

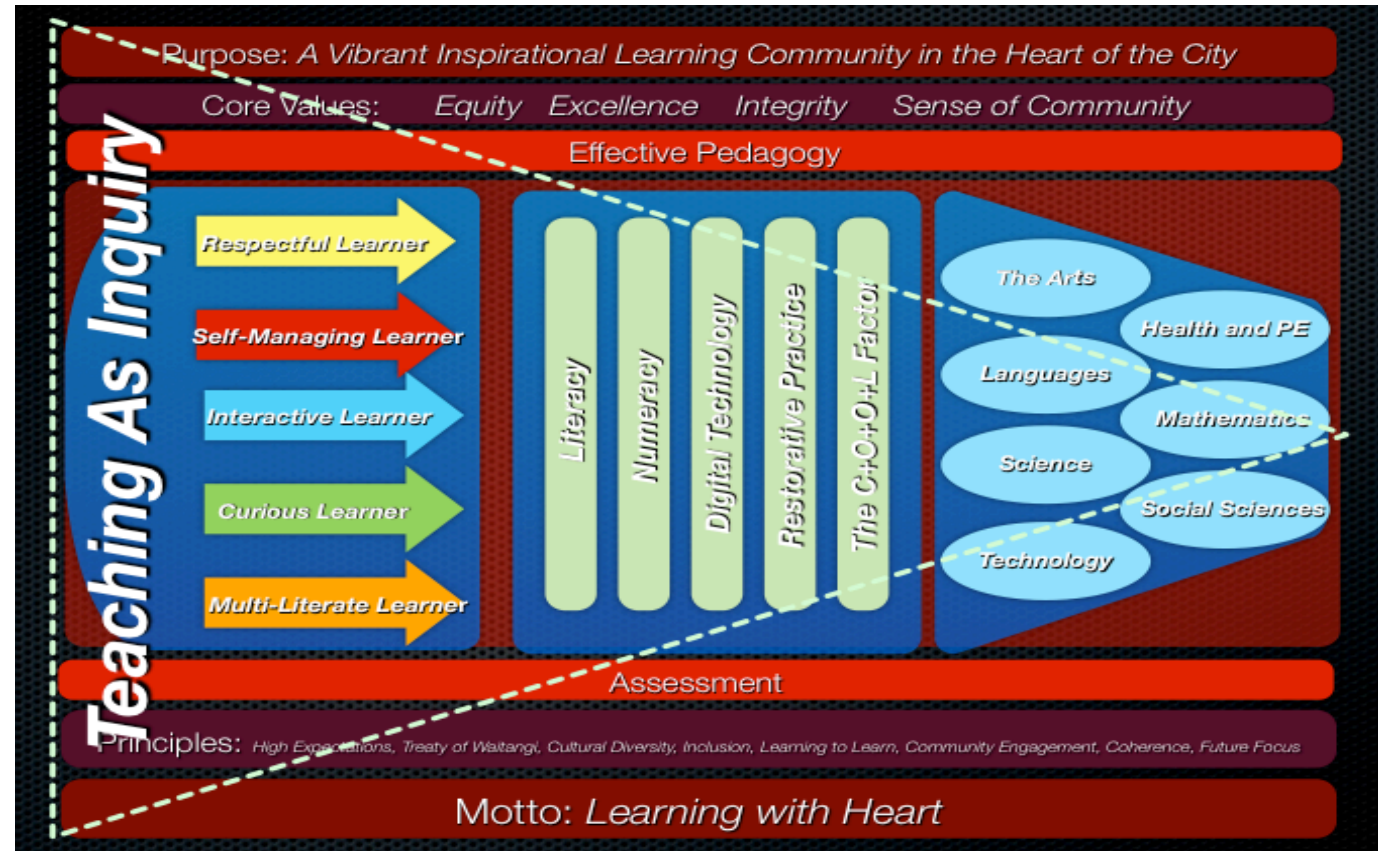
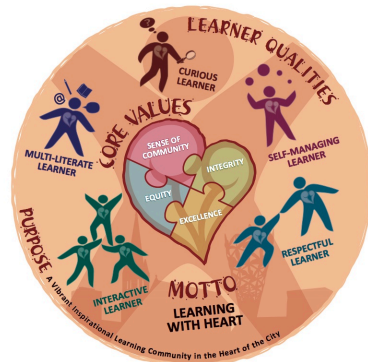
# Christchurch East School

