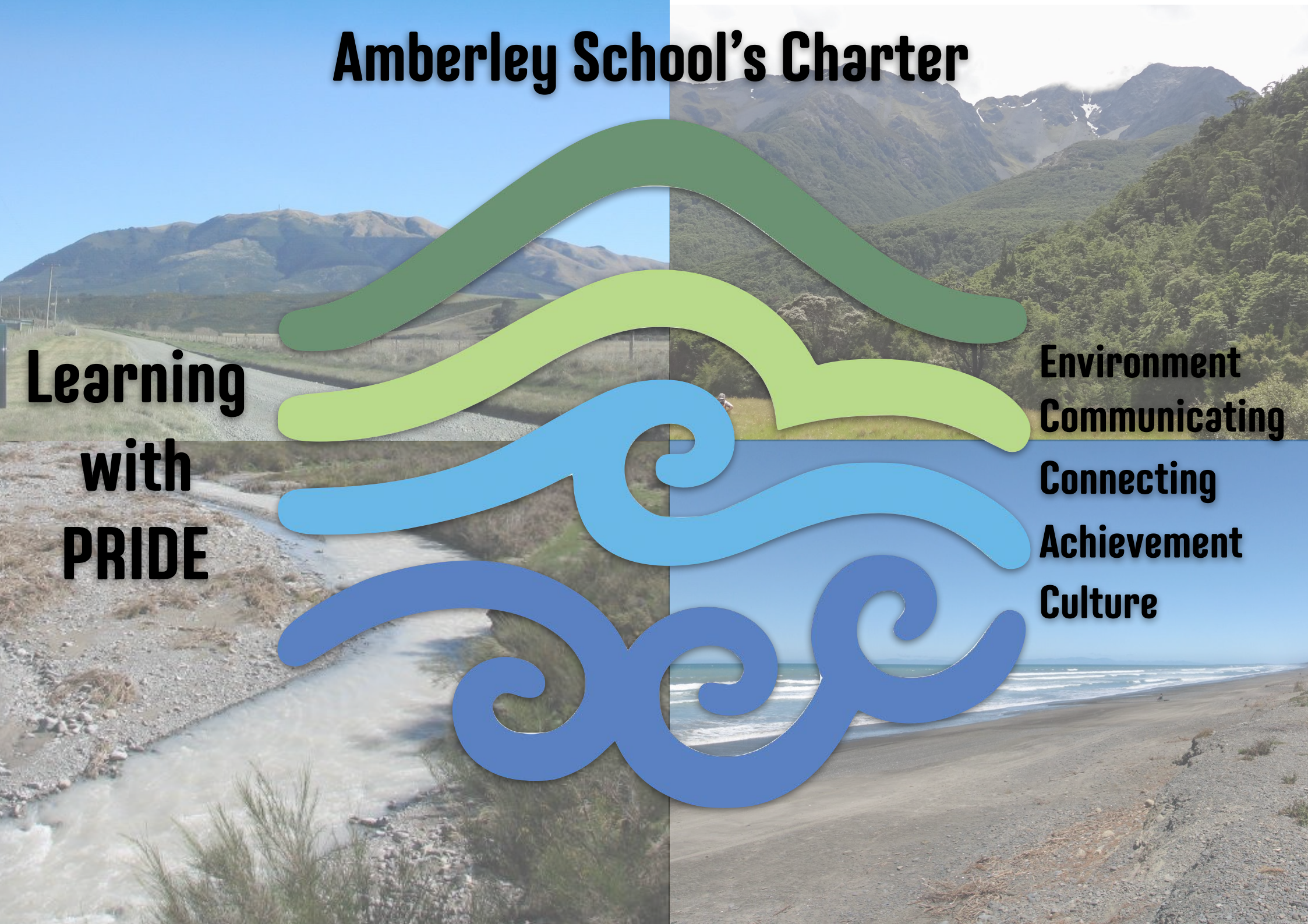



Amberley School's Charter

**Learning
with
PRIDE**

**Environment
Communicating
Connecting
Achievement
Culture**



<div>2020</div>  <div>2024</div>	Environment	Communicating	Connecting	Achievement	Culture
	Create an environment that is sustainable and maximises the potential of our school grounds.	All communication will be clear, consistent and promote the values of our school.	Actively seek and build rich connections with our community.	Support students in their learning and ensure opportunities for academic excellence.	Create and sustain a positive and inclusive PRIDE culture.
	Kaitiakitanga Guardianship of our environment	Kotahitanga Everyone working for the same purpose	Whanaungatanga Relationships	Ako Teaching and learning partnership	Tikanga Doing things according to our values
	<ul style="list-style-type: none"> Implement landscaping plan including edible gardens (ongoing) Update and enhance playground equipment (2020) Beautifying and improving signage across the school. (2020-24) Moana hub refurbishment (2022) Enviroschools programme - Silver Status (2020) Green-Gold by 2023 Implement SIP (School Investment Package) to enhance school environment. Sports hall/Indoor basketball facilities (2022) 	<ul style="list-style-type: none"> Update reporting to parents - online reporting via Linc-Ed / Hero (complete 2020) More active promotion of the school across wider community (2020-23) Communicating learning focus of whole school with our community (2020-23) Consistency with school wide behaviour management. Part of PB4L and promoting restorative practice. (2020 - Fourth Year PBL) 	<ul style="list-style-type: none"> Strengthen preschool liaison - Prep School, Community Pre School, Little Oaks, Playcentre (2020-24) Strengthen links with HDC. Particularly around road safety initiatives and HYP. Support and involve community groups: Together Hurunui. Menz Shed, Lions, Police. (2020-24) Strengthen links within our community of learning - Puketeraki. (2020-24) Strengthen collaborative school partnerships with Broomfield, Leithfield, Waipara and Omihi. (2020-24) Continue innovative community based Year 7/8 Technology programme, including an emphasis on digital technologies. (2020-24) 	<ul style="list-style-type: none"> Self directed learning - children verbalising their next learning steps. (2020) Three way learning conferences (2020) Raise student achievement by strengthening teaching and learning through partnerships within our community of learning. Clear and focused achievement targets: <ul