

School Charter - 1 February 2022 - 2024



Growing Excellence Together
Piki ake te tihi ngātahi

School Description

Our School

We acknowledge and pay our respect to the hapū of Ngāi Tūāhuriri of Ngāi Tahu, in whose place our school stands.

Avonhead School is in the north west of Christchurch a few steps away from the start of the Avon River. The river's journey to the ocean reflects the journey of our many students from different cultures and backgrounds, who join together and grow as lifelong learners, and contribute in their communities.

We are a decile 7 school with a current roll of approximately 620 students from Year 0-8.

Our Teachers

Our teachers are dedicated, caring, and passionate about teaching and learning.

Our teachers continuously reflect on and improve their practice aligned to best practice and have a strong commitment and willingness to provide a high quality, engaging learning environment and learning opportunities for all students.

Our teachers understand their students and are flexible and responsive to their needs. Every effort is made to nurture positive and mutually respectful relationships with students and their families.

Our teachers view themselves as learners and actively engage in organised and individual professional development opportunities.

Our Students

Our students come from over 50 different countries and as such, we are a culturally rich school that celebrates and values diversity and inclusiveness.

Student progress is viewed holistically – across academic, physical, relational and creative domains. Our school's values support the Hauora (wellbeing) of all kaiako, tamariki and whanau.

Our students are self-motivated and self-directed learners, who celebrate and share their learning progress in a variety of ways, including digital platforms.

Their learning is supported through responsive teaching practices and personalised learning across our school.

Students actively participate and contribute to school life, focusing on their interests and strengths in a wide variety of activities and roles.

Our Learners' Qualities

Avonhead students are positive, thinkers, creators, communicators, achievers, and contributors who are prepared for the future as responsible self-motivated, community members.

Our Values

Our values are **Respect**, **Responsibility**, and **Excellence**.

We embed these values in everything we do, how we learn and how we behave at school.

Our Curriculum

Our curriculum is designed to:

- Equip our tamariki with the skills, knowledge, and capabilities in an increasingly complex world.
- Promote creativity and innovative thinking and collaborative problem solving
- Incorporate learning as inquiry and deliver learning through authentic learning opportunities
- Use best practice in teaching and learning
- Enable Kaiako the freedom to adapt the curriculum to cater for the unique and diverse needs of all our tamariki

Our Resources

We are a well-resourced school with:

- 26 classrooms that have recently been upgraded into 'state of the art' exciting and flexible learning environments.
- A heated swimming pool, multi-purpose spaces including a large Hall and a library-learning centre.
- A variety of extension programmes such as: specialist music groups, itinerant music, code club, chess, robotics, Pasifika and Kapa Haka groups and Media Team
- Attractive and spacious grounds adjacent to Ferrier Park

Our Community

We acknowledge, value, and celebrate the rich diversity of all ethnicities (50) and cultures represented in our school community.

We recognise and respect the wide range of languages, values, practices and beliefs of our students and their families. In particular, we respect the special position of Māori as Tangata Whenua (the indigenous people) of New Zealand in accordance with our commitment to the principles of the Treaty of Waitangi

The school ensures all students, whānau (families) and staff have a sense of whanaungatanga (belonging) and feel safe, accepted, included, and valued

Parents and whānau are involved in school life. They are offered opportunities to learn about development and strategies that support positive behaviour.

Our School Environment

We provide a school environment that:

- Is safe, inclusive, and culturally responsive; has reciprocal and open communication and promotes quality learning.
- Has modern and refurbished flexible teaching and learning spaces designed to open up, close off or re-shape according to the learning needs of students.
- Provides the best opportunities we can provide for our students in terms of learning across all areas of the curriculum.
- Is positive, restorative, empowering learners to grow and develop their own capabilities and collaborative problem solving
- Supports and values Te Tiriti o Waitangi and culturally inclusive practice, innovative learning, sustainable practices and developing and nurturing the capabilities of all akonga



Focus areas to develop and improve

- To ensure all students make expected progress (sufficient or accelerated) each year through regular tracking and monitoring of student data within and across teams.
- Continue to ensure close monitoring of our writing programmes and students' achievement in writing across our school.
- To extend our new online digital portfolios and personalised learning platforms across our senior school Y5-8, increasing whanau engagement with their child's learning
- Strengthen partnerships with our early childhood education centres, secondary schools, and tertiary organisations within our local community
- Continue to refine our teaching practices with a focus on growing Scientific and Digital Literacy Skills and capabilities of our akonga
- To develop our Cultural Narrative together ensuring a deeper understanding of our historical relationship between our area Otakaro, our mana whenua and connection to our school
- To develop and grow shared sustainable practices and initiatives across our school
- Continue collaboration with schools in our North-West Cluster
- To ensure our bilingual and cultural signage and naming of our buildings reflects our Cultural Narrative and our rich cultural diversity

National Education Priorities

The school will determine its priorities by focusing on these National Priorities.