## Charter, Strategic Plan and Annual Plan 2020

(Based on the New Zealand Curriculum, the following vision, mission, values, beliefs and philosophy have been developed for Christchurch East School)

**Our Purpose:** A Vibrant Inspirational Learning Community in the Heart of the City

**Our Motto:** Learning with Heart



### Our Values:

**Equity** Te Ririte  
**Excellence** Te Hiranga  
**Integrity** Ngākau Pono  
**Sense of Community** Nohonga Tahitanga

### Our Learner Qualities:

**Respectful Learner:** Get Along **Manaakitia**  
**Self Managing Learner:** Can Do **Autaia**  
**Interactive Learner:** Get Involved **Karawhiua**  
**Curious Learner:** Question, Think, Act and Reflect **Pātai, whakaaro, mahia, hokia**  
**Multi-Literate Learner:** Find, Use and Share **Rapua, mahia, tukuna**

### **Christchurch East School's Cultural Diversity**

*At Christchurch East School we are proud of, and celebrate, a much more diverse multicultural school community than most other Christchurch schools, having between 27 and 35 different ethnic groups, and over 50% ESOL students. Our Māori community makes up 15 - 20% of our student community. We acknowledge and celebrate our school's rich cultural composition and foster the partnership between whānau, tamariki, Board of Trustees, management and teachers, to ensure and enhance the well-being of all, through support, consultation, representation and participation.*

#### **EDUCATION ACT REQUIREMENTS**

- Christchurch East School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity, and the unique position of the Māori culture.
- In recognising the unique position of the Māori culture, Christchurch East School provides a bicultural Māori programme for all students and, in addition to this, will take all reasonable steps to ensure that instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) is provided for students whose parents request it.

#### **WE WILL MEET THESE REQUIREMENTS BY:**

- Celebrations of different cultures within our school community
- Pronouncing names correctly and having bilingual signs and instructions where appropriate
- Implementing the principles of the Treaty of Waitangi in our curriculum, including a Māori bicultural perspective
- Making full use of Māori resources in the community, and capitalising on the experiences and perspectives of the tangata whenua as an integral part of the school programme
- Reporting to the Board on Māori achievement
- Staff will receive regular professional development in the use of Māori language and culture in the classroom. Extended professional development will be provided for relevant staff.
- Implementing a Māori Responsiveness Plan:

#### **MĀORI RESPONSIVENESS PLAN**

- If whānau, or other person, requests a higher level of tikanga and/or Te Reo than is presently evident in our school's Māori programme, the staff and family will discuss and explore the following options:
  - Further explanation of the existing programmes
  - Further extension of the existing programmes, if and as appropriate
  - Provision of school support and resources to further enhance inclusion of Te Reo and tikanga within the child's classroom
  - Other negotiated actions

#### **Steps taken to discover views and concerns of the school's community:**

<ul style="list-style-type: none"> <li>• Māori parents invited to attend hui/whānau meetings/meet the teacher evenings; aiming for 100% participation</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging representation on BoT</li> </ul>
<ul style="list-style-type: none"> <li>• Ongoing liaison and home visits as appropriate throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation through pānui/newsletters, etc</li> </ul>

**Key Resources: Our Whānau and community, Ka Hikitia – Managing for Success: The Māori Education Strategy 2013 – 2017, Huakina Mai**

