to enable them to progress.	Special Needs Register PD made available for staff who have special needs children in their rooms.
Assessment	A range of assessment tools and methods will be used to inform teacher planning, school planning and the allocation of resources.	Bill Sutton Alistair du Chatenier	Introduce Revised PATs, STAR. Spelling. Use SchoolMaster for analysis of Assessment data	PD in the use of SchoolMaster for assessment collection and analysis. Review all Assessment processes and tools to ensure that what is done is useful and reasonable in terms of quantity. Revise assessment policy to align it with the new curriculum and with the focus on Inquiry Learning.

