

**Manchester Street School  
Charter 2018  
STRATEGIC SECTION**

Goal One We Care About Each Other	Goal Two We Care About Learning	Goal Three We Care About the Environment	Goal Four We Care About Our Future
RELATIONSHIPS	LEARNING	ENVIRONMENT	LIFE SKILLS
<p>Focusing on</p> <ul style="list-style-type: none"> <li>● School Culture</li> <li>● School and whanau</li> <li>● Teachers and learners</li> <li>● School and agencies</li> </ul> <p><b>Statement of Strategic Intent for 2018 – 2022</b></p> <p>Our strategic intent for relationships is for school to be a caring supportive environment where young people will be confident, connected and actively involved lifelong learners.</p> <p>To achieve this strategic intent we will focus on:</p> <ul style="list-style-type: none"> <li>● Team building</li> <li>● Interpersonal relationships</li> <li>● School spirit</li> <li>● Culture building</li> <li>● 'I Can' programme</li> <li>● Vision building</li> </ul>	<p>Focusing on</p> <ul style="list-style-type: none"> <li>● Curriculum</li> <li>● Key Competencies</li> <li>● Expectations and effort</li> <li>● Individual need</li> </ul> <p><b>Statement of Strategic Intent for 2018 – 2021</b></p> <p>Our strategic intent for learning is to have engaged, empowered learners. To achieve this, learners and teachers will focus on enhancing programmes in Literacy, Mathematics, Enviro and IT in Optimal Learning Environments (OLE).</p> <p>To achieve this strategic intent we will focus on:</p> <ul style="list-style-type: none"> <li>● Professional development (Including development of the Feilding Kahui Ako)</li> <li>● Integration of Appraisal &amp; PTC</li> <li>● Digital Literacy and environment change in Optimal Learning Environments (OLE)</li> <li>● Replacing National Standards</li> <li>● Assessment/OTJ moderation</li> </ul>	<p>Focusing on</p> <ul style="list-style-type: none"> <li>● Teacher knowledge</li> <li>● Learner attitudes and practices</li> </ul> <p><b>Statement of Strategic Intent for 2018 – 2021</b></p> <p>Our strategic intent is to have a school community that is aware of and implementing practices that lead to a healthier, sustainable, friendlier environment.</p> <p>To achieve this strategic intent we will focus on:</p> <ul style="list-style-type: none"> <li>● Enviro implementation through the Green Team and Enviro-Kids</li> <li>● Integrating Education for Sustainability.</li> <li>● Developing and modelling sustainability practices</li> <li>● Outdoor classroom/nursery and community developments</li> <li>● Green boundary around field</li> </ul>	<p>Focusing on</p> <ul style="list-style-type: none"> <li>● Skills, Attitudes and Values</li> <li>● Personal Excellence</li> <li>● Interpersonal Skills</li> </ul> <p><b>Statement of Strategic Intent for 2018 – 2021</b></p> <p>Our strategic intent for learner life skills is for them to be responsible and active participants in their community.</p> <p>To achieve this strategic intent we will focus on:</p> <ul style="list-style-type: none"> <li>● Community involvement in our school and school involvement in our community</li> <li>● Multicultural partnerships</li> <li>● Learning within authentic community based contexts</li> <li>● Key Competencies leading to lifelong skills</li> </ul>