# Christchurch East School Strategic Plan 2020 - 2022

Strategic Goal 1: <b>Teaching and Learning</b> <i>To provide relevant, engaging teaching and learning opportunities with strong links to our curriculum and the wider community.</i>	Strategic Goal 2: <b>Positive Education</b> <i>To be characterised by positive culture/ relationships within and beyond the school, based on our school values and approach.</i>	Strategic Goal 3: <b>Environment</b> <i>To work towards site development, meeting the current and future needs of students, staff, parents and community.</i>
<p style="text-align: center;"><b>2020</b></p> <ul style="list-style-type: none"> <li>• Use the outcomes of the ERO review to further shape teaching and learning within our school                             <ul style="list-style-type: none"> <li>○ Student Achievement</li> <li>○ Data Capability and Use</li> <li>○ Internal Evaluation</li> </ul> </li> <li>• Evaluate our capacity to use data effectively, related to teaching and learning through our SMS (LINC-ED)</li> <li>• Complete a review/update of our curriculum</li> </ul>	<p style="text-align: center;"><b>2020</b></p> <ul style="list-style-type: none"> <li>• Develop and implement school wide Whānau Engagement Plan through implementation of LINC-ED and paperless communication</li> <li>• Continue our school wide approach to positive education to promote empowerment of staff and students                             <ul style="list-style-type: none"> <li>○ Data Capability and Use</li> <li>○ Internal Evaluation (ERO 2019)</li> </ul> </li> <li>• Develop partnerships with the community that increase and enhance teaching and learning opportunities (Kahui Ako)</li> </ul>	<p style="text-align: center;"><b>2020</b></p> <ul style="list-style-type: none"> <li>• Complete the detailed design process with the MoE and Baldasso Cortese (architects) with construction starting 2020</li> <li>• Plan for, and maintain, school operation amidst the site development</li> <li>• Ensure community stakeholders are kept informed throughout the site development process</li> </ul>
<p style="text-align: center;"><b>2021</b></p> <ul style="list-style-type: none"> <li>• Continue to use the outcomes of the ERO review to further shape teaching and learning within our school</li> <li>• Review our assessment and reporting to establish if it is engaging students and whānau, and providing the right information as students transition within and out of our school</li> <li>• Complete a review/update of our curriculum in relation to collaborative teaching</li> </ul>	<p style="text-align: center;"><b>2021</b></p> <ul style="list-style-type: none"> <li>• Ensure transition programmes to and from our school are noted for their innovation, flexibility and success</li> <li>• Examine again and reflect how we are viewed by our school community, and our provisions for whānau involvement in school programmes</li> <li>• Continue Kahui Ako involvement</li> </ul>	<p style="text-align: center;"><b>2021</b></p> <ul style="list-style-type: none"> <li>• Completion of capital works, through the major upgrade of our school site, via the MoE transformation programme</li> <li>• Plan for and maintain school operation during the site development and construction process</li> <li>• Ensure community stakeholders are kept informed throughout the site development process</li> </ul>
<p style="text-align: center;"><b>2022</b></p> <ul style="list-style-type: none"> <li>• Review the effectiveness of our appraisal process and links to professional development</li> <li>• Examine the use of targeted teaching to accelerate student achievement across our school</li> </ul>	<p style="text-align: center;"><b>2022</b></p> <ul style="list-style-type: none"> <li>• Evaluate, then develop, the use of student voice to assess students, sense of belonging and the culture of the school</li> <li>• Re-evaluate our school vision and values in conjunction with our community, to ensure they accurately reflect the learning community we are aiming to provide</li> <li>• Review the school approach toward positive education for staff and students</li> </ul>	<p style="text-align: center;"><b>2022</b></p> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of our transformed site in meeting the teaching and learning needs of our school community</li> <li>• Develop ways in which our students can design and shape areas of the learning environment to enhance their Sense of Community and belonging</li> <li>• Re-assess population growth in the central city and plan for expansion as needed</li> </ul>

## Christchurch East School Annual Plan 2020

### **Strategic Goal One: Teaching and Learning**

**To provide relevant, engaging teaching and learning opportunities with strong links to our curriculum and the wider community.**

<p><b>Context:</b> While progress is being made, our 2019 achievement data and ERO review indicate that we have more work to do in lifting and accelerating student achievement. Programme and staff professional development are planned to meet the needs identified, including support from external providers and MoE-based initiatives. This includes developments in: Assessment, Teacher Inquiry, Literacy, Numeracy, Digital Technology, Culturally-Responsive Pedagogy, and Relationships (Huakina Mai).</p>	<p><b>Target/s:</b></p> <ul style="list-style-type: none"> <li>• Use the outcomes of the ERO review to further shape teaching and learning within our school             <ul style="list-style-type: none"> <li>○ Student Achievement</li> <li>○ Data Capability and Use</li> <li>○ Internal Evaluation</li> </ul> </li> <li>• Evaluate our capacity to use data effectively, related to teaching and learning through our SMS (LINC-ED)</li> <li>• Complete a review/update of our curriculum</li> </ul>	<p><b>Priority actions:</b></p> <ul style="list-style-type: none"> <li>• Investigate develop and implement curriculum initiatives and approaches which are relevant and engaging. (Senior Leadership with staff)</li> <li>• Document, implement and appropriately review a school wide approach to support at risk learners (SENCO with staff)</li> <li>• Professional Development with Pam Hook to support full integration of SOLO across the curriculum (Senior Leadership with staff)</li> </ul>	<p><b>By the end of the year:</b></p> <ol style="list-style-type: none"> <li>1. Implement curriculum developments in key areas to promote student engagement which have improved student achievement</li> <li>2. A consistent effective approach to promote accelerate learning with our at-risk students</li> <li>3. SOLO will be integrated school-wide into our teams across the curriculum increasing students and staff ability to evaluate progress and identify next steps</li> </ol>
<p><b>Review for May Board meeting Term 2:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Review for October Board meeting Term 4:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