style="list-style-type: none"> The engagement of our Year 4-8 students Improving Reading across all levels of the school. Supporting staff wellbeing at Amberley School Engaging and enriching students to ensure they are motivated lifelong learners. Growing our collaborative learning culture 	<ul style="list-style-type: none"> PRIDE values further embedded into school culture (2020-24) PB4L programme (Fourth year in 2020) Nurturing - buddy classes with links to ECE Inclusion/cultural responsiveness - valuing diversity (2020-24) Culture of safety - including road safety (pedestrian, bike, scooter) and cyber safety Leadership opportunities - staff and students Strengthening the arts. (2020-24)

Our Place - Torotoroa

Amberley School is entering a new era of excellence. Back in 2017 we launched our new five year strategic plan, as well as our school wide rebranding. We're proud of the amazing team of educators that work in our school community. We have a team of experienced, passionate and skilled practitioners leading learning at Amberley School.

The PRIDE values form the cornerstones of our place:

Personal Best

Respect

Integrity

Determination

Enthusiasm

Our vision statement urges our students to be **"Learning with PRIDE."**

Our team, our programmes and our learning environment are aimed at inspiring our students to achieve excellence and to grow educationally, socially and physically during their time with us. Families receive regular feedback on their progress and achievements. There is a growing sense of community spirit and cooperation among the wider community of Amberley.

We are connected to our community through our amazing on-site Prep School and local Community Preschool, the gorgeous Little Oaks Preschool, our local Playcentre and we have a strong link with our local secondary provider, Rangiora High School. We also have a quality on site before and after school programme which includes a holiday programme. We are part of the Puketeraki Community of Learning and are excited about this partnership.

Our school grounds are stunning. We are situated right next to the Amberley Domain, which contains a BMX track, rugby, cricket and football fields, a skate park and tennis courts. It's the perfect setting for children to learn, play and explore. We also have the Amberley community pool next door and we are working hard to support the Hurunui District Council in their quest to upgrade this important facility.

We love sharing our learning with you.

The Learning Journey

Our students move through the school on a learning journey.