Objective One: Learners at the centre – learners with their whānau are at the centre of education

- Make sure that every learner/ākonga feels safe, appreciated and included for who they are including their identity, language and culture, and learning needs.
- Include family and whānau as partners central to the learning and achievement of every learner/ākonga.

Objective Two: Barrier free access – great education opportunities and outcomes are within reach for every learner

- Have high expectations for every learner/ākonga and eliminate practices that limit access across the curriculum.
- Support successful transitions into, within, and from places of learning.
- Ensure financial and other barriers for learners/ākonga and their whānau do not prevent equitable access to teaching, learning and participation in the life of the school.

Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau

- Grow their workforce to strengthen teaching and leadership and to contribute to a stronger profession across the system.
- Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.

Objective Four: Future of learning and work – learning that is relevant to the lives of New Zealand today and throughout their lives

- Ensure they offer learning that equips learners/ākonga with an understanding of New Zealand's cultural identities and our history.

Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable

- Develop relationships with their local iwi and hapū and communities to align aspirations and strategic direction setting.

Our Initiatives in line with these will:

- Develop our assessment tools to report accurately to parents in all areas of the curriculum
- Strengthen student achievement in all learning areas; focusing on more personalised learning experiences
- Tātaiako: Cultural Competencies for Teachers of Māori Learners, growing capabilities in reo of all ākonga
- Integrate eLearning across our school, growing digital citizenship and learner agency.
- Ensure that 'Teaching as Inquiry' will be an integral part of every teacher's learning programmes
- Continue to embed our values and learner qualities through restorative practices across our school.
- Continue to grow and embed excellent teaching practice across the whole school



Our Cultural Diversity

Approximately 7% of our Avonhead School students are of Māori heritage, and represent local iwi – Ngāi Tahu, and iwi of Aotearoa New Zealand including Ngāti Puhī, Ngāti Maru, Ngāti Porou, Ngāti Tuhoe, and Te Atiawa. All teams across our school use and celebrate Tikanga and Te Reo Māori throughout the programmes and start each day with Waiata and Karakia.

Our Pasifika students (5%) are of Cook Island Māori, Kiribati, Fijian, Samoan and Tongan descent, with many born in Aotearoa New Zealand. A small parent-driven Pasifika cultural performance group runs in the school.

Our Asian students represent nearly 36% of the total roll and they contribute to the very special character of our school. 20% of the total roll identifies themselves as Chinese and 4% identifies themselves as being Filipino. We pride ourselves on our inclusiveness model, and our growing desire to strengthen and nurture rich relationships with our Asian families, as well as all families in our school community. We receive funding from the MoE for approx. 20% of our students who are second language speakers and have a large ESOL programme operating within the school.

42% of our children identify as NZ European.

As a school we acknowledge, value, and celebrate the rich diversity of all ethnicities and cultures represented in our Avonhead community. All members of the school community feel included and have a sense of belonging. Guided by parents, families and cultural leaders in our community, our classrooms, school communications, and school events respectfully incorporate aspects of our diverse cultural and linguistic backgrounds. We facilitate high standard outcomes for all students by:

- Focussing on student achievement,
- Having high expectations and guiding students to set challenging goals
- Our caring, inclusive, and cohesive learning environment,
- Aspects of student's language and culture being implicitly reflected in curriculum programming
- Teaching practices that are responsive to cultural and linguistic background
- Effective links between school and other contexts in which students belong, including clear communication with families
- Celebrating languages and cultures in our classrooms, school communications and school events



2022-2024 Strategic Plan Overview for Avonhead School

NAG 1 Curriculum – Improving student achievement

E-learning

- IT in use every day in every class to enrich and support learning
- Being responsive to use of future focused technology
- Understanding of the role of e-learning to grow critical thinking through ICT
- Using e-learning to make connections in the local/global context

Inquiry

- Authentic learning experiences
- Independence in learning through inquiry (skills and processes)
- Higher order thinking and metacognition
- Self-motivated and self-directed students
- Connected life-long learners who take action

