

Limehills School



Charter
2021 - 2023

“Our tamariki will have a ‘can-do’ attitude and take ownership of their learning.”

Introduction

This is *our* Strategic Plan. It has been designed to ensure that all our stakeholders can understand and work towards the realisation of our vision - that our tamariki will have a 'can-do' attitude and take ownership of their learning.

Contents:

Introduction and contents	2
Our Strategic goals	3
Our Objectives	4 - 5
Our Desired Outcomes	6 - 7
2021 Annual Plan	8 - 10
Unpacking the vision	11
Our Values	12
MRSLE	13
Te Ao Maori	14
Cultural Diversity	15
2021 Student Achievement Target	16




Our Mission Statement:

“Our tamariki will have a ‘can-do’ attitude and take ownership of their learning.”

Leads to:

 **Strategic Goal #1** Our culture will continue to challenge and inspire

 **Strategic Goal #2** Sustainable finances will create opportunities for future enhancements

Our Objectives:



Strategic Goal #1 Our culture will continue to challenge and inspire

- 1.1 Our kids and our staff will feel safe, valued and included for who they are
- 1.2 Our teachers will be diverse, highly skilled and motivated. They will develop and adopt innovative practices that make the biggest positive differences for each and every learner
- 1.3 Our curriculum will be student centred, highly engaging and coherent
- 1.4 We will celebrate our rural context and our rural community
- 1.5 We will honour the Treaty of Waitangi and celebrate our bi-cultural heritage





Strategic Goal #2 Sustainable finances will create future enhancement opportunities

- 2.1 Our learning environments will support our pedagogy
- 2.2 Our stakeholders will have a coordinated approach to grow our income streams
- 2.3 Our students will have equitable access to a range of high quality resources
- 2.4 Our rural location will not be a barrier to exciting learning opportunities



Our Desired Outcomes:

#1 Our culture will continue to challenge and inspire:	
Objectives:	Outcomes:
1.1 Our kids and our staff will feel safe, valued and included for who they are	<ul style="list-style-type: none"> a) Our relationships will be open, trusting and supportive b) Our values (RIPPERS) will be embedded in our school culture c) Staff and student well being will be an observable priority d) Staff and students will 'love' coming to Limehills School
1.2 Our teachers will be diverse, highly skilled and motivated. They will develop and adopt innovative practices that make the biggest positive differences for each and every learner	<ul style="list-style-type: none"> a) We will maintain our very high expectations of learning and behaviour b) Our learning will prioritise Key Competencies, problem solving and creativity c) We will collaborate effectively to grow our collective professional capacity d) Our learning will be future focussed to equip students with the skills and attitudes to meet changing opportunities and challenges around the future of work e) Teachers will develop and adopt innovative practices that make the biggest positive differences for each and every learner
1.3 Our curriculum will be student centred, highly engaging and coherent	<ul style="list-style-type: none"> a) Our curriculum will be highly personalised - we will celebrate multiple versions of success and multiple pathways to achieve it b) Our children will make decisions around their own learning c) A range of meaningful data will be used to monitor well being, progress and achievement d) Innovative programmes will excite and motivate children and staff e) Our students will acquire the skills to successfully participate in NZ society and in a global context
1.4 Our curriculum will celebrate our rural context and our rural community	<ul style="list-style-type: none"> a) Learning opportunities will make effective use of local people, places and resources b) Our enviroschool principles (MRSLE) will underpin our curriculum
1.5 We will honour our Treaty of Waitangi obligations and celebrate our bi-cultural heritage	<ul style="list-style-type: none"> a) Our Maori students will achieve success as Maori b) We will take all reasonable steps to integrate tikanga (Maori culture) and te reo Maori (Maori language) across all aspects of our school.

#2 Sustainable finances will create future enhancement opportunities

Objectives:	Outcomes:
2.1 Our learning environments will support our pedagogy	a) Our learning spaces will be modern, flexible and suit the needs of teachers and students b) Our buildings and grounds will be well maintained and fit for purpose c) Our school farm and 'Bush School' will provide a range of meaningful contexts for learning
2.2 Our stakeholders will have a coordinated approach to grow our income streams	a) A business plan will generate a 'passive' income b) Our BoT and Home and School Association will collaborate around school donations and fundraising, to ensure our strategic goals are met
2.3 Our students will have equitable access to a range of high quality resources	a) Our teaching and learning possibilities will not be limited by issues around access to technologies or other quality resources b) The number of students in each room will be managed to ensure an optimum adult:child ratio c) Our teacher aides will provide the highest levels of support for students and teachers

Unpacking our students' vision of confident, connected, actively involved lifelong learners:

(These descriptors were developed by our senior students as part of developing this charter)