**Strategic Goal Two: Positive Education**

**To be characterised by positive culture/relationships within and beyond the school, based on our school values and approach.**

<p><b>Context:</b> The school's last ERO report highlights the development in this area by acknowledging, 'the school's strong sense of family and community is reflected in the positive and caring relationships'. We intend to continue to build on this area with and enhance staff and student empowerment through:</p> <ul style="list-style-type: none"> <li>Engagement Clarity</li> <li>System refinement</li> <li>Development Programmes</li> <li>Kahui Ako involvement</li> </ul>	<p><b>Target/s:</b></p> <ul style="list-style-type: none"> <li>Develop and implement school wide Whānau Engagement Plan through implementation of LINC-ED and paperless communication</li> <li>Continue our school wide approach to positive education to promote empowerment of staff and students             <ul style="list-style-type: none"> <li>Data Capability and Use</li> <li>Internal Evaluation (ERO 2019)</li> </ul> </li> <li>Develop partnerships with the community that increase and enhance teaching and learning opportunities (Kahui Ako)</li> </ul>	<p><b>Priority action/s:</b></p> <ul style="list-style-type: none"> <li>Developed and implement a school wide Whānau Engagement Plan with LINC-ED (Senior Leadership/DT PLG/Office Staff)</li> <li>Developed and implement a school wide plan to promote the empowerment of staff and students (Senior Leadership/ PLG's)</li> <li>Continue involvement in Kahui Ako (Principal/Senior Leadership)</li> </ul>	<p><b>By the end of the year:</b></p> <ol style="list-style-type: none"> <li>School Wide Whānau Engagement Plan developed and implemented (Paperless)</li> <li>Implemented an internal leadership development programme for students and staff</li> <li>Review of the School Values</li> <li>Creating systems that empower staff with curriculum developments including PLG's</li> <li>The school is actively involved in the Kahui Ako</li> </ol>
<p><b>Review for May Board meeting Term 2:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Review for October Board meeting Term 4:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li></li> </ul>

**Strategic Goal Three: Environment**

**To work towards site development, meeting the current and future needs of students, staff, parents and community.**

<p><b>Context:</b> In the second half of 2015, the school went through a compressed master planning process. While a lot of time has been invested since then, minimal progress has been achieved until the second half of the 2019. It is hoped that we will complete the construction of the three Collaborative buildings in the next 12 -18 months.</p>	<p><b>Target/s:</b></p> <ul style="list-style-type: none"><li>• Complete the detailed design process with the MoE and Baldasso Cortese (architects), with construction starting 2020</li><li>• Plan for, and maintain, school operation during the site development</li><li>• Ensure community stakeholders are kept informed throughout the site development process</li></ul>	<p><b>Priority action/s:</b></p> <ul style="list-style-type: none"><li>• Plan with staff to minimise disruption to teaching and learning in 2020, given the potential moving around of rooms that is required. Work with architects and MoE to begin construction. (BoT Property Team/MoE &amp; Design Team)</li><li>• Prepare for construction and keep things running as normally as possible throughout the build (Principal with staff)</li><li>• Regular updates throughout the year (BoT Property Team/MoE &amp; Design Team)</li></ul>	<p><b>By the end of the year:</b></p> <ol style="list-style-type: none"><li>1. Detailed design is completed and construction is underway</li><li>2. Continuing to accommodate all of our teaching and learning programmes effectively on site</li><li>3. All stakeholders are aware of progress and next steps</li></ol>
<p><b>Review for May Board meeting Term 2:</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p><b>Next steps:</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p><b>Review for October Board meeting Term 4:</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p><b>Next steps:</b></p> <ul style="list-style-type: none"><li>•</li></ul>