Professional learning and development

- E-learning knowledge & understanding
- Excellence in teaching and learning
- Opportunities for teachers to constantly improve their own practice
- Focus on Structured Literacy
- Collaborative and co-operative teaching

Teaching Practice

- Explicit teaching of Structured Literacy
- Differentiated teaching and learning
- Assessment and moderation best practice
- Being responsive to use of future focused learning tools/pedagogy
- High expectations of student learning and achievement
- Excellence in collaborative teaching and learning practices

Supporting children with learning needs

- Targeted teaching and learning
- Effective assessment tools to regularly track progress
- Software and digital programs to support learning
- Appropriate learning resources/programmes/assistance to meet identified needs
- Clear communication with all stake holders

Confident and Connected Learners

- Students using our values of Respect, Responsibility and Excellence
- Celebration of student effort, achievement, and success
- Opportunities for students to participate in a variety of meaningful and authentic experiences / contexts
- Connectedness through meaningful student relationships with other learners, the school community and environment
- Focus on 'Growth Mindset' and students seeing themselves as successful learners
- Student ownership of learning and self-management skills – student agency
- Growing our students Learner Capabilities
- Learning together through the Tuakana-Teina model

Business as Usual

- Best practice in all curriculum areas including reading, writing and maths
- Regular reporting to parents, developing sharing student's learning via eLearning
- Continue to develop our Literacy programmes and Digital Technology
- Consolidate excellent use of assessment practices
- Whole school analysis and reporting of student data, to the BoT and our Whānau

NAG 2 Self Review

- Review all staff appraisal, through our professional growth cycle and peer-coaching model.
- Refine our reporting processes across the school and use of Spotlight
- Review our school wide Curriculum documentation
- Review student achievement and impact of teaching practice
- Review our Strategic Weave annually and update evidence as required
- Continue to develop our Cultural Narrative further

NAG 3 Personnel – Improving Student Achievement

Specialist Teaching staff

- .8 Learning Support teacher and teacher aides
- .2 ESOL Support teacher and teacher aides
- Maths extension opportunities Y4-Y8
- eLearning extension opportunities for students
- Media team, robotics, and coding for senior students
- Full time Librarian (LLC)
- Opportunities for learning other languages including Mandarin Y7-Y8
- Specialist music programmes – chorale, choir orchestra & itinerant music
- .2 ICT (external) Learning facilitator

NAG 4 Finance and Property

- Set budget to complete priorities as per the NAG's
- Continue to invest in digital technologies and resources for new FLE's
- Focus on the continued improvement of the school physical environment
- Continued focus on Environmental Education and sustainable practices school wide
- Upgrade playgrounds and grounds

NAG 5 Health and Safety

- Continue to focus on a healthy work environment
- Continue to monitor traffic / drop off / parking issues
- Focus on developing clear signage throughout the school
- Ensure the appropriate documentation for health and safety reflects best practice under the new legislation
- Continue to work with the NW cluster on supplying a shared counsellor to work in our schools

Business as Usual

- Continue to grow and embed our values across our school
- Develop environmentally sustainable practices across our school
- Maintenance of all grass, asphalt, gardens, playgrounds, and pool spaces
- Appoint quality staff
- Continue to grow staff expertise through quality professional development



2022-2024 Strategic and Annual Plan for Avonhead School

We are adept and innovative, able to confidently choose and use excellent tools to learn, create, collaborate and share information

All ākonga (learners) think and act in ways that safeguard the future wellbeing of people, our community and our planet.



Our kaiako (teachers) continuously improve practice, deliberately scaffold students' thinking skills, build powerful relationships and empower students to understand and manage their own learning.

All kaiako, tamariki (teachers & students) and whānau have a deep understanding of our cultural narrative and a strong sense of whanaungatanga (belonging) and kaitiakitanga.

Quality information is gathered through excellent assessment practices to analyse, plan and personalise learning for all ākonga (Learners).