<p>Confident</p> <ul style="list-style-type: none">● Sharing ideas freely● Self confident about who you are● Challenging yourself● Taking on leadership roles● Standing up for yourself● Using all the RIPPERS	<p>Connected</p> <ul style="list-style-type: none">● Contributing to a friendly environment● Having good mates● Being a positive influence and role model● Being a good communicator● Using all the RIPPERS
<p>Actively involved</p> <ul style="list-style-type: none">● Having a 'can do attitude'● Looking ahead and being prepared● Working as a team● Including others● Owning your learning and behaviour● Using all the RIPPERS	<p>Lifelong learners</p> <ul style="list-style-type: none">● Critical and creative thinkers● Having knowledge and skills for life● Trying your hardest● Being reflective and setting goals● Using all the RIPPERS

Our Values:

are known as our 'RIPPERS' and are actively promoted, shared and upheld:

Respect	<i>We look after ourselves, our things, each other and our environment</i>
Integrity	<i>We do the right thing even when nobody is looking</i>
Perseverance	<i>We always try our hardest and never give up</i>
Participation	<i>We have a 'can-do' attitude and play our part</i>
Empathy	<i>We care about other people's feelings</i>
Responsibility	<i>We are reliable and show initiative</i>
Sportsmanship	<i>We always play fairly and support each other</i>

MRSLE:

The enviroschool principles guide our curriculum planning across all learning areas:

Māori Perspectives	<i>We are interested, excited and happy to learn more about Māori culture. We remember it, share it and bring it into what we do at our school.</i>
Respect for Diversity	<i>We work together as a school community by respecting and celebrating other people and different cultures. We listen to everyone and share our ideas with empathy.</i>
Sustainable Communities	<i>We feel we are part of the environment and work together with other people in our community to help us look after it. We can see our school becoming a more healthy environment with lots of trees, nature and things for us to discover. We know that we can make a difference to making our community a better place to live through all our action learning projects</i>
Learning for sustainability	<i>We learn about how the things in the environment work, how to look after them and why it is important to do this.</i>
Empowered students	<i>We work together with our teachers and other adults, to share our ideas, come up with better plans for the future of our school and our community and put these plans into action.</i>

Te Ao Maori:

In recognising the unique position of the Maori culture, Limehills will take all reasonable steps to integrate tikanga (Maori culture) and te reo Maori (Maori language.)

To achieve this, the school will:

- Mihi Whakatau important guests and new staff and students in February and June
- Provide professional development for staff in Tikanga Maori/Te Reo Maori
- Maintain a high performing Kapa Haka group
- Hui with Maori families every two years and identify specific needs and provide appropriate programmes to meet those needs
- Consultation and implementation of an IEP programme for all Maori students achieving below expectations
- Include a Maori perspective in all integrated unit plans
- Mentor Maori students into leadership roles
- Use knowledgeable Maori experts on all appropriate occasions, for example Maori Language Week, Hangi, End of year prize giving, karakia, Polyfest
- Offer opportunities to participate in Putangitangi and Te Reo Speech Competitions
- Continue to provide opportunities for staff and students to recite pepeha
- Celebrate and participate in significant Maori events such as Maori Language Week and Matariki

At Limehills, “success for Maori as Maori” means students who are:

- *confident as Maori*
- *connected at Maori*
- *actively involved as Maori*
- *lifelong learners as Maori*

Cultural Diversity:

Limehills aims to implement programmes of learning that reflect and include reference to New Zealand's cultural diversity. We acknowledge our students from many cultures. Cultural perspectives are shared and celebrated in order to enhance learning and expand students' empathy for different cultures.

To achieve this the school will:

- Incorporate 'student voice' in curriculum design
- Acknowledge and share different cultural perspectives in curriculum planning and classroom programmes
- Hold school events with international flavours
- Display national flags
- Meet with families from different cultures, to ensure their cultures are respected and needs met
- Offer ELL enrichment programmes to complement classroom programmes

Annual Plan 2021:

(This Annual Plan is based largely on a continuation of 2020's goals, because of COVID-19 and because our current Principal is on leave Terms 1-3 2021.)