**Manchester Street School  
Charter 2018  
ANNUAL SECTION**

**Goal One: We Care About Each Other**  
In 2018 learners and teachers will be focusing on:

<b>RELATIONSHIPS</b>			
<b>Actions (How)</b>	<b>Outcomes (Impact on Learners)</b>	<b>From the Strategic Plan</b>	<b>Other / Links (Supporting Information)</b>
<p>Acknowledge, value and celebrate staff and learners strengths and contributions to school life</p> <p>Whole team culture of support</p> <p>Staff using Skills for Growing and I Can programmes, focussing on Interpersonal skills in planning and actions.</p> <p>Education Life Trust mobile classroom</p> <p>Use of positive and consistent 'rainbow' language and actions to build the spirit and culture within the school.</p> <p>Matauranga Maori group meetings and projects to lift cultural identity.</p> <p>Consideration of special needs learners and their integration within the school environment and all associated activities.</p> <p>Buddy Classes and Leadership programmes to unite all ages and abilities across the school.</p> <p>School visits within the local community, and community guests visiting the school.</p>	<p>Core values that unite and lead us all to be "Switched on to Learning for Life" and young people who will be confident, connected and actively involved lifelong learners.</p> <p>Understanding and using attitudes and values incorporated in the Skills for Growing and I Can programmes.</p> <p>Care Code components with staff and learners understanding and following our Rainbow values.</p> <p>Induction of new staff into our culture.</p> <p>School whanau culture is enhanced.</p> <p>Providing a positive climate for learning both inside and outside the classroom.</p> <p>Optimum Learning Environments (OLE) to accommodate learners needs.</p> <p>Accessibility to overcome discrimination.</p> <p>Continued development of the school culture based on the school rainbow and our interpretation of its components.</p> <p>Restricted enrolment numbers due to MOE property allocation.</p>	<p>In 2018 the actions of students and teachers will work towards achieving the following aspects of the Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Team building</li> <li>• Interpersonal relationships – valuing similarities / differences and who we are</li> <li>• School spirit and collegiality</li> <li>• Culture building and strengthening</li> </ul>	<p>Teachers' job descriptions include responsibilities in selected areas</p> <p>Opportunities to acknowledge staff input that is over and above expectation.</p> <p>Integrating Skills for Growing and I Can programmes into team and classroom planning and use of outside facilitators.</p> <p>Use of "Care Code" and "I Can" as part of reinforcing relationships and values within the school.</p> <p>External evidence of values and colours.</p> <p>All school and classroom interactions to follow Rainbow values.</p> <p>Pride in our school and ourselves.</p> <p>Adapting classrooms and school environments to suit physical needs of special needs learners.</p> <p>Reflection as part of the behaviour management system.</p> <p>Use of colours in understanding behaviours and interactions.</p> <p>Leadership team working with Principal and DP to build leadership skills.</p> <p>MOE liaison for Enrolment Scheme advice and administration. This needs constant monitoring (particularly in line with other Feilding Schools being rezoned in 2018).</p>

## Goal Two: We Care About Learning

Based on our strategic intent, in 2018 Learners and Teachers will be focusing on:

### LITERACY, NUMERACY and IT in Optimal Learning Environments (OLE)

Actions (How)	Outcomes (Impact on Learners)	From the Strategic Plan	Other / Links (Supporting Information)
<p>Continued focus on base learning of Literacy and Numeracy by all Teams.</p> <p>Curriculum Delivery Plan annually reviewed and modified as necessary, particularly for mathematics and literacy.</p> <p>Use of Inquiry Learning and digital integration to enrich teaching and learning opportunities within the classrooms.</p> <p>Consolidate mathematics practise as per Professional development from previous years</p> <p>Empowering learning through learner engagement Professional Development. (teacher talk, effective learning environments, engagement).</p> <p>Digital enhancement to support the OLE (TTS – Auckland)</p> <p>Re-defined ICT Management unit criteria</p> <p>Assessment tools (replacing the National Standards)for monitoring school achievement and programmes of work in Literacy and Mathematics.</p> <p>Moderation of written language work across the school.</p>	<p>Team leaders ensuring implementation of the Literacy and Numeracy programmes in line with the CDP and identified needs of the children.</p> <p>DP monitoring and reviewing impact on learning and teaching</p> <p>Learners will be receiving the most effective Literacy and Numeracy instruction possible.</p> <p>Pupils learning enhanced through Inquiry teaching and learning focus combined with additional ICT support and equipment within the rooms.</p> <p>Maths team leading continuing PD.</p> <p>Choosing empowering language to support growth mindset in learners.</p> <p>Developing a growth mindset of learners as questioners</p> <p>Brain research including motivation, movement, wonder and curiosity.</p> <p>Assessment of pupils to focus on the achievement of knowledge, strategies and their application.</p>	<p>In 2018 the actions of learners and teachers is to work towards achieving the following aspects of the Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Integrating appraisal PTC</li> <li>• Digital enhancement in classrooms and Optimal Learning Environments (OLE)</li> <li>• Reporting and moderation</li> <li>• Replacement of the National Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Budget consideration for staff PD and resources as necessary.</li> <li>• Use of Teacher Aides to assist with resources and supporting individuals within classrooms, and withdrawal groups.</li> <li>• Regular monitoring of Literacy and Mathematics results for both teams and school to inform teaching and future direction and needs.</li> <li>• Teams regularly using wedge graphs of data to identify and devise planning to raise pupil performance.</li> <li>• Sharing of team "Child of concern" registers.</li> <li>• Karen Boyce Teachers matter conference (January 2018). All teachers to attend- will be part of newly revised Appraisal System.</li> </ul>