2022-2024 Strategic and Annual Plan for Avonhead School

Strategic Goals	Annual Goals	Expected Outcomes
<p>Our Place</p> <p>All Kaiako, tamariki (teachers & students) and whānau have a deep understanding of our cultural narrative and a strong sense of whanaungatanga (belonging) and kaitiakitanga.</p>	<p>1 - All staff and students develop a shared understanding of te Tiriti o Waitangi, the historical relationship between our area Ōtakaro, our manawhenua and connection to our school, as we develop our cultural narrative together.</p> <p>2 - All staff integrate and incorporate Tātaiako and inclusive practices across our school. Our school's values support the wellbeing (Hāuora) of all students, whānau and staff. Our cultural diversity (Māori, Pasifika and other cultures) is celebrated and acknowledged in everything we do.</p> <p>3 - Our Tuakana Teina model is evident across our school and our students have opportunities to grow their leadership through a variety of initiatives: Kapa Haka Groups, Pasifika and House Leaders, Cultural Ambassadors as well as opportunities within and between teams.</p> <p>4 - Continue to grow our whānau involvement in our school by providing opportunities for our parents to be actively involved in their child's learning, wellbeing and success.</p> <p>5 - Targeted Teaching & U.D.L (Universal Design for Learning) practices are a regular part of all teaching and learning programmes across our school. Learning is adapted and differentiated to meet the needs of all our learners.</p> <p>6 - Our website is a visible platform to display our strategic goals, learning, our values and learner qualities, and latest news which is shared regularly with whānau.</p>	<p>1 - All staff, tamariki and whānau have a common understanding of our New Zealand histories, traditions, connections and values.</p> <p>2 - All students and staff feel included and supported and show our values, Learner Qualities and Character Strengths daily. A strong sense of Whanaungatānga (belonging) is evident across our school.</p> <p>3 - All our students support and encourage each other and develop their own leadership capabilities together.</p> <p>4 - Greater engagement and involvement by whānau in their child's learning and a visible presence in the various groups and activities we hold each year (Mix and Mingle evenings each term and our Cultural Events and Kanohi ki te Kanohi opportunities).</p> <p>5 - All students are engaged in authentic learning experiences across the curriculum. Teachers regularly analyse student progress, and use this information to plan next steps in student's learning with students.</p> <p>6 - Whānau use our website regularly & feel more connected to our school and their learning. They feel connected, supported and a valued part of our school</p>

2022-2024 Strategic and Annual Plan for Avonhead School

Strategic Goals	Annual Goals	Expected Outcomes
<p>Our Innovative Learning</p> <p>Our Kaiako (teachers) continuously improve practice, deliberately scaffold students' thinking skills, build powerful relationships and empower students to understand and manage their own learning.</p>	<p>1 - Teachers are actively engaged in Structured Literacy PLD (professional learning) to continually reflect on and improve their own teaching practices. All staff are confident and competent at teaching Structured Literacy and are innovative in the delivery of their programmes</p> <p>2 - Teachers help students stretch and develop their capabilities through rich learning in all classrooms. Students are actively involved and extended in all their learning.</p> <p>3 - Learning is delivered through rich experiences in real contexts. The EPE (experiential model) is used to build Scientific Literacy and aural language & vocabulary skills of all our students.</p> <p>4 - Our flexible learning environments enable teachers to be creative in the use of the spaces to adapt learning to best suits the needs of all students.</p> <p>5 - Teachers grow students computational thinking and design - thinking through the integration of the digital technology curriculum integrated across learning programmes.</p> <p>6 - Teachers grow their confidence in te reo and Mātauranga practices and these are integrated throughout learning programmes across our school.</p> <p>7 - Our students take part in a variety of extension opportunities across our school such as: specialist itinerant music groups and tuition, code club, robotics, chess & our media team, and these continue to grow across our school.</p>	<p>1 - Teachers reflect on, and improve their, Structured Literacy practices through professional conversations and trial new innovative ideas aligned to latest evidence. Student progress in reading, writing and spelling improves across our school.</p> <p>2 - Students are able to talk about and show evidence of their growth through their online digital portfolios as they progress through our school.</p> <p>3 - Students increase their scientific, digital and literacy skills. They are able to collaborate with others to investigate big problems and creative solutions together. They are engaged in rich hands-on learning experiences and learning.</p> <p>4 - Teachers use our environments flexibly to enhance creative learning opportunities for all students. Our spaces are engaging, innovative and fun.</p> <p>5 - Increased use of the digital technology curriculum across our school. Students engaged in computational and design thinking across the curriculum.</p> <p>6 - Teachers and students are more confident in reo and tikanga is an integral part of our school culture and learning.</p> <p>7 - Increased involvement in our specialist groups & programmes across our school. Greater representation and interest from our Māori and Pasifika students in these groups also.</p>