Strategic Goal # 1 – Our culture will continue to challenge and inspire

Objectives	Specific Outcomes	Actions to be taken	Responsibility	Timeframe	Cost
1.1d 1.2bde 1.3abd 1.4ab 1.5b 2.1c	Forest School will continue to develop in terms of infrastructure and programmes for learning. It will provide a meaningful context for exploration, play based learning in nature, creativity and problem solving.	<ul style="list-style-type: none"> Waiata and karakia will be adopted specifically for Forest School visits. Stories of Tanemahuta will be told at Forest School. Children will continue to lead and carry out infrastructure developments: walking tracks, toilet, hut (storage), ID charts (bugs, birds, plants) rope swings, bridges and hammocks, meeting places, water collection. 	Junior Syndicate Leader	Ongoing	As per budget
1.1abcd 1.2c	Professional Counselling Services will be made available for all staff to enhance their wellbeing and performance.	<ul style="list-style-type: none"> EAP will be contracted to provide counselling services for all staff members Staff will be made aware of this new entitlement and how to access it. 	Principal	Term 1	As per usage.
1.2abde 1.3abc	Digital reporting via Seesaw will allow parents to receive regular and ongoing information around student progress and achievement. This information will include rich media as well as achievement data.	<ul style="list-style-type: none"> The assessment and reporting SIG will be reviewed (2021) to reflect a new reporting regime - twice yearly written reports will be replaced by real time, regular reporting via Seesaw and two parent:teacher conferences. The SIG will provide guidance for teachers around frequency and content of Seesaw comments. The new reporting regime will be clearly communicated with parents (90% supported this in our community survey.) 	Principal	Term 1	Nil

1.2 ce	The Senior Management Team structure and job descriptions will be reviewed.	<ul style="list-style-type: none"> • Clear roles will be established to reflect the growing demands of these positions. • Unit allocation and release time will be reviewed • Job descriptions will be reviewed. 	Principal	Term 3	Nil
1.1abcd 1.2abcde 1.3abcde 1.4ab 1.5ab	2021 Teaching and Learning Goals will be met - <ul style="list-style-type: none"> • Science • Handwriting • Key Learning • Chapter Chat • Talk for Writing 	<ul style="list-style-type: none"> • Recent curriculum developments in these areas will continue in 2021. Full details are available at: https://docs.google.com/document/d/1L5ZWZSciC1uMSCwzmejPEWUZPw2DqBJA204cgD8UER8/edit 	Principal Staff	Term 1 - 4	As per budgeted items
To meet legislative requirements	A Food safety plan will be developed	<ul style="list-style-type: none"> • A food safety plan will be developed and implemented in accordance with revised legislation. 	BoT rep	Term 2	Nil
1.1d 1.2ce	Quality induction programmes will be developed for new BoT members and new teaching staff.	<ul style="list-style-type: none"> • BoT folders prepared and presented • Induction meeting for new BoT Members • Tutor teacher provided for BTs • BT release time will be protected 	Principal BoT Chair Tutor Teacher	Term 1	Nil
1.2abde 1.3adde	Clear guidelines around homework will be developed to ensure a shared understanding, consistency and appropriateness of homework tasks.	<ul style="list-style-type: none"> • A review of homework expectations across the school will be undertaken • A homework SIG will be developed - including how homework expectations are communicated 	DP	Term 2	Nil

Strategic Goal # 2 – Sustainable finances will create opportunities for future enhancements

	Actions	Outcomes	Responsibility	Timeframe	Cost
2.1ab 2.3ab	Detailed plans will be developed to progress our 5YA projects.	<ul style="list-style-type: none"> Modern Learning Environment funding is well used to enhance our school facilities, including inside and outside spaces 	Principal BOT Chair	As per 10YPP	As per budget
1.1c 2.1b	The school boundary will be fenced as per plans prepared by Group Special Education.	<ul style="list-style-type: none"> Students will be prevented from easily leaving the school site and therefore be protected from the risks associated with heavy traffic and an open ditch The aesthetics of our grounds will be enhanced by low maintenance, but visually appealing fencing Vehicle accessways will be provided Our historic school gates will be preserved 	Principal BOT Chair	Term 3	Nil
2.1c 2.2b	The school farm will be used to grow potatoes as a fundraiser for Wellington Camp.	<ul style="list-style-type: none"> School camps can be well subsidised to keep costs to parents as low as possible Students will manage this project - including selling 'buckets of spuds' and see reward for their hard work The school farm is used as a context for learning and generating income 	Principal	Term 1	\$500
2.2b 2.3a	A review will be undertaken into school financial procedures.	<ul style="list-style-type: none"> Full policy and procedural reviews will be undertaken in this area Parent 'donations' will be reviewed - what is requested and what it is used for Procedures developed for debt recovery Guidelines for Principal Discretionary Fund expenditure will be developed 	Principal	Term 2	Nil

Annual Plan 2021: Progress and Outcomes Report

(This Annual Plan is based largely on a continuation of 2020's goals, because of COVID-19 and because our current Principal is on leave for 2021.)