The logo is symbolic of the Amberley School student. It is comprised of four shapes representing the four learning hubs. From top to bottom these are Maungatere (Mount Grey, Year 0-1), Te Ngahere (the forest, Year 2-4), Kowai (our awa, Year 5-6), and Moana (the sea, Year 7-8). Maungatere (the new entrant) slowly grows and evolves into “Moana” (the Year 8). The line of the mountain shape at the top is simple. This then transitions into Te Ngahere and through to the other two. New Entrants are new learners (simple mountain shape). As they learn and grow they become self managing learners and more knowledgeable of their surroundings. The shapes slowly evolve into more complex shapes from top to bottom.

The colours incorporate the school colour (blue) as well as green to highlight Amberley School’s care for the environment, and the surrounding natural landmarks.



The unique place of Māori at Amberley School

The Amberley School Board of Trustees, through its policies and programmes, respects and values New Zealand's diverse cultural heritage and the Treaty of Waitangi.

1. Every student and staff member who attends Amberley School will have the opportunity to engage with, learn about and practice Māori culture.

2. Amberley School will work towards:

- ensuring proactive engagement of Māori parents, in making decisions about Māori education
- ensuring active Māori representation on, or participation in, school Governance
- providing staff the opportunity for professional development in te reo me ona tikanga Māori
- providing opportunities and/or relief for willing Māori staff to take cultural leadership roles in the school
- engaging and promoting positive Māori role models within the school and wider community
- providing all students in the school with opportunities to learn and practice tikanga, basic reo and toi Māori
- including mātauranga (Māori knowledge/understanding), tikanga and reo in all curriculum areas
- integrating Māori values in school life on a daily basis, including relationships
- observing tikanga in formal school events
- developing a sustainable relationship with our local Marae / Hapū / Mana Whenua.

3. Amberley School will plan, monitor and review its progress against these guidelines on an annual basis.

If a whanau requests a higher level of tikanga and/or te reo than is at present evident in our school's Māori programme, the staff and family will discuss and explore the following options:

- Further explain and extend the existing programmes and as appropriate;
 - Dual enrolment with Correspondence School
 - Provide in school support and resources to further enhance inclusion of te reo and tikanga within the child's classroom
 - Explore other schools who may offer programmes closer to their expectations
 - Other negotiated actions.

Our Goals for 2020

Strategic Goals

Environment - Kaitiakitanga

Create an environment that is sustainable and maximises the potential of our school grounds.

Communicating - Kotahitanga

All communication will be clear, consistent and promote the values of our school.

Connecting - Whanaungatanga

Actively seek and build rich connections with our community.

Achievement - Ako

Support students in their learning and ensure opportunities for academic excellence.

Culture - Tikanga

Create and sustain a positive and inclusive PRIDE culture.

Achievement Goals

Our challenge is to raise the achievement of all of our students at Amberley School and across the Puketeraki Community of Learning, with particular emphasis on:

The engagement of our Year 4-8 students

Improving Reading across all levels of the school.

Supporting staff wellbeing at Amberley School

Engaging and enriching students to ensure they are motivated lifelong learners.

Annual Plan 2020

Goal	Action	Who	How	Resourcing	When
Environment Create an environment that is sustainable and maximises the potential of our school grounds.	1. Implement landscaping plan including edible gardens 2. Update and enhance playground equipment 3. Beautifying and improving signage across the school. 4. EnviroSchools programme - working towards Silver status 5. Implement SIP (School Investment Package) to enhance school environment.	1. Simon, Gordon, Sharon 2. Simon, Gordon 3. Simon 4. Sharon, Simon, Matt (EnviroSchools) 5. Simon, BOT, MOE, School Support	1. Work according to the landscaping master plan. 2. Ensure all playgrounds are safe and complaint. Enhance opportunities for seniors. 3. Clearly define areas of the school - opportunities for outdoor learning through visual signage. 4. Collaborate to implement our environmental vision alongside the EnviroSchools programme.	1. Use SIP funding where possible 2. BOT funds. 3. BOT funds. 4. EnviroSchools support.	1. Ongoing in 2020 2. By the end of Term One 3. Ongoing in 2020 4. Ongoing in 2020
Communicating All communication will be clear, consistent and promote the values of our school.	1. Update reporting to parents - online reporting via Linc-Ed / Hero 2. More active promotion of the school across wider community 3. Communicating learning focus of whole school with our community 4. Consistency with school wide behaviour management. Part of PB4L and promoting restorative practice.	1. Simon, Katrina, Stacey 2. All staff 3. All staff 4. Led by Katrina,	1. Migrate to Hero, full online reporting and parent digital interface. 2. Facebook, Hail, local newspapers and media 3. Conveyed via Hail, Facebook and website 4. Continued commitment to PBL (fourth year)	1. Budgeted 2. Nil 3. Nil 4. Nil	1. End of Term Two 2. Ongoing in 2020 3. Ongoing in 2020 4. Ongoing in 2020