**Goal Two : We Care About Learning**  
 In 2018 Learners and Teachers will be focusing on:

**MATHEMATICS**

Actions (How)	Outcomes (Impact on Learners)	From the Strategic Plan	Other / Links (Supporting Information)
<p>Teaching and learning of Mathematics is an ongoing focus of teams, with guidance from the maths lead team.</p> <p>Team meetings as required.</p> <p>Continued implementation of using Rich Tasks as a basis for teaching number knowledge and strategies, along with other strands.</p> <p>Major emphasis on quality feedback to learners to give scaffolding for improvement.</p> <p>Progress, strategies and observation of practise in Mathematics teaching by colleagues as required.</p> <p>Formative assessment practices to include specific feedback strategies. Use of NZ Curriculum levels (TBC)</p> <p>Schoolwide use of Matific</p>	<p>To continue to build effective teaching and learning practises in Mathematics, focusing on strategy and knowledge.</p> <p>Continuous refining of teaching and learning techniques and strategies focussing on "Where to next?"</p> <p>Focused teaching and assessing of Mathematics. Baseline and summative testing.</p> <p>Ongoing monitoring of learners using grouping strategy charts.</p> <p>Moderating against school benchmarks in Mathematics. Using assessment tools introduced and supported by the facilitator.</p> <p>Learners understanding what is required to achieve success criteria and what the next step indicators are.</p>	<p>In 2018 the actions of students and teachers are working towards achieving the following aspects of the Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Professional learning dev.</li> <li>• Integrating appraisal</li> <li>• Integration of IT into maths programmes in Optimal Learning Environments (OLE)</li> <li>• Reporting and monitoring Replacement of National Standards</li> </ul>	<p>Continuing information and material supplied by the Maths Team as necessary throughout the year.</p> <p>Resources and professional reading as appropriate.</p> <p>Links to individual reflective evidence.</p> <p>Use of NZ Curriculum levels as guidelines for expected MSS levels.</p>

**Goal Three : We Care About the Environment**  
**In 2018 Learners and Teachers will be focusing on:**

**ENVIRONMENT**

<b>Actions (How)</b>	<b>Outcomes (Impact on Learners)</b>	<b>From the Strategic Plan</b>	<b>Other / Links (Supporting Information)</b>
<p>Enviro Group learners, as well as BOT (new BOT portfolio 2018) and staff, having input into planning the design of the school grounds and associated structures.</p> <p>Professional development continuing with Enviro Leaders L Cowan and J Palmer, concerning environmental practices and principles in classroom programmes and school life.</p> <p>Matauranga Maori group meetings and projects lifting cultural identity (D Cribb)</p> <p>Pupils meeting to plan and manage waste recycling operations, eg food scraps, used paper, composting, water use etc.</p> <p>Holding Enviro-Action Days involving the school and local community.</p> <p>Learners continuing to upgrade and develop the nursery and native wilderness area.</p> <p>Continue extending the greenfield boundaries.</p> <p>Grounds development of the front entrance.</p> <p>Continue to develop our partnership with local businesses encouraging recycling and providing authentic community contexts for environmental education. (Kitchener Park redevelopment project)</p>	<p>Using the school Enviro/vision to enable us to create a friendlier, healthier, and sustainable school environment.</p> <p>Silver level Environmental award</p> <p>Integrating Education For Sustainability into classroom programmes and to be a part of everyday school life.</p> <p>Classroom lessons taken by the Enviro leader.</p> <p>Pou construction and placement along with other signs of tikanga Maori in authentic context.</p> <p>Envirokid and Green Team Groups of learners representing classes in the school to assist in decision making and implementation of enviro principles.</p> <p>Assembly awards by the Enviro Team.</p> <p>Enviro-Action day planning and participation.</p> <p>Class garden and areas development</p> <p>Use of the outdoor classroom and nursery as an integral part of school life.</p> <p>Liz Patching plan of front redevelopment being in use and assisting pedestrian flow.</p> <p>Partnership with local businesses supporting programmes in Education For Sustainability and connections with Keep Feilding Beautiful.</p>	<p>In 2018 the actions of students and teachers are working towards achieving the following aspects of the Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Environmental Education through the Green Team and Envirokids groups.</li> <li>• Integrating Education For Sustainability into classroom programmes and modelling developing and sustainability practices</li> <li>• Outside classroom area, greenfield boundaries and nursery development.</li> </ul>	<p>Liaison with Enviro facilitator, local landscaper in upgrading the grounds and gardens.</p> <p>Envirogroup, Green Team and Matauranga Maori group meetings at school with the Enviro Team Leader (one day a week).</p> <p>Sharing with other schools involved in E.F.S.</p> <p>Contribution to local papers and the Enviro scrapbook.</p> <p>Enviro-Action Days each term linking with the school and town community.</p> <p>Assisting with the Kitchener Park / Awahuri Forest restoration projects.</p> <p>Application to trusts for funding to assist in financing the development of environmental goals.</p> <p>Manawatu District Council and Local business support.</p>