Strategic Goal # 1 – Our culture will continue to challenge and inspire

Objectives	Specific Outcomes	Actions to be taken	Progress (August 2021)	Outcomes (Nov 2021)
1.1d 1.2bde 1.3abd 1.4ab 1.5b 2.1c	Forest School will continue to develop in terms of infrastructure and programmes for learning. It will provide a meaningful context for exploration, play based learning in nature, creativity and problem solving.	<ul style="list-style-type: none"> Waiata and karakia will be adopted specifically for Forest School visits. Stories of Tanemahuta will be told at Forest School. Children will continue to lead and carry out infrastructure developments: walking tracks, toilet, hut (storage), ID charts (bugs, birds, plants) rope swings, bridges and hammocks, meeting places, water collection. 	Maintenance work session and track marking done (AW with group of seniors); Waiata and stories being used in Forest school context	Limited opportunities to visit due to Covid Situation
1.1abcd 1.2c	Professional Counselling Services will be made available for all staff to enhance their wellbeing and performance.	<ul style="list-style-type: none"> EAP will be contracted to provide counselling services for all staff members Staff will be made aware of this new entitlement and how to access it. 	All staff informed of this opportunity to access EAP services; Reference information provided to them	As per August
1.2abde 1.3abc	Digital reporting via Seesaw will allow parents to receive regular and ongoing information around student progress and achievement. This information will include rich media as well as achievement data.	<ul style="list-style-type: none"> The assessment and reporting SIG will be reviewed (2021) to reflect a new reporting regime - twice yearly written reports will be replaced by real time, regular reporting via Seesaw and two parent:teacher conferences. The SIG will provide guidance for teachers around frequency and content of Seesaw comments. The new reporting regime will be clearly communicated with parents (90% supported this in our community survey.) 	New guidelines developed and implemented (teacher Only day focus). So far very positive feedback from parents.	Now embedded across the school in teacher practice

1.2 ce	The Senior Management Team structure and job descriptions will be reviewed.	<ul style="list-style-type: none"> • Clear roles will be established to reflect the growing demands of these positions. • Unit allocation and release time will be reviewed • Job descriptions will be reviewed. 	New management Unit job descriptions written and positions allocated. Teacher job descriptions to be reviewed/updated.	Completed
1.1abcd 1.2abcde 1.3abcde 1.4ab 1.5ab	2021 Teaching and Learning Goals will be met - <ul style="list-style-type: none"> • Science • Handwriting • Key Learning • Chapter Chat • Talk for Writing 	<ul style="list-style-type: none"> • Recent curriculum developments in these areas will continue in 2021. Full details are available at: Teaching and Learning Goals Doc 	Goals 1, 2, 4, 5, 7, 8 actioned (Ref link)	As per August
To meet legislative requirements	A Food safety plan will be developed	<ul style="list-style-type: none"> • A food safety plan will be developed and implemented in accordance with revised legislation. 	Done (Anna H)	Plan in practice
1.1d 1.2ce	Quality induction programmes will be developed for new BoT members and new teaching staff.	<ul style="list-style-type: none"> • BoT folders prepared and presented • Induction meeting for new BoT Members • Tutor teacher provided for BTs • BT release time will be protected 	Two mentor teachers (one for each BT); BT Release time ensured	BT mentor programme completed. Both BTs met all Education Council standards, and have met requirements for Full Registration
1.2abde 1.3adde	Clear guidelines around homework will be developed to ensure a shared understanding, consistency and appropriateness of homework tasks.	<ul style="list-style-type: none"> • A review of homework expectations across the school will be undertaken • A homework SIG will be developed - including how homework expectations are communicated 	Not yet progressed (Other needs/review areas prioritised)	As per August

Strategic Goal # 2 – Sustainable finances will create opportunities for future enhancements

	Actions	Outcomes	Progress (August 2021)	Outcomes (Nov 2021)
2.1ab 2.3ab	Detailed plans will be developed to progress our 5YA projects.	<ul style="list-style-type: none"> Modern Learning Environment funding is well used to enhance our school facilities, including inside and outside spaces 	Property projects in progress	Plans and tender process completed; 5YA project timeframes to commence in April 2022
1.1c 2.1b	The school boundary will be fenced as per plans prepared by Group Special Education.	<ul style="list-style-type: none"> Students will be prevented from easily leaving the school site and therefore be protected from the risks associated with heavy traffic and an open ditch The aesthetics of our grounds will be enhanced by low maintenance, but visually appealing fencing Vehicle accessways will be provided Our historic school gates will be preserved 	In progress as part of property projects	Fencing project completed
2.1c 2.2b	The school farm will be used to grow potatoes as a fundraiser for Wellington Camp.	<ul style="list-style-type: none"> School camps can be well subsidised to keep costs to parents as low as possible Students will manage this project - including selling 'buckets of spuds' and see reward for their hard work The school farm is used as a context for learning and generating income 	In Action (Ref EOTC Review doc)	Potatoes harvested and sold. Children involved hands-on with bagging, marketing and selling.
2.2b 2.3a	A review will be undertaken into school financial procedures.	<ul style="list-style-type: none"> Full policy and procedural reviews will be undertaken in this area Parent 'donations' will be reviewed - what is requested and what it is used for Procedures developed for debt recovery Guidelines for Principal Discretionary Fund expenditure will be developed 	Not yet progressed	Robust review of Financial procedures completed