Connecting Actively seek and build rich connections with our community.	<ol style="list-style-type: none"> 1. Strengthen preschool liaison - Prep School, Community Pre School, Little Oaks, Playcentre 2. Strengthen links with HDC. Particularly around road safety initiatives and HYP. 3. Support and involve community groups: Together Hurunui. Menz Shed, Lions, Police. (2020-24) 4. Strengthen links within our community of learning - Puketeraki. 5. Strengthen collaborative school partnerships with Broomfield, Leithfield, Waipara and Omihi. 6. Continue innovative community based Year 7/8 Technology programme, including an emphasis on digital technologies. 	<ol style="list-style-type: none"> 1. Juliet, Nicky 2. Simon, HDC 3. All staff 4. Simon, Stacey (WSL), Sharon Marsh 5. Simon, Sharon, Andrew. Di, Maree 6. Simon, Suzi, Katrina H, 	<ol style="list-style-type: none"> 1. Maintain existing relationships, frequent visits, strengthen transition and collaboration 2. Amberley School to take leadership role as member of Hurunui road safety committee. 3. Strengthen links and maintain positive working relationships 4. Simon (Kahui Ako Support Principal role) 5. Create links beyond sporting. 6. Collaborative delivery model with Leithfield and Broomfield. 	<ol style="list-style-type: none"> 1. Nil 2. Nil 3. Nil 4. Nil 5. Nil 6. Year 7/8 Technology budget 	<ol style="list-style-type: none"> 1. Ongoing in 2020 2. Ongoing in 2020 3. Ongoing in 2020 4. Ongoing in 2020 5. Ongoing in 2020 6. Ongoing in 2020
Achievement Support students in their learning and ensure opportunities for academic excellence.	<ol style="list-style-type: none"> 1. Self directed learning - children verbalising their next learning steps. 2. Three way learning conferences 3. Raise student achievement by strengthening teaching and learning. 4. Clear and focused achievement targets. 5. Growing our collaborative learning culture 	<ol style="list-style-type: none"> 1. Led by Simon, Katrina and Stacey 2. Led by Simon, Katrina and Stacey (and hub leaders) 3. All staff 4. All staff 5. All staff 	<ol style="list-style-type: none"> 1. Key Competency rubrics used, and reporting these. 2. Student led interviews. 3. Clear action plans, led by teachers, ongoing reflection. 4. Goals set by curriculum leaders. Linked to Kahui. HPL identified, targets set, reviewed. 5. Four collaborative hubs operating (each with a leader or connector) 	<ol style="list-style-type: none"> 1. Budgeted PLD where appropriate 2. Budgeted PLD where appropriate 3. Nil 4. Budgeted PLD where appropriate 	<ol style="list-style-type: none"> 1. By end of 2020 2. In place for Term 3 interviews 3. Set at beginning of 2020 4. Ongoing

<p>Culture</p> <p>Create and sustain a positive and inclusive PRIDE culture.</p>	<ol style="list-style-type: none"> 1. PRIDE values further embedded into school culture 2. PB4L programme (Fourth year in 2020) 3. Nurturing - buddy classes with links to ECE 4. Inclusion/cultural responsiveness - valuing diversity 5. Culture of safety - including road safety (pedestrian, bike, scooter) and cyber safety 6. Leadership opportunities - staff and students 7. Strengthening the arts. 	<ol style="list-style-type: none"> 1. All staff 2. Katrina leading. 3. All teachers. Kelly. 4. All teachers. Tamara (Matauraka Maahanui) 5. Simon 6. Simon, Trina 7. Simon, Debbie 	<ol style="list-style-type: none"> 1. Explicit 'teaching' of values. PRIDE values included in reporting. 2. PB4L support, led by RTLB and Trina and Nicky. Ongoing PLD 3. Buddy classes maintained for all home rooms 4. PLD around cultural awareness (marae visits for new teachers). More evidence of cultural responsiveness across the school. Support at leadership level, working with Matauraka Maahanui 5. Life Education, Mental Health and Road safety programmes underway. 6. Teachers given leadership responsibility (distributive leadership) Introduction of hub connector in Te Ngahere. 7. Introduction of music lessons (School of Rock). School Production. Debbie to lead music enhancement (Musical Festival etc) 	<ol style="list-style-type: none"> 1. Nil 2. Nil 3. Nil 4. Teacher release 5. Nil 6. Use of management units 7. Use of management units 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. From Term 1 4. Ongoing 5. Ongoing 6. Ongoing 7. From Term One
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Achievement Targets (supporting our Kahui Ako achievement goals)