2022-2024 Strategic and Annual Plan for Avonhead School

Strategic Goals	Annual Goals	Expected Outcomes
<h3>Our Sustainable Practice</h3> <p>All ākonga (learners) think and act in ways that safeguard the future wellbeing of people, our community and our planet.</p>	<p>1 - Teachers and students use and look after our outdoor learning spaces</p> <p>2 - All staff, students and whānau take responsibility for growing our vision of caring for our environment by developing sustainable initiatives together: These initiatives continue to be nurtured and sustained by our tamariki</p> <p>3 - Student led inquiries involve social action and school and community involvement as part of this process.</p> <p>4 - Integration of Mātauranga Māori and cultural knowledge and practices is developed and sustained over time as we develop our cultural narrative together.</p>	<p>1 - Students are actively engaged and enjoy our outdoor spaces for learning and play. These are safe, fun and an extension of our flexible indoor learning spaces.</p> <p>2 - All our students, staff and whānau care for and look after our environment. Staff and students demonstrate sustainable practices as a result planned social actions with their students.</p> <p>3 - All students understand their impact of being 'contributors' of our school, their community and our future. They are all involved in developing initiatives to care for our environment together.</p> <p>4 - The use of te reo Māori and Mātauranga Māori by students and staff increases and is visible and audible in all teams and school. Professional Learning Development supports this</p>
<h3>Our Assessment and Achievement</h3> <p>Quality information is gathered through excellent assessment practices to analyse, plan and personalise learning for all ākonga (Learners).</p>	<p>1 - All our teachers ensure learning is equitable and our priority Māori and Pasifika students continue to experience success and make progress across our school. Targeted teaching and learning support is resourced equitably.</p> <p>2 - Students' learning and progress is tracked and shared through a variety of digital platforms regularly. Teachers have high expectations of all students and monitor student progress closely.</p> <p>3 - Our whānau are regularly updated about their child's progress as well as a written summary of each child's progress twice each year.</p> <p>4 - Teachers use our SMS to input, track and analyse data regularly to plan students next steps in their learning with them.</p> <p>5 - Students have ownership over their learning, they know what they are learning and can talk about and show evidence of it.</p>	<p>1 - All our students continue to make sufficient or accelerated progress each year (at least one sub level).</p> <p>2 - Teachers and students are confident and competent at monitoring and sharing learning through a variety of platforms.</p> <p>3 - All teachers are competent in using our Student Management System (SMS) and use this to analyse student progress and plan student's next steps in their learning regularly.</p> <p>4 - Parents use our SMS portal 'Spotlight' to see their child's progress and whānau are more actively involved in their child's learning. Parents feel more connected to the school and able to support their child and celebrate.</p> <p>5 - All students are confident using digital platforms to share their own capabilities and progress over time. Students are competent using these platforms to upload evidence of their learning.</p>

2022-2024 Strategic and Annual Plan for Avonhead School

Strategic Goals	Annual Goals	Expected Outcomes
<p>Our Capabilities</p> <p>We are adept and innovative, able to confidently choose and use excellent tools to learn, create, collaborate and share information</p>	<p>1 - Targeted Teaching and U.D.L (Universal Design for Learning) practices are a regular part of all teaching and learning programmes across our school. Learning is adapted and differentiated to meet the needs of all our learners. Our teachers and students have strong learner agency.</p> <p>2 - All teachers are confident and competent at planning rich learning and assessing students against progress outcomes for all areas of the curriculum.</p> <p>3 - Our school drives innovative practice and programmes</p> <p>4 - All Teaching and learning programmes support and integrate Tikanga and Te reo across our school. All staff and students develop their own capabilities with reo and matāuranga practices.</p> <p>5 - Our learners have increased ownership over their own growth and development through their Learner Capability Profile.</p> <p>6 - Our kaiako understand, engage with and use explicit Structured Literacy approaches that follow a set scope and sequence. PLD across the school will support this.</p>	<p>1 - All staff and students are self-motivated to grow their capabilities further. As learners they are creative and problem solvers and they have greater choice over how they learn.</p> <p>2 - All students are engaged in authentic learning experiences across the curriculum. Teachers regularly analyse student progress, and use this information to plan next steps in student's learning together.</p> <p>3 - Teachers feel supported and confident to trial and develop innovative ideas. Students have engaging opportunities to build their capabilities and measure their success and progress in all areas of our curriculum.</p> <p>4 - Staff and students are confident and competent at speaking and understanding reo words, phrases and tikanga practices.</p> <p>5 - Learners across our whole school can confidently upload and talk about their evidence aligned to their capabilities.</p> <p>6 - Literacy achievement across our school increases</p>