**Goal Four : We Care About Our Future**  
 In 2018 Learners and Teachers will be focusing on:

**LIFE SKILLS (The sea of life, our future)**

<b>Actions (How)</b>	<b>Outcomes (Impact on Learners)</b>	<b>From the Strategic Plan</b>	<b>Other / Links (Supporting Information)</b>
<p>School emphasis on developing themes that spring from the components of our rainbow.</p> <p>Inter-relationships Learning Environmental sustainability Considering the future/life skills</p> <p>Use of the Care Code, Skills for Growing and I Can programmes as a way of developing and embedding attitudes and values.</p> <p>Team focus on Key Competencies and Skills for Growing, Incorporating - Celebration times. Buddy class activities. School wide sports and games.</p> <p>Involvement in Kapahaka, Matauranga Maori group and other cultural activities.</p> <p>Involvement in environmental activities around the school.</p>	<p>Developing key competencies that will provide a strong basis for being effective and active members of the community.</p> <p>Young people who are confident, connected, actively involved lifelong learners.</p> <p>Class and whole school activities that develop a culture of caring and support for others in work and in play.</p> <p>Children operating in an environment that follows the principles of our rainbow and the Care Code.</p> <p>Understanding and integration of Maori perspective through participation in a range of multi-cultural activities.</p> <p>Learning experiences through environmental studies to help develop life skills.</p>	<p>In 2018 the actions of students and teachers are working towards achieving the following aspects of the Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Community involvement in the school and school involvement in the community; School camp bees to develop connections.</li> <li>• Multicultural partnerships</li> <li>• Learning within authentic community based contexts</li> <li>• Students and teachers who are confident, connected and actively involved lifelong learners.</li> </ul>	<p>Ongoing reference to the rainbow colours and their multi-meanings.</p> <p>Pupil Leadership meetings with the Principal and DP to discuss aspects of the school operation from the pupil's perspective.</p> <p>Learning and discussing skills for leadership.</p> <p>Regular meetings of the Enviro Group, Green Team, Matauranga Maori and other groups who wish to work together to further develop the school grounds and nursery.</p> <p>Media Mob, Digital Rainbows, Philosophy for Children, PMP and Skyscrapers extension groups.</p> <p>Care Code themes integrated in class programmes.</p> <p>Links with parents and local Marae via liaison staff member (Te Kauwhata).</p> <p>Local Manawatu District Council liaison.</p>

## PROCEDURAL INFORMATION

Manchester Street School reviews and revises its charter as required each consecutive year and forwards a copy of the annually updated Charter to the Ministry of Education. This Charter will include the school's Annually Updated Targets for improvement.

Manchester Street School will consult its community, including its Maori community, as part of its three year cycle of self-review. This cycle of review will follow the school self-review document.

Consultation historically has included:

- ✓ Community consultation
- ✓ Maori community consultation
- ✓ School questionnaire
- ✓ Other community consultation has taken place both in formal and informal situations.

Manchester Street School will develop policies and procedures appropriate to its community that reflects New Zealand's cultural diversity and the unique position of Maori. A Matauranga Maori group has been established to support this. If a higher level of Tikanga and/or Te Reo is requested the school will explore possibilities that may include dual enrolment at Correspondence School and using local resource people or Advisers.

The Variance reporting will be lodged with the Ministry of Education each year. The Manchester Street School's Charter, including the school's Annually Updated Targets for Improvement, will be lodged early **2018**.

### **Personnel, Finance and Property:**

Manchester Street School Board of Trustees will:

- Act as a good employer to teaching and non-teaching staff
- Prepare a budget to monitor and control school expenditure
- Allocate funds to meet the school's priorities so that student achievement is enhanced
- Implement the 5 year / 10 year property plans to ensure the school's facilities provide a safe, healthy learning environment.