<p>Amberley School Target One</p> <p>The engagement of our Year 4-8 students</p> <p><i>Goal - To move Me & My School Engagement Scale scores from the 55-65 percentile band to the 65-75 percentile band</i></p> <p>We will do this through enhanced:</p> <ul style="list-style-type: none"> Relationships Sense of belonging / pride in school Concentration in class Persistence when things get difficult / resilience Delivering a culturally appropriate curriculum - localised - connected 	<p>Amberley School Target Two</p> <p>Supporting staff wellbeing at Amberley School</p> <p>Goal - to achieve 25% better than current National feedback on selected questions from the <u>Teacher Workplace Survey</u>.</p> <p>We will do this through:</p> <ul style="list-style-type: none"> Supporting the pastoral care of our teachers and support staff with clearly defined roles and responsibilities that involve the revised role of our Deputy Principal. Behavioural and academic needs supported by our newly appointed Learning Support Coordinator. Ensuring manageable workload - meetings and PLD streamlined and purposeful BOT buddies - ensuring the well being of our staff is monitored by our Board.
<p>Amberley School Target Three</p> <p>Improving Reading across all levels of the school.</p> <p><i>Goal - to lift the achievement for all learners in reading to 85% at or above curriculum expectation.</i></p> <p>We will do this through:</p> <ul style="list-style-type: none"> Continuing to collect, analyse and report on priority groups of students to inform actions Strengthening knowledge and use of assessment practices in reading Supporting moderation of reading performance within our kura, and across schools in our kahui. Utilising RTL/LSC resources to ensure accurate identification and targeted support for priority learners 	<p>Amberley School Target Four</p> <p>Engaging and enriching students to ensure they are motivated lifelong learners.</p> <p>Goal - Ensuring our most capable learners are motivated (continuation of 2019 goal)</p> <p>We will do this through:</p> <ul style="list-style-type: none"> Continuing to collect, analyse and report on our high achieving students to inform actions Providing rich opportunities and learning experiences for our students. Using student voice to plan learning opportunities. Utilising the Deputy Principal for targeted support for priority learners (such as enrolment in Te Kura)

Procedural Information

Procedure

We will lodge a copy of this annually updated charter to the Ministry of Education annually.

Consultation

We consult and interact with our community regularly as part of our cycle of self review. Consultation and interaction includes;
Regular weekly newsletters for parents and caregivers of children.

Community newsletter / newspaper once a term to all community members delivered to homes.

Up-to-date school website and Facebook updates showcasing academic, sporting and cultural activities and achievements.

Parent surveys as well as information and consultation meetings.

Policy review consultation

Student Achievement

Achievement targets for student are identified by an ongoing schedule including interviews, standardised assessment tasks, written assessment, observations and other appropriate methods.

Personnel

We adhere closely to our Equal Employment Opportunities Policy (EEO). Our teaching appointments in 2017 followed the guidelines of this policy. We provide professional development opportunities and ensure a positive, supportive appraisal process.

Communication

A copy of the school's charter is available to the parents on our website and at the school office

Property and Financial Controls

The Board maintains and regularly reviews a policy for financial control, financial management, accounting and audit practices.

The Board has an agreed current 5/10 year property plan approved by the Ministry of Education, covering capital works and scheduled maintenance to maintain and develop a safe and healthy environment and to protect the assets of the school & crown.

This Charter was approved at a Board of Trustees Meeting on

..... Ben Shore (BOT Chairperson)

 Simon Green (Principal)